

# Porterville College



**Institutional Self Study Report  
In Support of  
Reaffirmation of Accreditation  
Fall 2018**

**DRAFT – 04/27/18**



**Institutional Self-Evaluation Report  
In Support of Reaffirmation of Accreditation**

Submitted by:  
Porterville College  
100 E. College Avenue  
Porterville, CA 93257

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

July 2018

**Certification of Institutional Self-Evaluation Report**

**To:** Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

**From:** Mr. William P. Henry  
President  
Porterville College  
100 E. College Ave  
Porterville, CA 93257

**Date:** July 2018

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

We certify that there was broad participation by the campus community, and we believe the Institutional Self-Evaluation Report accurately reflects the nature and substance of the institution.

Signed:

\_\_\_\_\_  
William P. Henry, President Date

\_\_\_\_\_  
Thomas J. Burke, Chancellor Date

\_\_\_\_\_  
Kay Meek, President, Board of Trustees Date

\_\_\_\_\_  
Dr. Jeffrey Keele, President, Academic Senate Date

\_\_\_\_\_  
Dr. Ann Marie Wagstaff, President, Community College Association, Faculty Date

\_\_\_\_\_  
Laverne Butler, President, CSEA Date

\_\_\_\_\_  
Sam Aunai, Accreditation Liaison Officer Date

\_\_\_\_\_  
, President, Associated Student Organization Date

---

**Table of Contents**

|  |     |
|--|-----|
| Introduction .....   | 6   |
| History of Institution .....   | 7   |
| Mission & Values .....   | 9   |
| Philosophy .....   | 10  |
| Geography/Service Area .....   | 11  |
| Student Demographic & Data .....                                     | 18  |
| Organizational Charts .....  | 36  |
| Organization of Institutional Self Evaluation Report .....           | 42  |
| Eligibility Requirements for Accreditation .....                     | 47  |
| Certification of Continued Compliance .....                          | 50  |
| Standard I Mission, Academic Quality & Effectiveness .....           | 60  |
| I.A. Mission .....   | 61  |
| I.B. Assuring Academic Quality and Institutional Effectiveness ..... | 67  |
| I.C. Institutional Integrity .....                                   | 83  |
| Standard II Student Learning Programs & Support Services .....       | 91  |
| II.A. Instructional Programs .....                                   | 92  |
| II.B. Library and Learning Support Services .....                    | 119 |
| II.C. Student Support Services .....                                 | 125 |
| Standard III Resources .....   | 140 |
| III.A. Human Resources .....   | 141 |
| III.B. Physical Resources .....                                      | 155 |
| III.C. Technology Resources .....                                    | 160 |
| III.D. Financial Resources .....                                     | 169 |
| Standard IV Leadership & Governance .....                            | 187 |
| IV.A. Decision-Making Roles and Processes .....                      | 188 |
| IV.B. Chief Executive Officer .....                                  | 194 |
| IV.C. Governing Board .....  | 200 |
| IV.D. Multi-College Districts or Systems .....                       | 209 |

Quality Focus Essay and Institutional Reflection ..... 218

# Introduction

## History of the Institution

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.

Porterville College covers approximately sixty acres and provides educational opportunities to people from a geographic area covering 2,800 square miles in southeastern Tulare County. Porterville College serves the community of Porterville, with a population of approximately 60,000, and a larger service area population of more than 120,000. Porterville College is one of two community colleges serving Tulare County. The other is College of the Sequoias, located in Visalia, approximately 35 miles to the northwest. The rural institution enrolls approximately 4,500 individual full- and part-time students each year.

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

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

These divisions offer a broad range of majors and transfer opportunities, certificates, and remedial courses and programs. Currently, the College offers seventeen associate degree majors and fourteen certificate programs. The College also offers thirteen associate degrees for transfer (ADT) which guarantees a student junior status with a California State University (CSU) campus upon completion. The College continues to position itself to meet the growing and changing needs of the community.

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

The Porterville College Foundation actively supports the College in developing activities, programs, and facilities that are in the best interest of our students. During the last ten years, the net asset allocation of the Foundation has grown and changed considerably. In 1991, the net assets were approximately \$350,000, with more than eighty percent dedicated for scholarships. Today, the Foundation estimates its net assets to be approximately \$6.6 million. The Foundation sponsors an energetic campaign to support college programs and faculty projects. In April 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 Porterville College 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.”

#### List of significant changes since the last Self-Evaluation

- At the last accreditation, Porterville College had only four associate degrees for transfer (ADT): Mathematics; Communication; Art-Studio; and History. Currently, Porterville College has added nine other ADTs in: Agriculture Business, Administration of Justice, Anthropology, Business Administration, Early Childhood Education, English, Philosophy, Political Science, and Sociology.
- Porterville College has built partnerships with local school districts and community partners to provide early college opportunities for students to earn college units while in high school. College credit can be earned through dual enrollment, concurrent enrollment, and/or articulation/credit by examination.
- Porterville College offers programs and courses in the community locations including the Porterville Adult School. Additionally, the College’s fire technology program is offered exclusively off-site in partnership with the City of Porterville.
- As part of the College’s continuous effort to support student needs, Porterville College now has a Job Entrepreneur Career (JEC) Center and a Veterans’ Resource Center. The JEC Center provides services to students and the community with job search, job placement, internship, career guidance, and new business resources. The Veterans Resource Center provides targeted services to veterans with counseling and guidance.
- Porterville College since the last accreditation has developed and implemented various efforts to accelerate the readiness and preparation of students for transfer level courses. These efforts



---

include: accelerated basic skills courses, multiple measures assessment, and summer bridge program.

- The College has implemented a degree audit software program (Degree Works) to allow students to monitor and track their own performance. This software program also allows counselors to review academic progress with students.
- To ensure a comfortable and safe learning environment, the College has instituted several new measures. These include: new signage, new benches, security personnel, and updated security cameras.
- 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.

## **Our 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 career 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, career and academic potential.
- Prepare students for transfer and success at four-year institutions.
- Provide courses and training to prepare students for employment or to enhance skills within their current careers.
- Provide 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.

## **Our Values**

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

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

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

### **Our Philosophy**

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

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



## Geography and Service Area

The KCCCD has three community colleges within its jurisdiction. The three colleges cover five California counties: Kern, Inyo, Mono, Tulare, and San Bernardino. Porterville College largely serves southeastern Tulare County.

The Porterville College Service Area includes the following zip codes/cities from within Tulare county: 93207 (California Hot Springs); 93208 (Camp Nelson); 93218 (Ducor); 93257 and 93258 (Porterville); 93260 (Posey); 93261 (Richgrove); 93265 (Springville); 93267 (Strathmore); 93270 (Terra Bella); and 93219 (Earlimart).

The Visalia-Porterville Metropolitan Statistical Area (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. Sequoia National Forest is on the eastern boundary of the MSA. It is a popular destination point that brings pass-through traffic through the area.

The Visalia-Porterville MSA has a population base that is expected to reach a half-million by the year 2025. It presently exceeds 465,000. It is projected to grow at an annual rate of 0.82%. The five-year outlook to year 2021 projects households to grow 0.76% annually. The median age within the MSA is 30.2 years of age. It is expected to grow incrementally over the next five-years.

### Key Demographic and Economic Profile

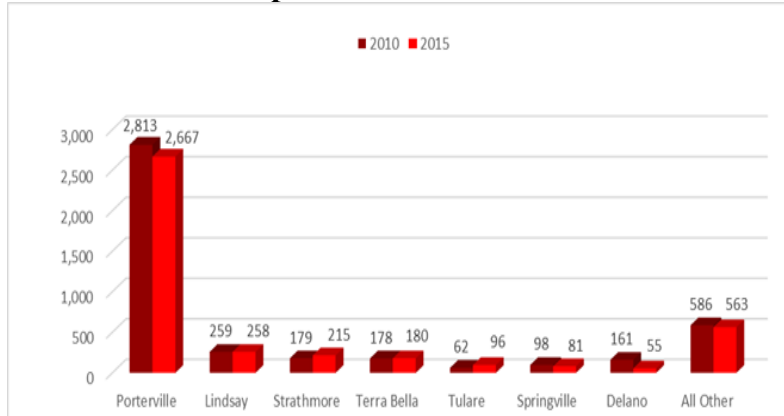
| <b>Trends</b>                    | <b>2010</b> | <b>2016</b>  | <b>2021</b>     |
|----------------------------------|-------------|--------------|-----------------|
| Population                       | 442,179     | 465,273      | 484,622         |
| Households                       | 130,352     | 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        |
| <b>Annual Growth Comparisons</b> | <b>MSA</b>  | <b>State</b> | <b>National</b> |
| 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**

The College is located in the City of Porterville and it serves a population based of approximately 78,500.

**Zip Codes of Enrolled Students**



Seven zip codes accounted for approximately 87% of the students who attend the College. 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 Colleg

**Population by Age, PC Service Area**

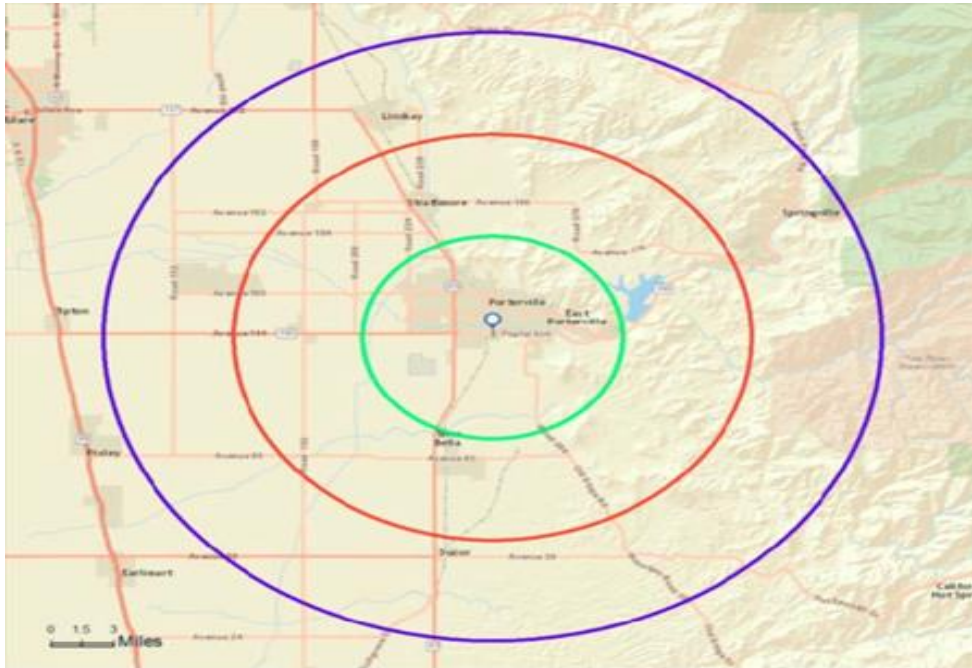
| Age Range | 2016   | %     | 2021   | %     |
|-----------|--------|-------|--------|-------|
| 0-4       | 11,191 | 9.6%  | 11,576 | 9.6%  |
| 5-9       | 10,424 | 8.9%  | 10,800 | 8.9%  |
| 10-14     | 10,091 | 8.6%  | 10,300 | 8.5%  |
| 15-19     | 9,385  | 8.0%  | 9,545  | 7.9%  |
| 20-24     | 9,490  | 8.1%  | 8,679  | 7.2%  |
| 25-34     | 16,979 | 14.5% | 18,436 | 15.2% |
| 35-44     | 13,274 | 11.3% | 14,430 | 11.9% |
| 45-54     | 12,464 | 10.7% | 11,786 | 9.7%  |
| 55-64     | 11,244 | 9.6%  | 11,534 | 9.5%  |
| 65-74     | 7,407  | 6.3%  | 8,477  | 7.0%  |
| 75-84     | 3,578  | 3.1%  | 4,039  | 3.3%  |
| 85+       | 1,497  | 1.3%  | 1,490  | 1.2%  |

Source: ESRI/MAAS Companies

### The Effective Service Area (ESA)

The effective service area (ESA) is the area that the College actually serves, i.e. where students who attend Porterville College reside. 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. 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.



### Household Income

Household income within the Effective Service Area's (ESA):

- 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.

|                          | 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

- The population segmentation for age is projected to remain relatively stable over the next five years.
- The younger, (0 – 14 years of age), is estimated at 31,000 plus (27% of the population), is projected to remain stable over the next five-years.
- With a stable younger age population segment and an assumption for future graduation rates that are similar to the present, the College would continue to focus on students within age 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.

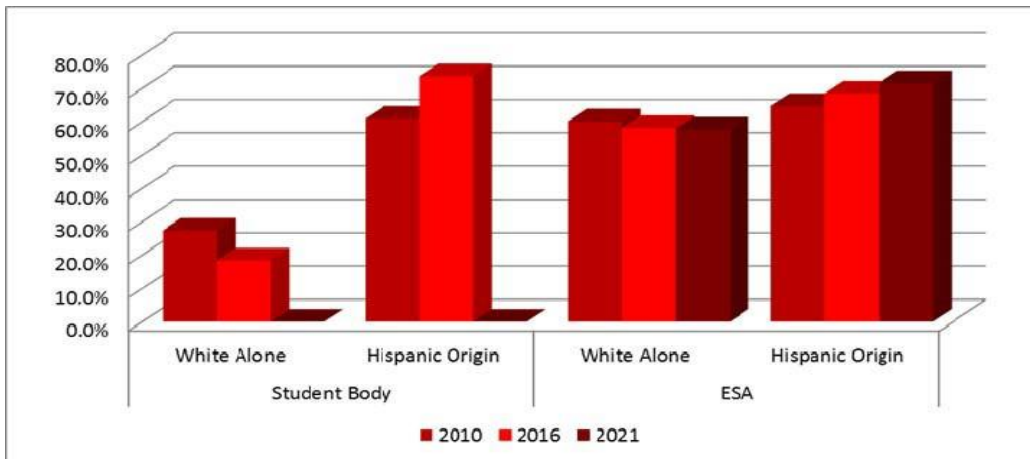
- The data suggests that the ESA is dominated by two primary population segments: White/Caucasian population segment and Hispanic/Latino population segment.
- Generally, there has been a trend for slow decline of the White population segment and a more accelerate increase in the Hispanic population segment.

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

\*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**



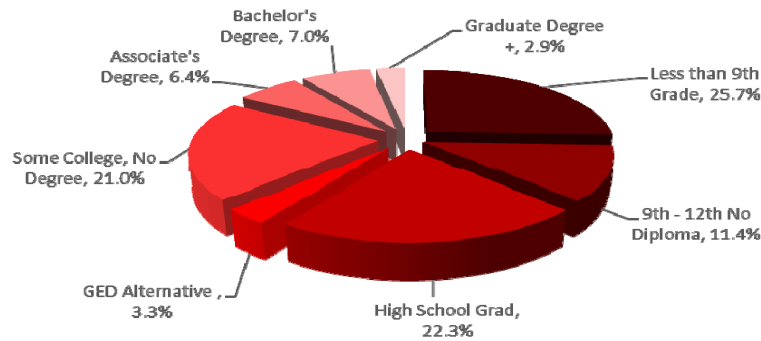
Source: Environmental Systems Research institute; KCCD Oracle Discoverer Report (2011); Porterville College Fast Facts 2015

Levels of Educational Attainment

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 (10% statewide).
- Those who possessed bachelor’s degrees and graduate/professional degrees within the ESA accounted for just under 10% of the population base (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 do not have a high school diploma.

Effective Service Area



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

**Workforce Distribution, PC Service Area**

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

Source: ESRI/MAAS Companies



**Fastest Growing Occupations, PC Service Area**

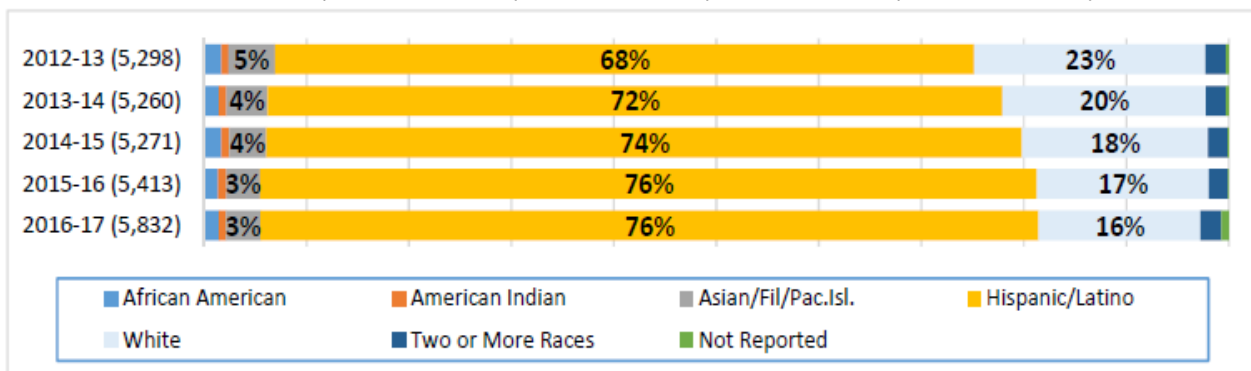
| <b>Occupation</b>                                  | <b>2012</b> | <b>2022</b> | <b>Net Growth<br/>2012-2022</b> | <b>% Change<br/>2012-2022</b> |
|--|-------------|-------------|---------------------------------|-------------------------------|
| Laborers & Freight/Stock/Material Movers           | 3,090       | 4,020       | 930                             | 30.1%                         |
| Registered Nurses                                  | 1,860       | 2,680       | 820                             | 44.1%                         |
| Food Prep / Servers                                | 2,910       | 3,710       | 800                             | 27.5%                         |
| Personal Car Aides                                 | 1,930       | 2,720       | 790                             | 40.9%                         |
| Nursing Assistants                                 | 990         | 1,560       | 570                             | 57.6%                         |
| Medical Secretaries                                | 960         | 1,450       | 490                             | 51.0%                         |
| Construction Laborers                              | 820         | 1,220       | 400                             | 48.8%                         |
| Medical Assistants                                 | 750         | 1,090       | 340                             | 45.3%                         |
| Licensed Practical & Licensed Vocational<br>Nurses | 520         | 770         | 250                             | 48.1%                         |
| Sales Rep., Wholesale and Mfg                      | 950         | 1,200       | 250                             | 26.3%                         |
| Billing and Posting Clerks                         | 680         | 920         | 240                             | 35.3%                         |
| Farmworkers, Farm, Ranch Ag Animals                | 780         | 1,020       | 240                             | 30.8%                         |
| Cooks/Restaurant Workers                           | 630         | 820         | 190                             | 30.2%                         |
| Maids / Household Cleaners                         | 760         | 950         | 190                             | 25.0%                         |
| Industrial Machinery Mechanics                     | 490         | 650         | 160                             | 32.7%                         |
| Supervisors of Food Prep and Serving<br>Workers    | 600         | 760         | 160                             | 26.7%                         |
| Painter, Construction, Maintenance                 | 250         | 380         | 130                             | 52.0%                         |
| Carpenters   | 280         | 400         | 120                             | 42.9%                         |
| Bill and Account Collector                         | 290         | 410         | 120                             | 41.4%                         |
| Home Health Aides                                  | 430         | 550         | 120                             | 27.9%                         |

*Source: Employment Development Department/MAAS Companies*

## Student Demographics & Student Data

### All Students by Ethnicity

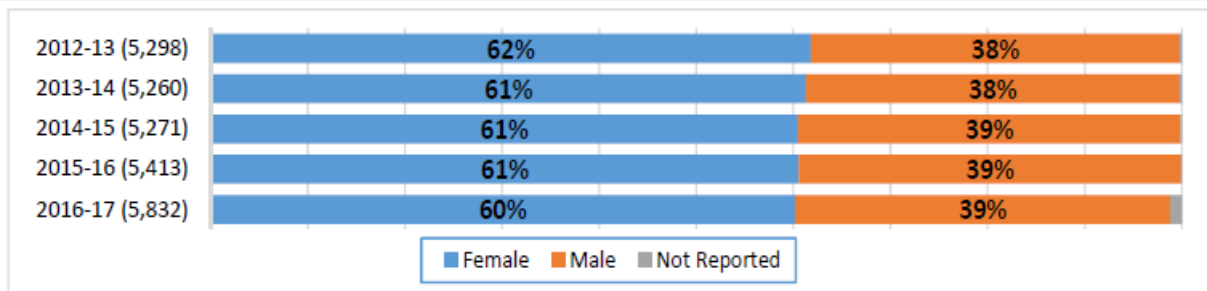
|                    | 2012-13 (5,298) | 2013-14 (5,260) | 2014-15 (5,271) | 2015-16 (5,413) | 2016-17 (5,832) |
|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| African American   | 2%              | 1%              | 2%              | 1%              | 1%              |
| American Indian    | 1%              | 1%              | 1%              | 1%              | 1%              |
| Asian/Fil/Pac.Isl. | 5%              | 4%              | 4%              | 3%              | 3%              |
| Hispanic/Latino    | 68%             | 72%             | 74%             | 76%             | 76%             |
| White              | 23%             | 20%             | 18%             | 17%             | 16%             |
| Two or More Races  | 2%              | 2%              | 2%              | 2%              | 2%              |
| Not Reported       | 0%              | 0%              | 0%              | 0%              | 1%              |



Source: 17-18 Annual Program Review PC Collegewide

### All Students by Gender

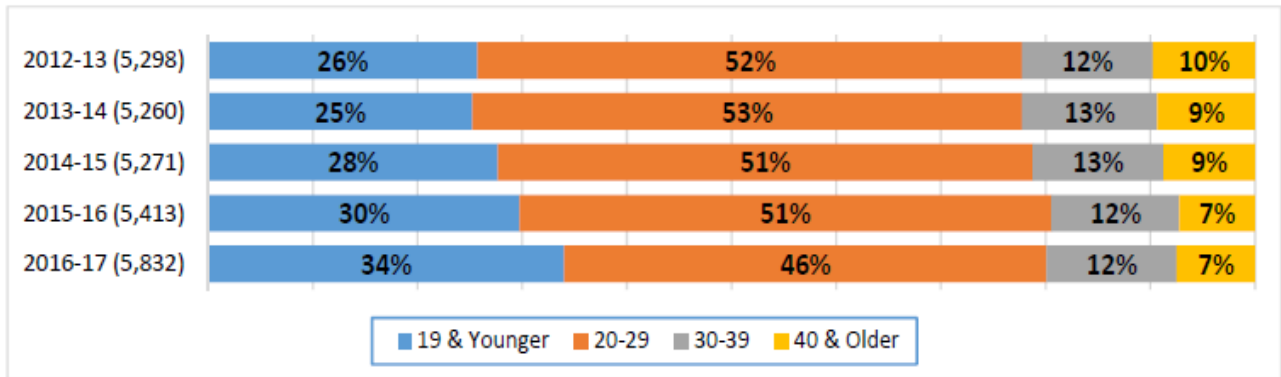
|              | 2012-13 (5,298) | 2013-14 (5,260) | 2014-15 (5,271) | 2015-16 (5,413) | 2016-17 (5,832) |
|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Female       | 62%             | 61%             | 61%             | 61%             | 60%             |
| Male         | 38%             | 38%             | 39%             | 39%             | 39%             |
| Not Reported | 0%              | 0%              | 0%              | 0%              | 1%              |



Source: 17-18 Annual Program Review PC Collegewide

**All Students by Age**

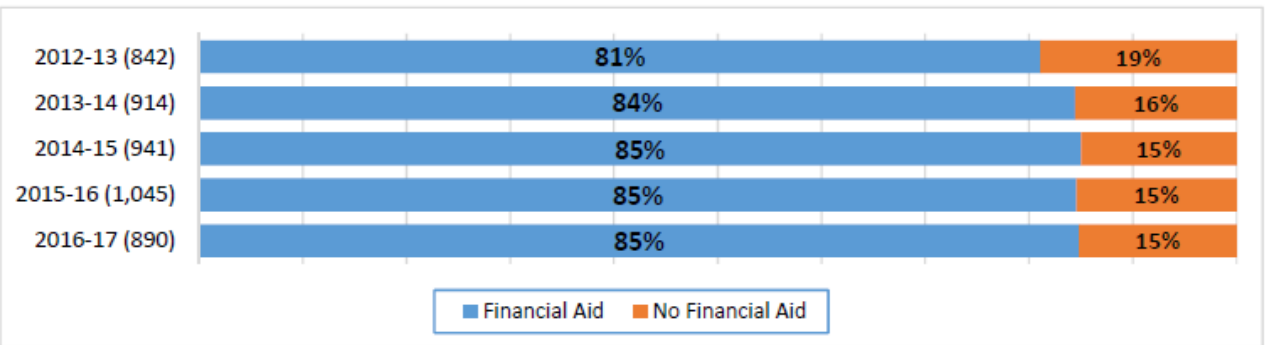
|              | 2012-13 (5,298) | 2013-14 (5,260) | 2014-15 (5,271) | 2015-16 (5,413) | 2016-17 (5,832) |
|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 19 & Younger | 26%             | 25%             | 28%             | 30%             | 34%             |
| 20-29        | 52%             | 53%             | 51%             | 51%             | 46%             |
| 30-39        | 12%             | 13%             | 13%             | 12%             | 12%             |
| 40 & Older   | 10%             | 9%              | 9%              | 7%              | 7%              |



Source: 17-18 Annual Program Review PC Collegewide

**Financial Aid Awarded, First Time Degree Seeking Cohorts**

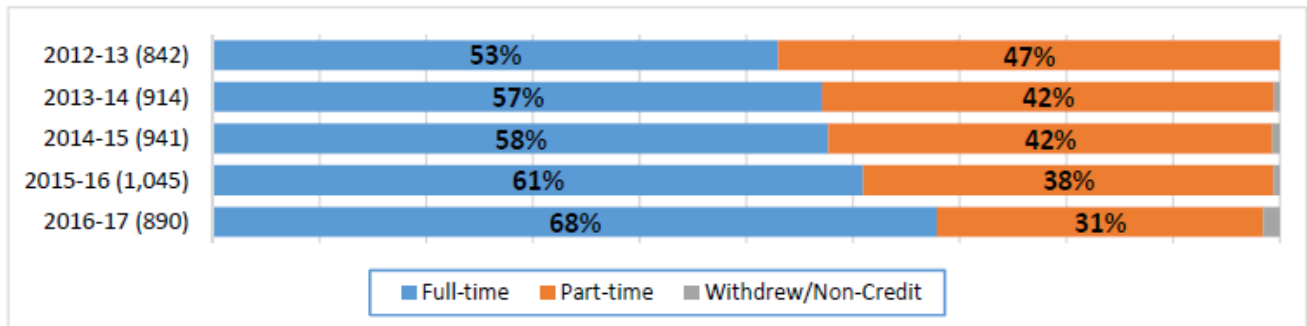
|                  | 2012-13 (842) | 2013-14 (914) | 2014-15 (941) | 2015-16 (1,045) | 2016-17 (890) |
|------------------|---------------|---------------|---------------|-----------------|---------------|
| Financial Aid    | 81%           | 84%           | 85%           | 85%             | 85%           |
| No Financial Aid | 19%           | 16%           | 15%           | 15%             | 15%           |



Source: Strategic Plan Common Measures 2017

**Full-Time/Part-Time Status, First Time Degree Seeking Cohorts**

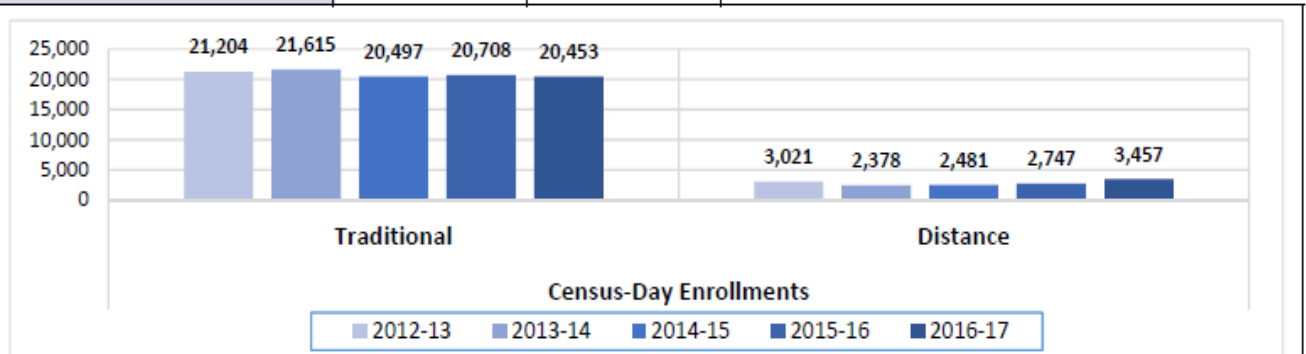
|                            | 2012-13 (842) | 2013-14 (914) | 2014-15 (941) | 2015-16 (1,045) | 2016-17 (890) |
|----------------------------|---------------|---------------|---------------|-----------------|---------------|
| <b>Full-time</b>           | 53%           | 57%           | 58%           | 61%             | 68%           |
| <b>Part-time</b>           | 47%           | 42%           | 42%           | 38%             | 31%           |
| <b>Withdrew/Non-Credit</b> | 0%            | 1%            | 1%            | 1%              | 2%            |



Source: Strategic Plan Common Measures 2017

**Census-Day Enrollments**

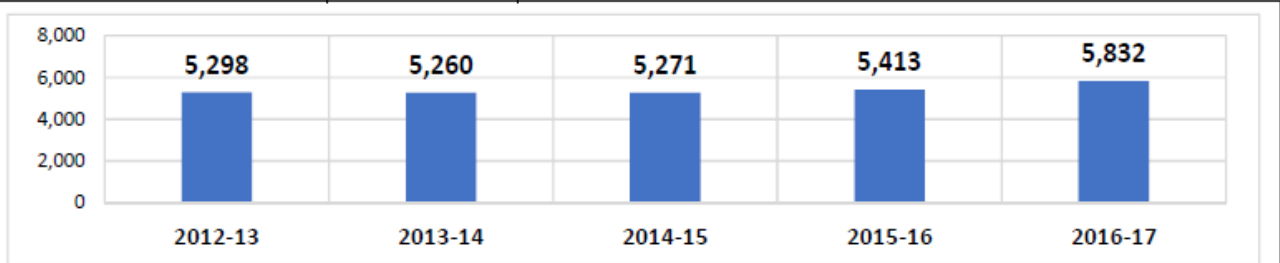
|         | Census-Day Enrollments |          |
|---------|------------------------|----------|
|         | Traditional            | Distance |
| 2012-13 | 21,204                 | 3,021    |
| 2013-14 | 21,615                 | 2,378    |
| 2014-15 | 20,497                 | 2,481    |
| 2015-16 | 20,708                 | 2,747    |
| 2016-17 | 20,453                 | 3,457    |



Source: 17-18 Annual Program Review PC Collegewide

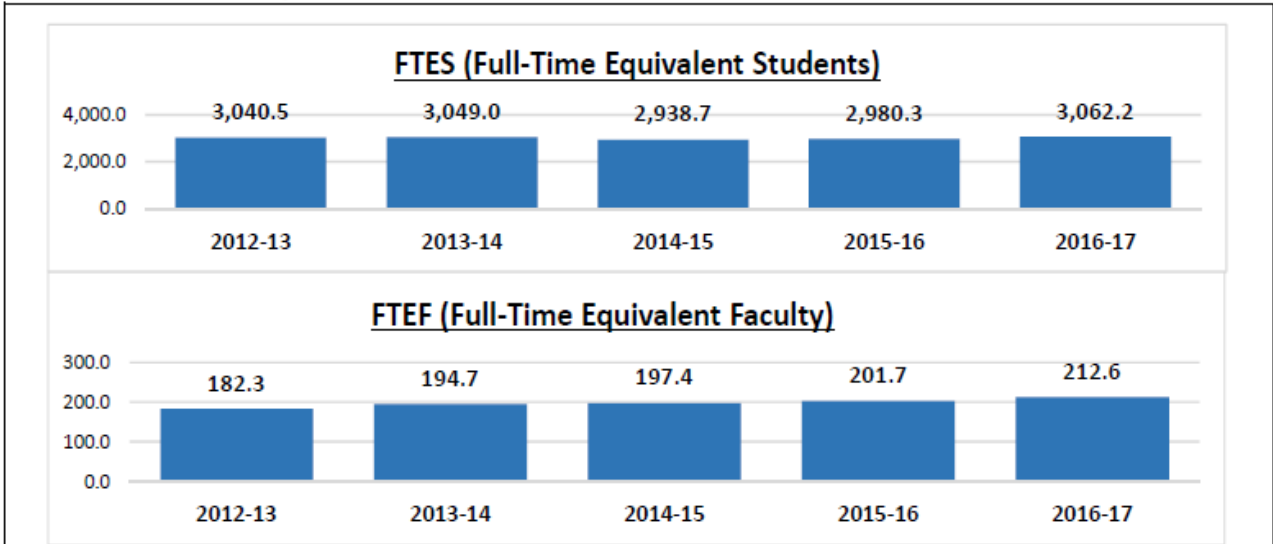
**Unduplicated Headcount by Academic Year**

|         | Unduplicated Headcount |
|---------|------------------------|
| 2012-13 | 5,298                  |
| 2013-14 | 5,260                  |
| 2014-15 | 5,271                  |
| 2015-16 | 5,413                  |
| 2016-17 | 5,832                  |



Source: 17-18 Annual Program Review PC Collegewide

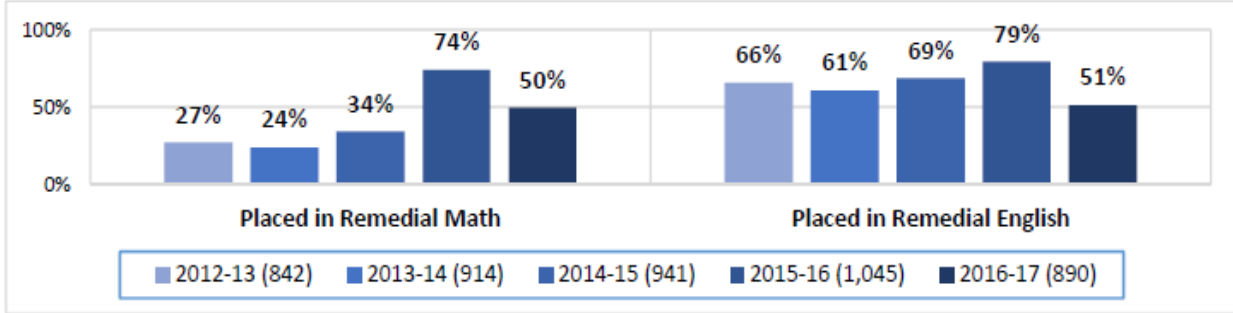
**Annual FTES and FTEF by Academic Year**



Source: 17-18 Annual Program Review PC Collegewide

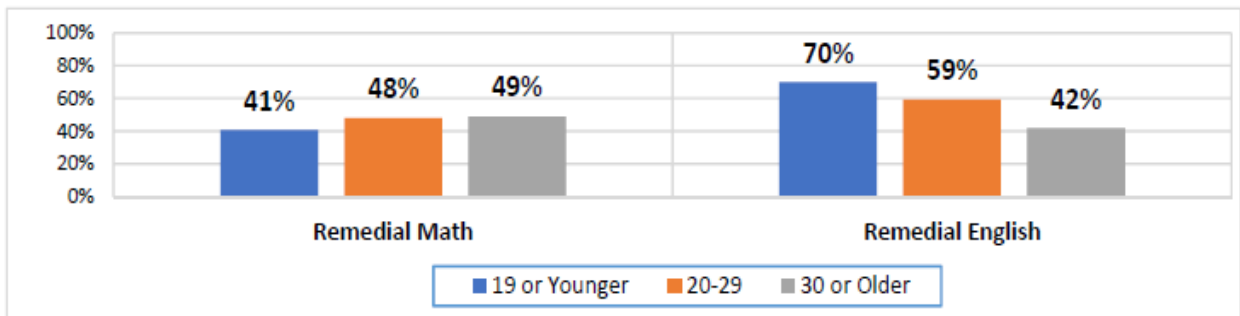
**% Remedial Placement, First Time Degree Seeking Cohorts**

|                            | 2012-13 (842) | 2013-14 (914) | 2014-15 (941) | 2015-16 (1,045) | 2016-17 (890) |
|----------------------------|---------------|---------------|---------------|-----------------|---------------|
| Placed in Remedial Math    | 27%           | 24%           | 34%           | 74%             | 50%           |
| Placed in Remedial English | 66%           | 61%           | 69%           | 79%             | 51%           |



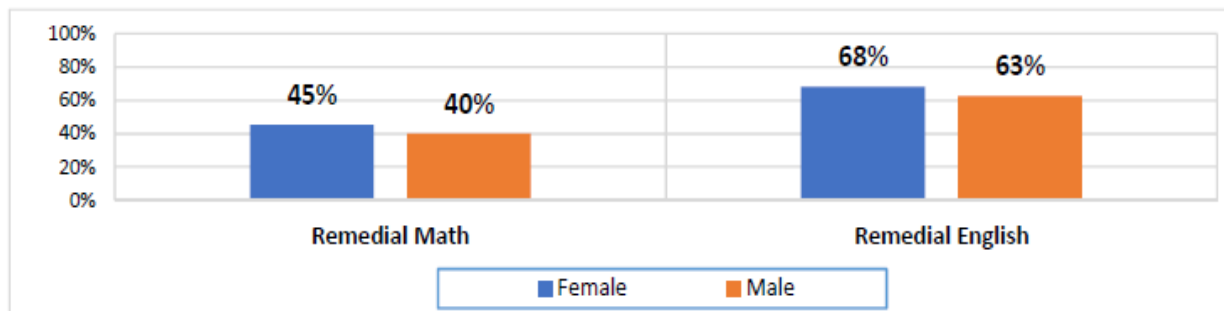
Source: Strategic Plan Common Measures 2017

**Remedial Placement by Age, 2012-13 through 2016-17**



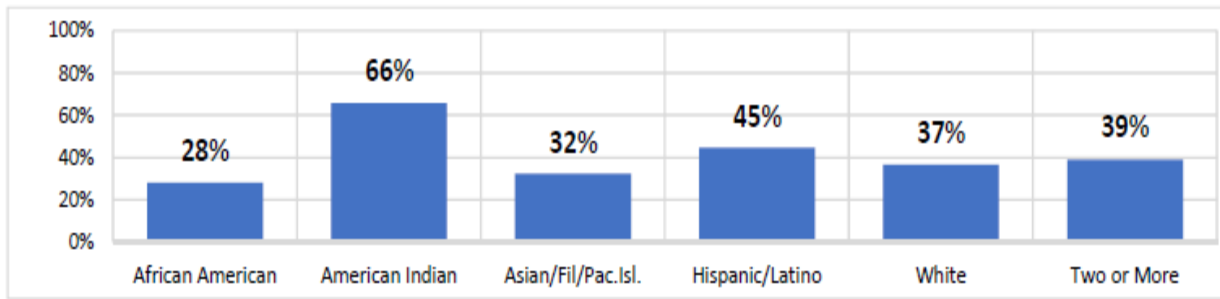
Source: 17-18 Elements of Student Success Report/ODS

**Remedial Placement by Gender, 2012-13 through 2016-17**



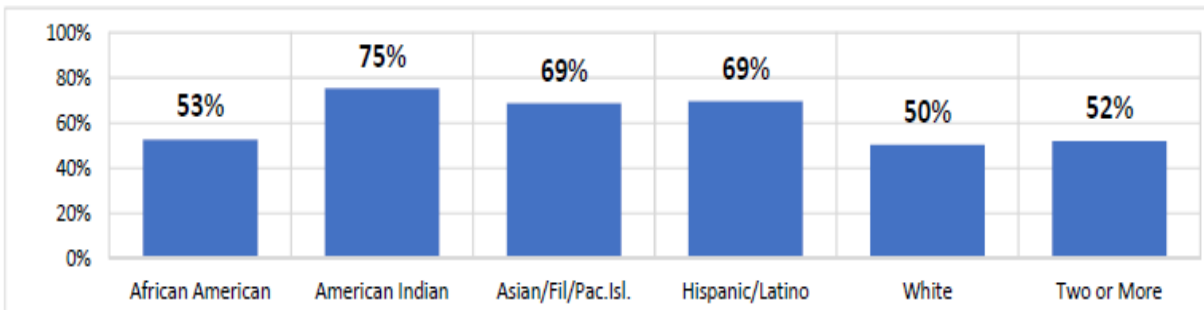
Source: 17-18 Elements of Student Success Report/ODS

**Remedial Math Placement by Ethnicity, 2012-13 through 2016-17**



Source: 17-18 Elements of Student Success Report/ODS

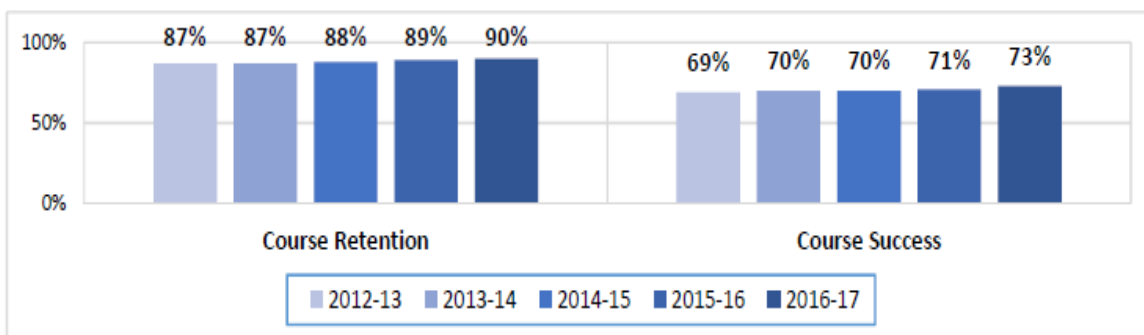
**Remedial English Placement by Ethnicity, 2012-13 through 2016-17**



Source: 17-18 Elements of Student Success Report/ODS

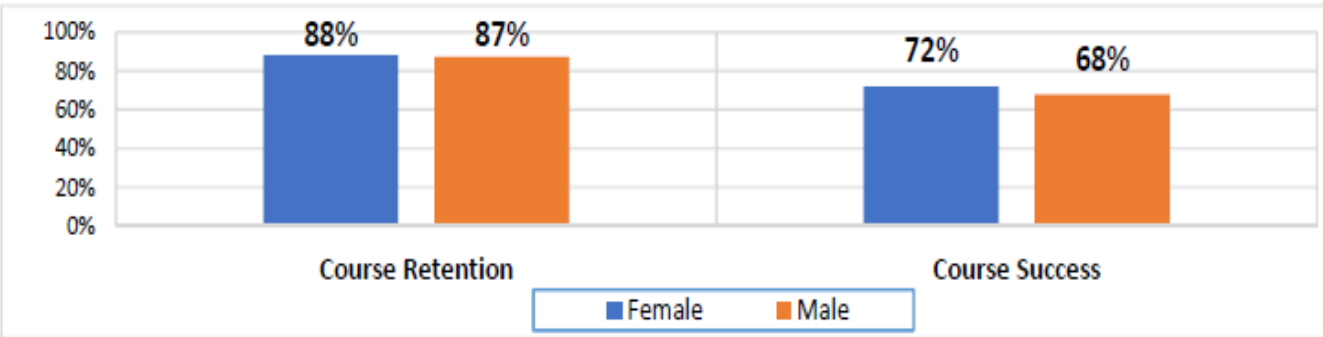
**Course Retention and Success Rates, All Students**

|                  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|---------|---------|
| Course Retention | 87%     | 87%     | 88%     | 89%     | 90%     |
| Course Success   | 69%     | 70%     | 70%     | 71%     | 73%     |



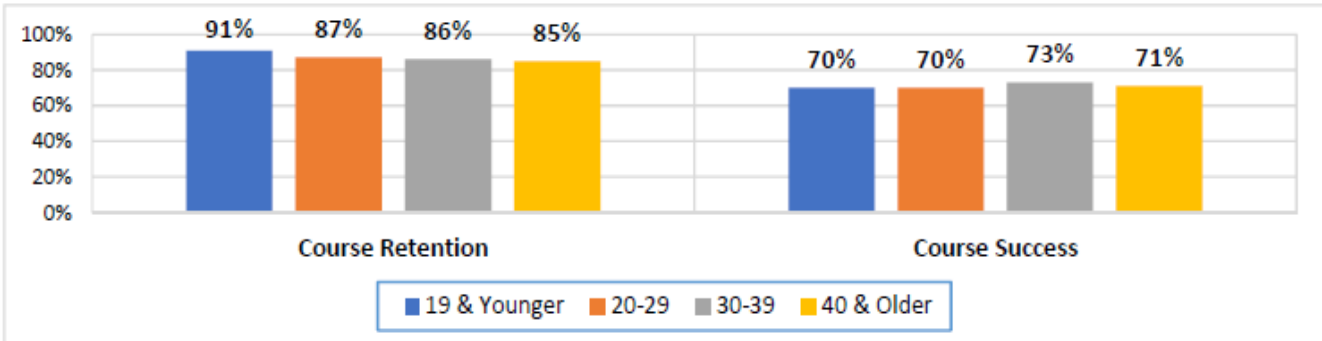
Source: 17-18 Annual Program Review PC Collegewide

**Course Completion by Gender, 2012-13 through 2016-17**



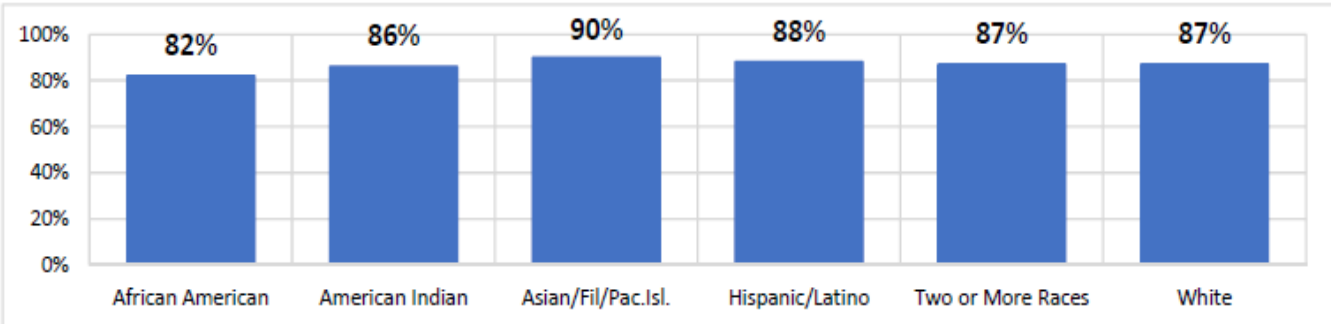
Source: 17-18 Annual Program Review PC Collegewide

**Course Completion by Age, 2012-13 through 2016-17**



Source: 17-18 Annual Program Review PC Collegewide

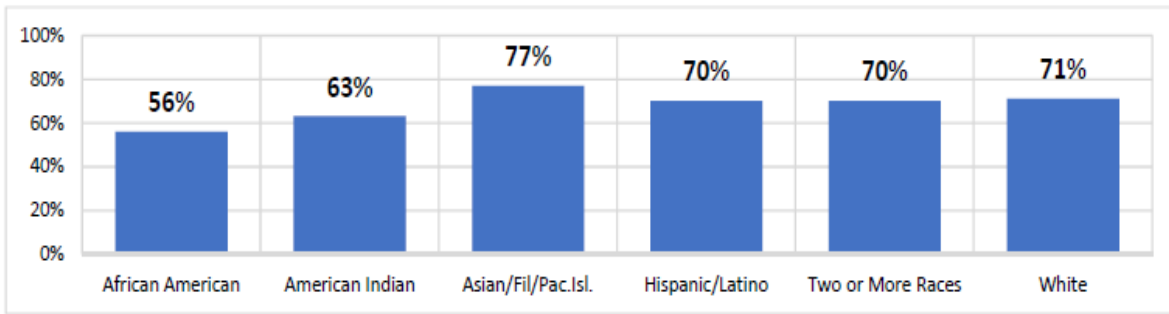
**Course Retention by Ethnicity, 2012-13 through 2016-17**



Source: 17-18 Annual Program Review PC Collegewide

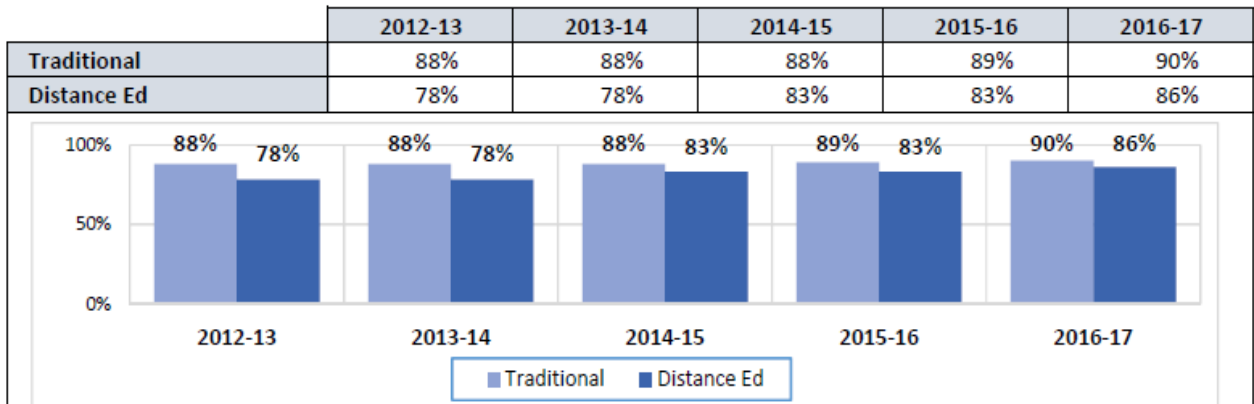


**Course Success by Ethnicity, 2012-13 through 2016-17**



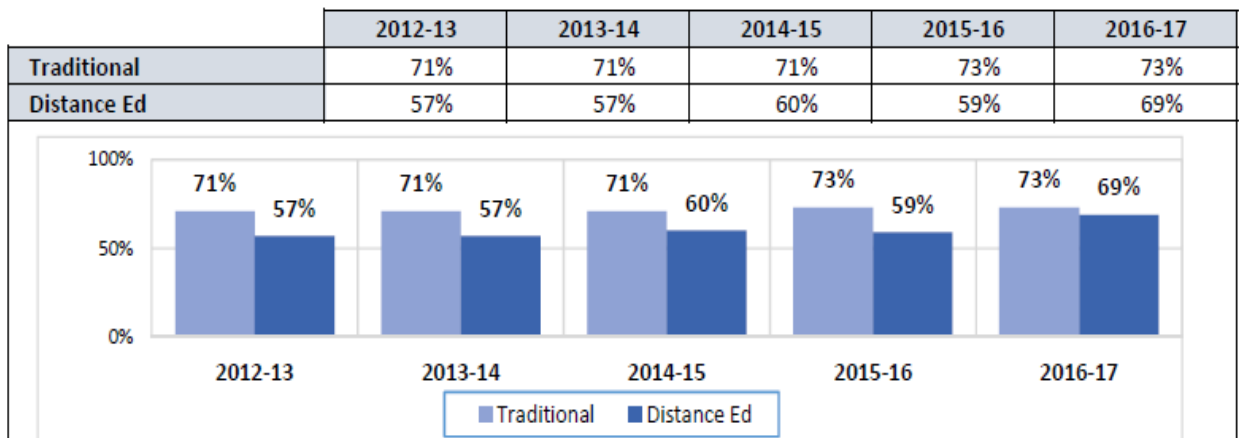
Source: 17-18 Annual Program Review PC Collegewide

**Course Retention Rate by Delivery Method**



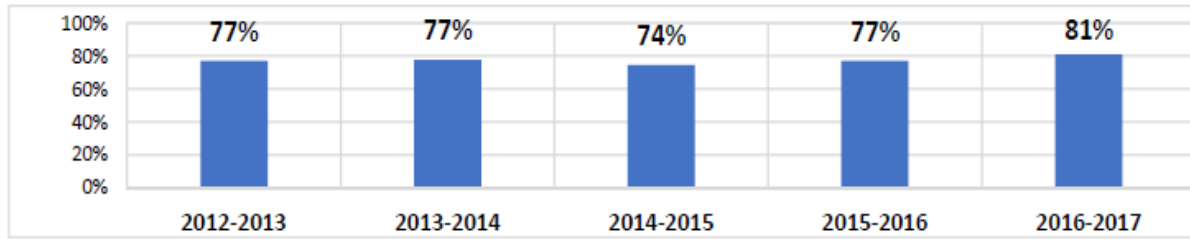
Source: 17-18 Annual Program Review PC Collegewide

**Course Success Rate by Delivery Method**



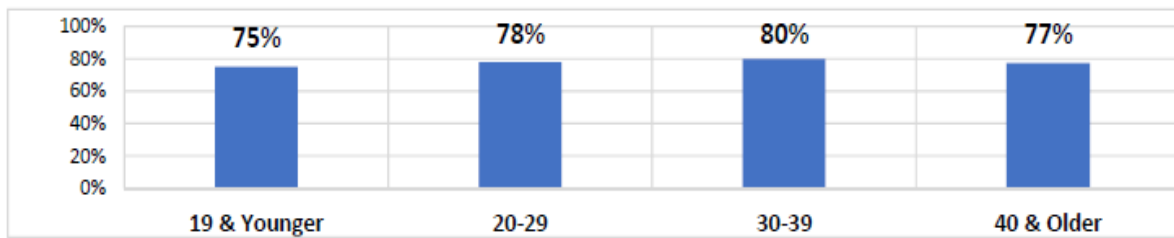
Source: 17-18 Annual Program Review PC Collegewide

**CTE Course Success Rate, All Students**



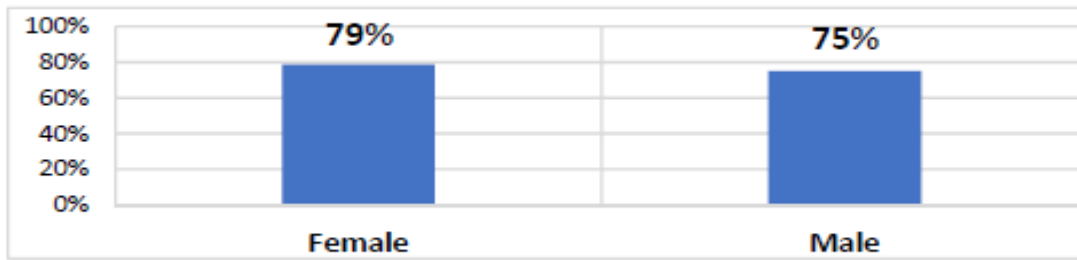
Source: 17-18 CTE Success Report/ODS

**CTE Course Success Rate 12-13 to 16-17, by Age**



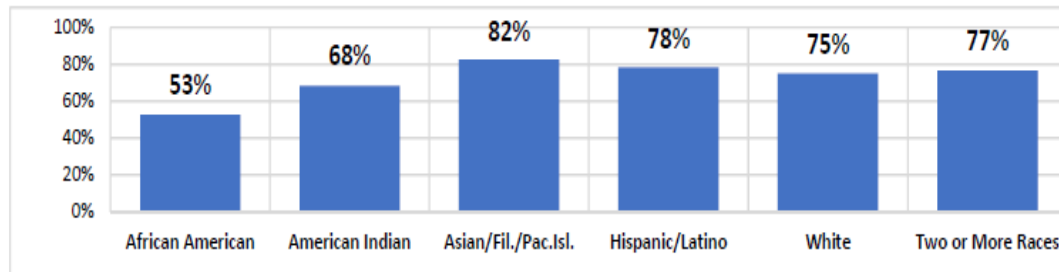
Source: 17-18 CTE Success Report/ODS

**CTE Course Success Rate 12-13 to 16-17, by Gender**



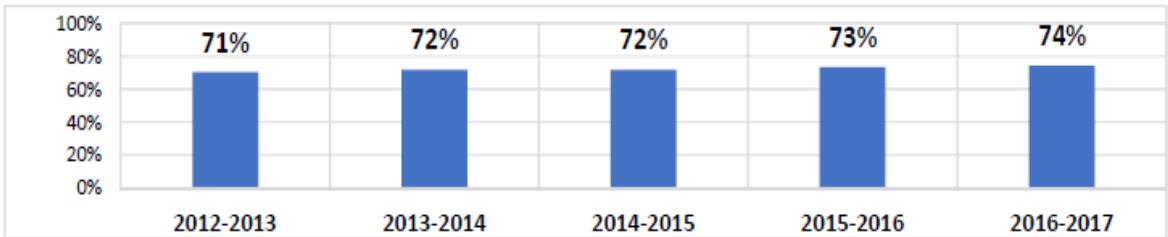
Source: 17-18 CTE Success Report/ODS

**CTE Course Success Rate 12-13 to 16-17, by Ethnicity**



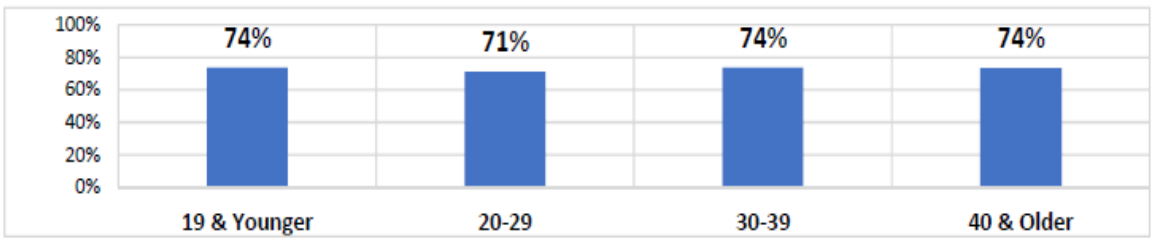
Source: 17-18 CTE Success Report/ODS

**Transfer Course Success Rate, All Students**



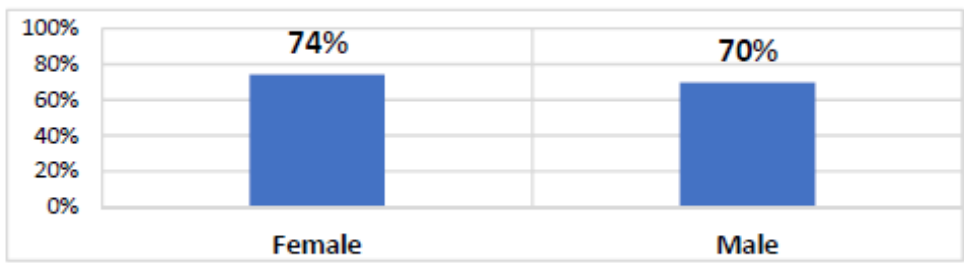
Source: 17-18 Transfer Success Report/ODS

**Transfer Course Success Rate 12-13 to 16-17, by Age**



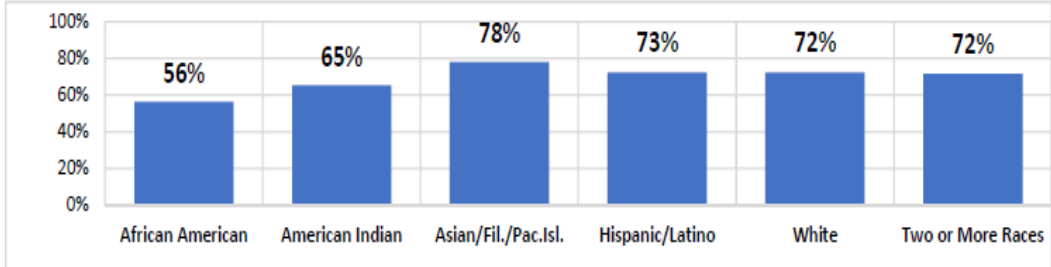
Source: 17-18 Transfer Success Report/ODS

**Transfer Course Success Rate 12-13 to 16-17, by Gender**



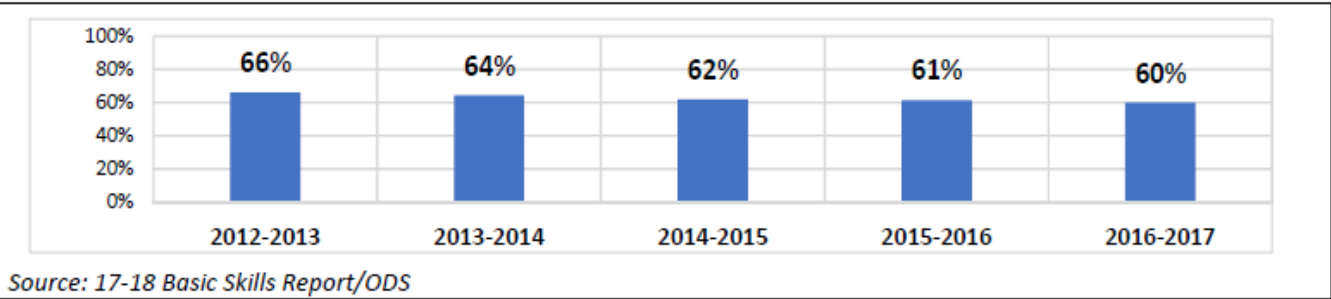
Source: 17-18 Transfer Success Report/ODS

**Transfer Course Success Rate 12-13 to 16-17, by Ethnicity**

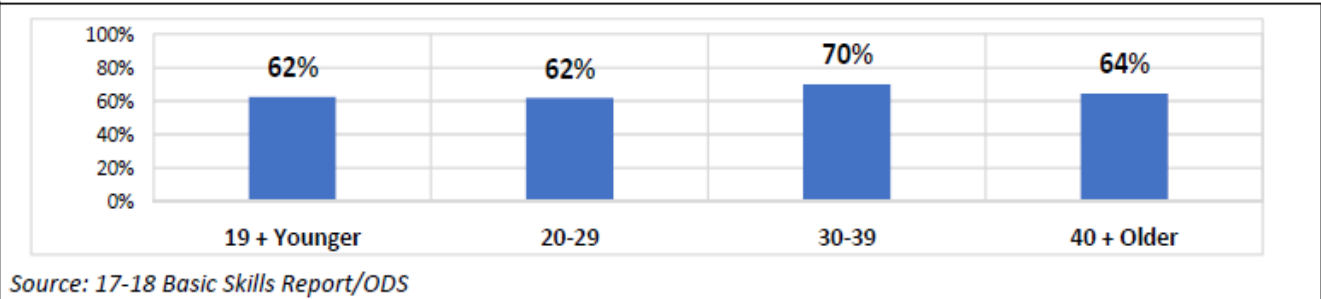


Source: 17-18 Transfer Success Report/ODS

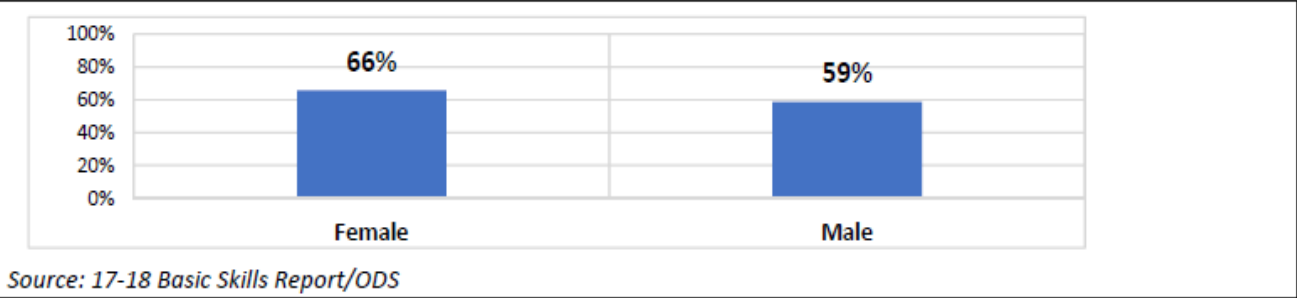
**Basic Skills Course Success Rate, All Students**



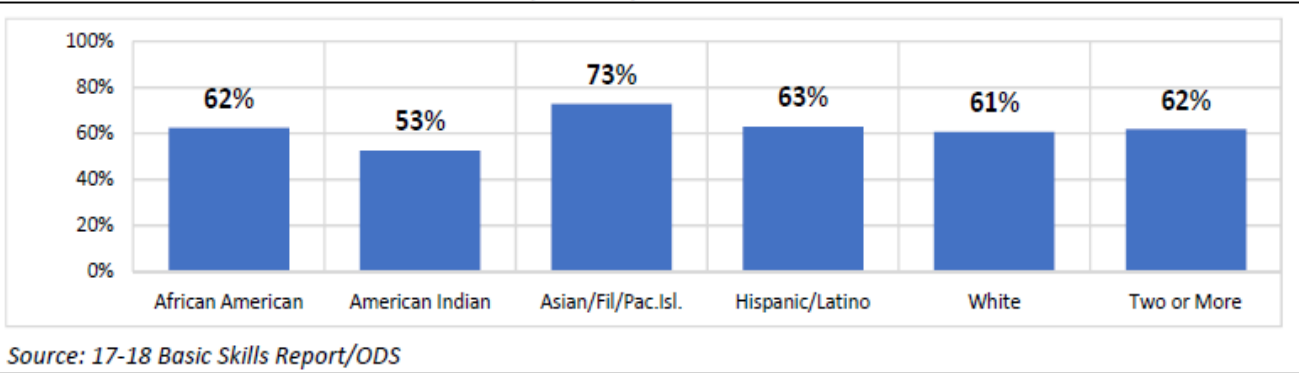
**Basic Skills Course Success Rate 12-13 to 16-17, by Age**



**Basic Skills Course Success Rate 12-13 to 16-17, by Gender**

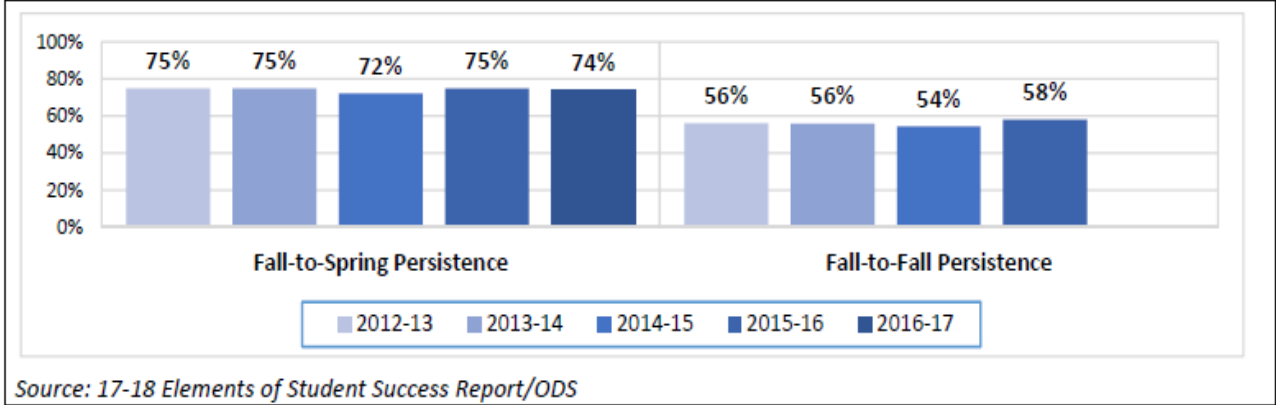


**Basic Skills Course Success Rate 12-13 to 16-17, by Ethnicity**



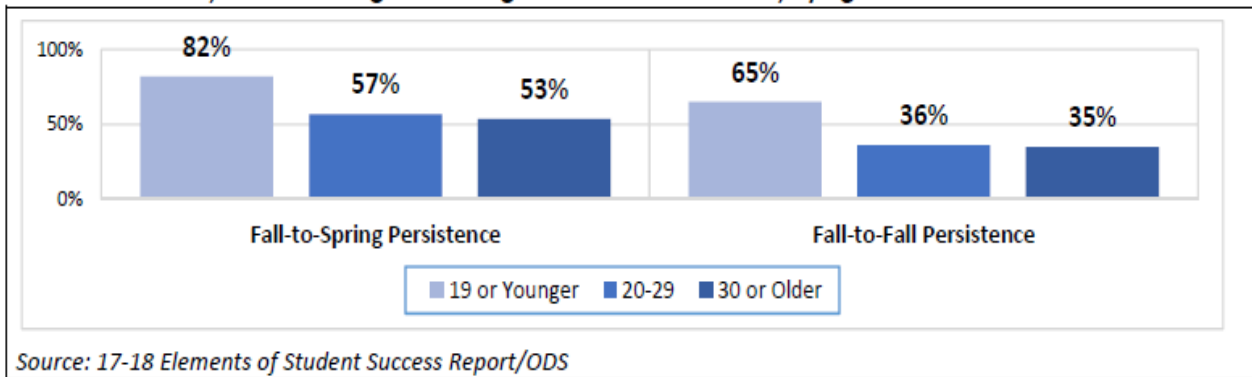
**Persistence Rates, Fall-to-Spring and Fall-to-Fall, First Time Degree Seeking Cohorts**

|                            | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|----------------------------|---------|---------|---------|---------|---------|
| Fall-to-Spring Persistence | 75%     | 75%     | 72%     | 75%     | 74%     |
| Fall-to-Fall Persistence   | 56%     | 56%     | 54%     | 58%     |         |



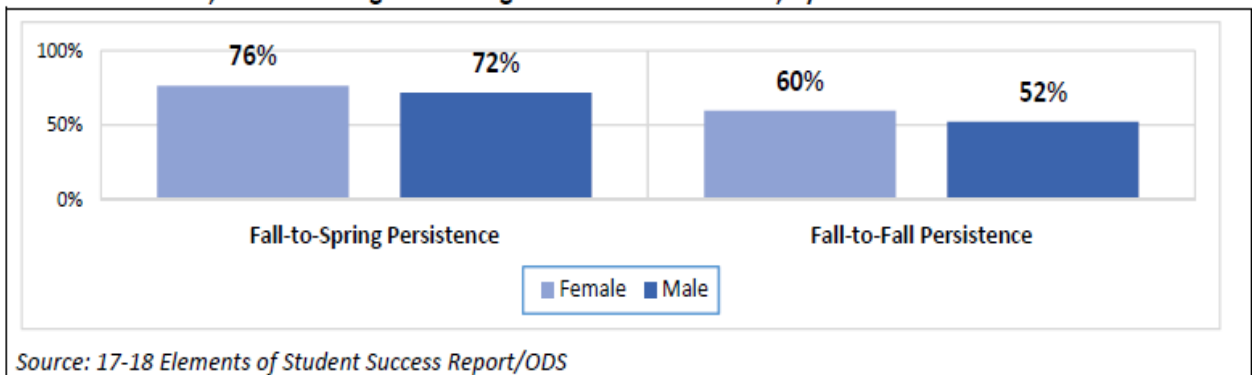
Source: 17-18 Elements of Student Success Report/ODS

**Persistence Rates, First Time Degree Seeking Cohorts 12-13 to 16-17, by Age**



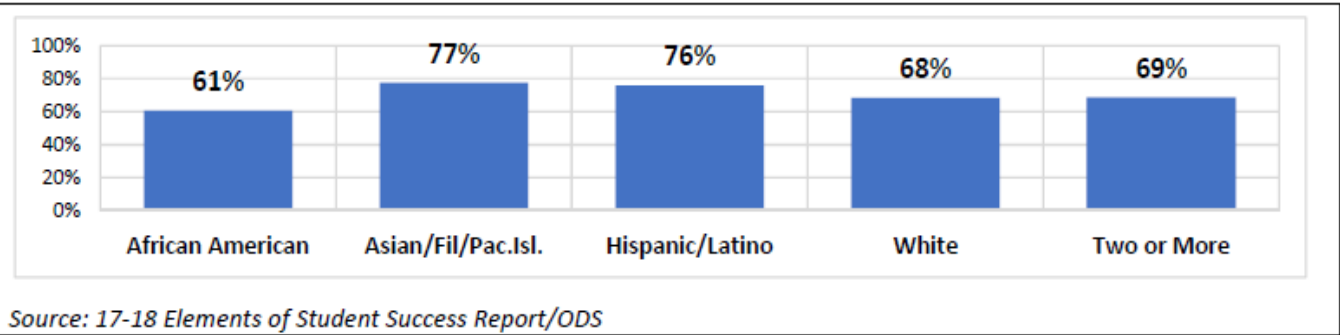
Source: 17-18 Elements of Student Success Report/ODS

**Persistence Rates, First Time Degree Seeking Cohorts 12-13 to 16-17, by Gender**

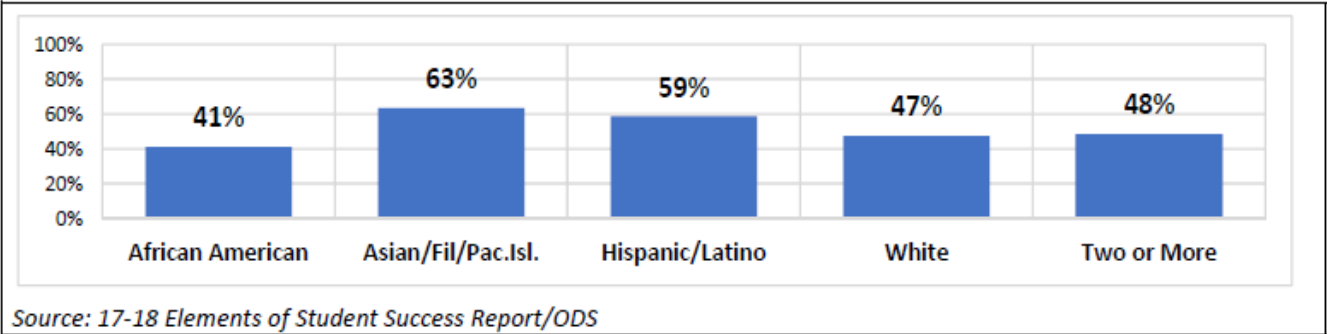


Source: 17-18 Elements of Student Success Report/ODS

**Fall-to-Spring Persistence Rates, First Time Degree Seeking Cohorts 12-13 to 16-17, by Ethnicity**

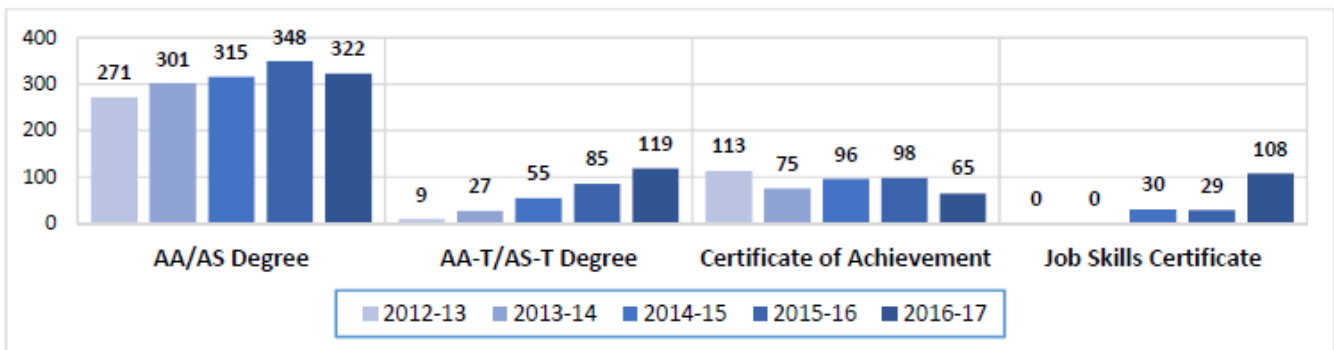


**Fall-to-Fall Persistence Rates, First Time Degree Seeking Cohorts 12-13 to 15-16, by Ethnicity**



### Award Attainment by Award Type

|                            | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|----------------------------|---------|---------|---------|---------|---------|
| AA/AS Degree               | 271     | 301     | 315     | 348     | 322     |
| AA-T/AS-T Degree           | 9       | 27      | 55      | 85      | 119     |
| Certificate of Achievement | 113     | 75      | 96      | 98      | 65      |
| Job Skills Certificate     | 0       | 0       | 30      | 29      | 108     |

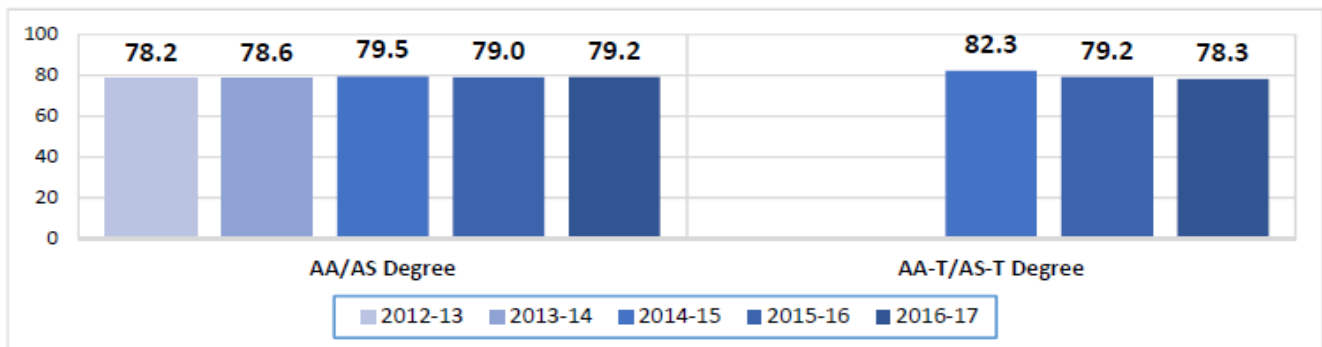


Source: 17-18 Award Type with Demos/ODS

### Average Units Earned by Associate Degree Recipients

\*\*\* Denotes Small Sample Size < 30

|                  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|---------|---------|
| AA/AS Degree     | 78.2    | 78.6    | 79.5    | 79.0    | 79.2    |
| AA-T/AS-T Degree | ***     | ***     | 82.3    | 79.2    | 78.3    |

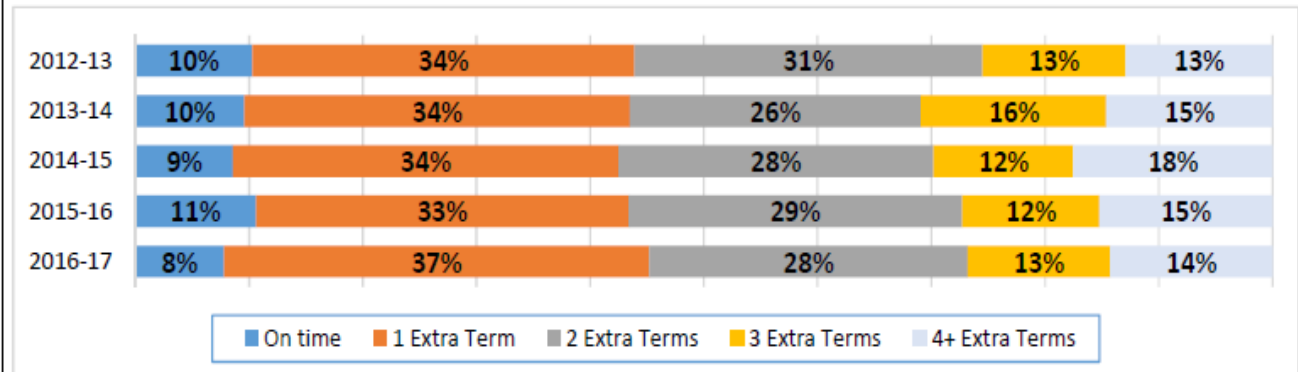


Source: Awards w Avg Units Earned Report/ODS

**Percentage of AA/AS Degree Recipients Who Take Extra Terms to Complete**

Extra Terms are defined as recipients with over 61 degree applicable units (1 Term), 72 units (2 Terms), 84 units (3 Terms) and 96 units (4+ Terms)

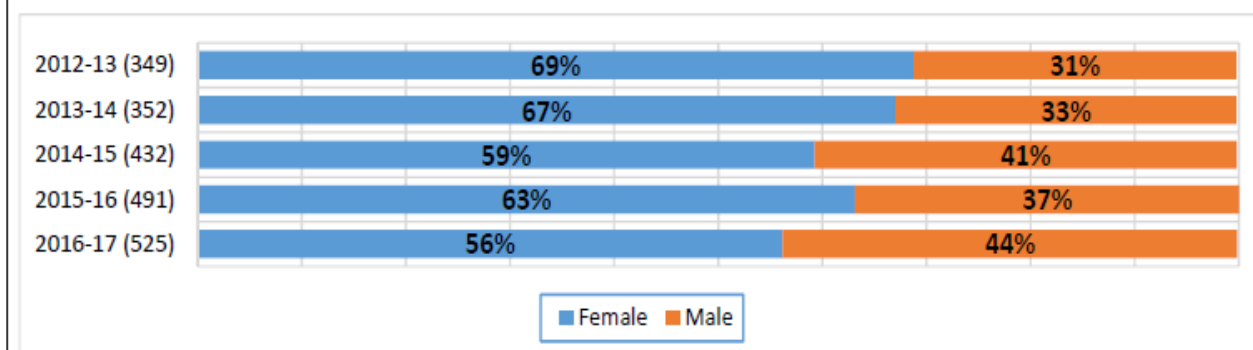
|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|----------------|---------|---------|---------|---------|---------|
| On time        | 10%     | 10%     | 9%      | 11%     | 8%      |
| 1 Extra Term   | 34%     | 34%     | 34%     | 33%     | 37%     |
| 2 Extra Terms  | 31%     | 26%     | 28%     | 29%     | 28%     |
| 3 Extra Terms  | 13%     | 16%     | 12%     | 12%     | 13%     |
| 4+ Extra Terms | 13%     | 15%     | 18%     | 15%     | 14%     |



Source: Awards w Avg Units Earned Report/ODS

**Award Distribution by Gender (# unduplicated students receiving awards in parens)**

|        | 2012-13 (349) | 2013-14 (352) | 2014-15 (432) | 2015-16 (491) | 2016-17 (525) |
|--------|---------------|---------------|---------------|---------------|---------------|
| Female | 69%           | 67%           | 59%           | 63%           | 56%           |
| Male   | 31%           | 33%           | 41%           | 37%           | 44%           |

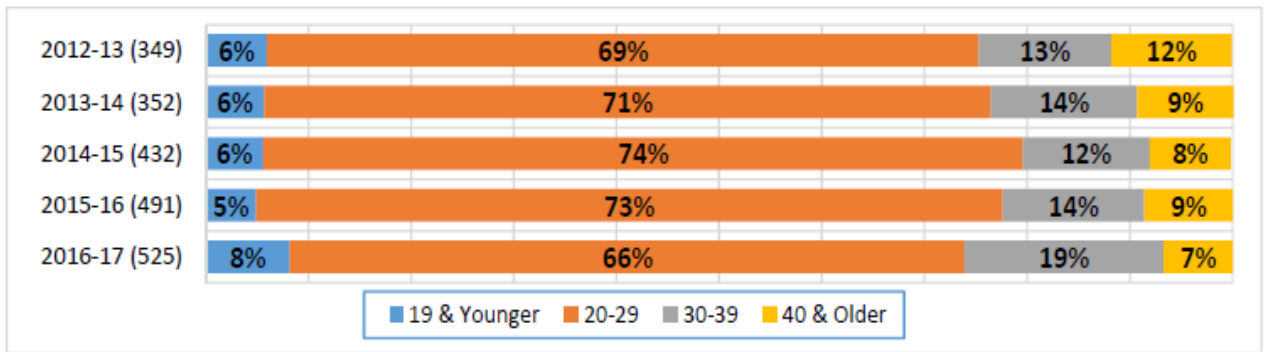


Source: 17-18 Award Type with Demos/ODS



**Award Distribution by Age (# unduplicated students receiving awards in parens)**

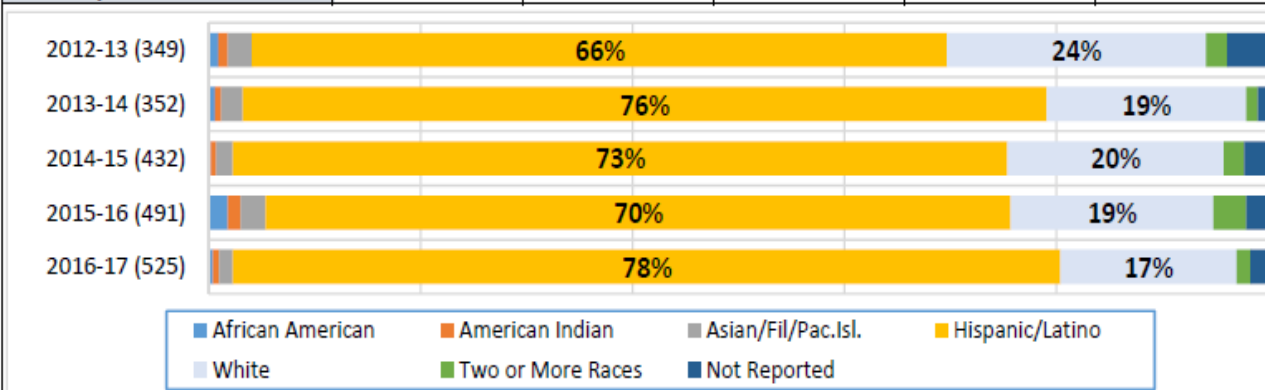
|              | 2012-13 (349) | 2013-14 (352) | 2014-15 (432) | 2015-16 (491) | 2016-17 (525) |
|--------------|---------------|---------------|---------------|---------------|---------------|
| 19 & Younger | 6%            | 6%            | 6%            | 5%            | 8%            |
| 20-29        | 69%           | 71%           | 74%           | 73%           | 66%           |
| 30-39        | 13%           | 14%           | 12%           | 14%           | 19%           |
| 40 & Older   | 12%           | 9%            | 8%            | 9%            | 7%            |



Source: 17-18 Award Type with Demos/ODS

**Award Distribution by Race/Ethnicity (# of unduplicated students receiving awards in parens)**

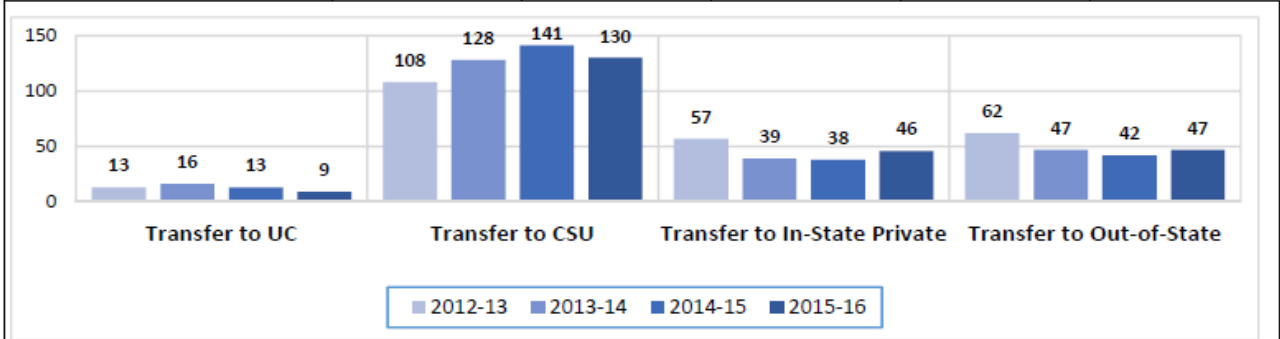
|                    | 2012-13 (349) | 2013-14 (352) | 2014-15 (432) | 2015-16 (491) | 2016-17 (525) |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| African American   | 0.9%          | 0.6%          | 0.2%          | 1.8%          | 0.4%          |
| American Indian    | 0.9%          | 0.6%          | 0.5%          | 1.2%          | 0.6%          |
| Asian/Fil/Pac.Isl. | 2.3%          | 2.0%          | 1.6%          | 2.4%          | 1.3%          |
| Hispanic/Latino    | 65.6%         | 75.9%         | 73.1%         | 70.3%         | 78.1%         |
| White              | 24.4%         | 18.8%         | 20.4%         | 19.1%         | 16.6%         |
| Two or More Races  | 2.0%          | 1.1%          | 1.9%          | 3.1%          | 1.3%          |
| Not Reported       | 4.0%          | 1.1%          | 2.3%          | 2.0%          | 1.7%          |



Source: 17-18 Award Type with Demos/ODS

**Transfers**

|                              | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|------------------------------|---------|---------|---------|---------|
| Transfer to UC               | 13      | 16      | 13      | 9       |
| Transfer to CSU              | 108     | 128     | 141     | 130     |
| Transfer to In-State Private | 57      | 39      | 38      | 46      |
| Transfer to Out-of-State     | 62      | 47      | 42      | 47      |



Source: PC Summary College Transfer ALL 10Yr

**Performance on Institutionally Set Metrics/Standards**

| Standard               | 2013-14 | 2014-15 | 2015-16 | Target |
|------------------------|---------|---------|---------|--------|
| Course Completion      | 70%     | 70%     | 71%     | 70%    |
| Number of Degrees      | 328     | 370     | 433     | 388    |
| Number of Certificates | 75      | 97      | 98      | 105    |
| Number of Transfers    | 227     | 229     | 227     | 200    |

Source: 2017 PC ACCJC Annual Report

**Job Placement Rate (Students completing certificates and CTE degrees)**

| Program                | 2012-13 | 2013-14 | 2014-15 | Target |
|------------------------|---------|---------|---------|--------|
| Firefighter            | 12%     | 15%     | 37%     | 35%    |
| Industrial Maintenance | 40%     | 50%     | 40%     | 60%    |
| Psychiatric Technician | 95%     | 100%    | 100%    | 90%    |
| Registered Nursing     | 90%     | 100%    | 100%    | 90%    |

Source: 2017 PC ACCJC Annual Report

**Pass Rate on Licensure Examinations**

| Program                | 2012-13 | 2013-14 | 2014-15 | Target |
|------------------------|---------|---------|---------|--------|
| EMT                    | 48%     | 58%     | 67%     | 70%    |
| Psychiatric Technician | 72%     | 72%     | 55%     | 85%    |
| Registered Nursing     | 76%     | 81%     | 94%     | 90%    |

Source: 2017 PC ACCJC Annual Report

**Employee Demographics, Fall 2016**

**Ethnicity by Employee Type**

|                             | Admin | Contract Faculty | Adjunct Faculty | Classified |
|-----------------------------|-------|------------------|-----------------|------------|
| African American            | 6%    | 0%               | 3%              | 1%         |
| American Indian             | 0%    | 0%               | 0%              | 3%         |
| Asian/Filipino/Pac Islander | 6%    | 3%               | 5%              | 3%         |
| Hispanic/Latino             | 17%   | 22%              | 18%             | 39%        |
| White                       | 61%   | 61%              | 67%             | 49%        |
| Not Reported                | 11%   | 13%              | 7%              | 5%         |

Source: PC Employee Profile

**Gender by Employee Type**

|        | Admin | Contract Faculty | Adjunct Faculty | Classified |
|--------|-------|------------------|-----------------|------------|
| Female | 50%   | 60%              | 52%             | 70%        |
| Male   | 50%   | 40%              | 48%             | 30%        |

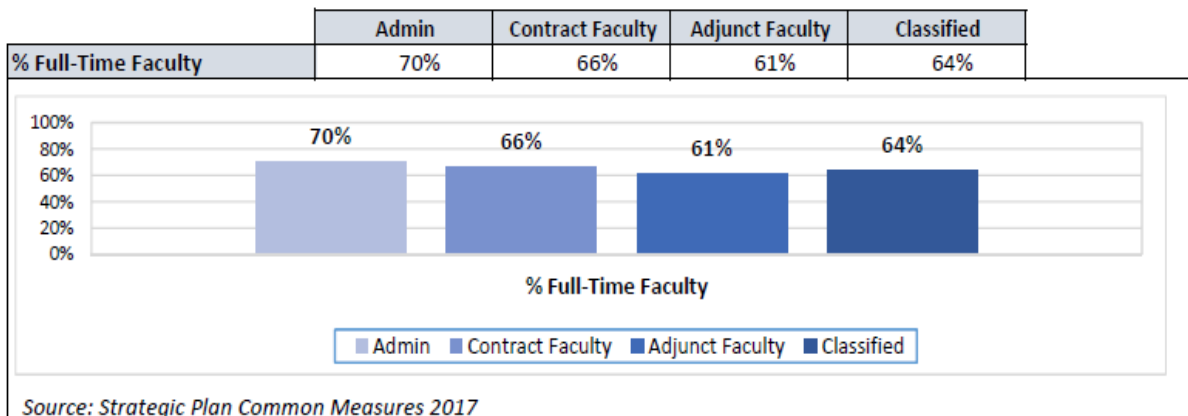
Source: PC Employee Profile

**Age by Employee Type**

|            | Admin | Contract Faculty | Adjunct Faculty | Classified |
|------------|-------|------------------|-----------------|------------|
| Under 40   | 6%    | 19%              | 33%             | 42%        |
| 40-54      | 72%   | 42%              | 30%             | 30%        |
| 55 & Older | 22%   | 39%              | 37%             | 28%        |

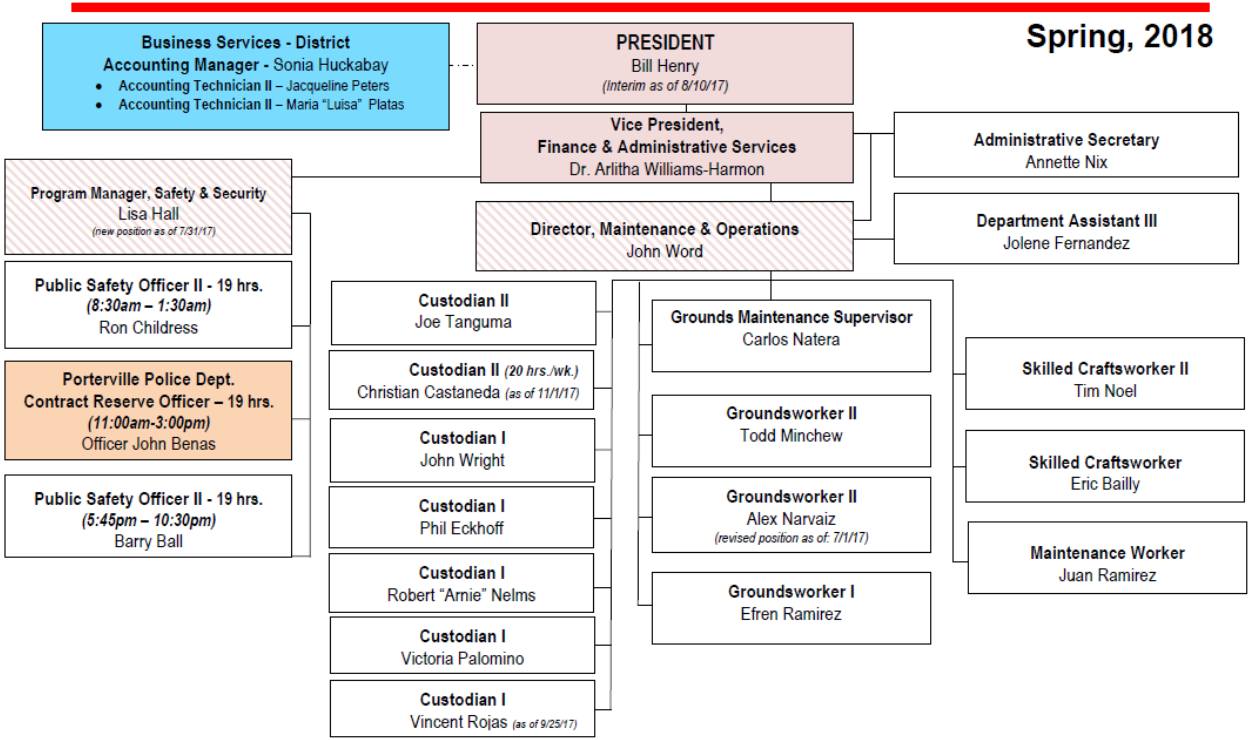
Source: PC Employee Profile

**Percentage of Full-time Faculty**



Source: Strategic Plan Common Measures 2017

Organizational Charts



**Finance & Administrative Services**

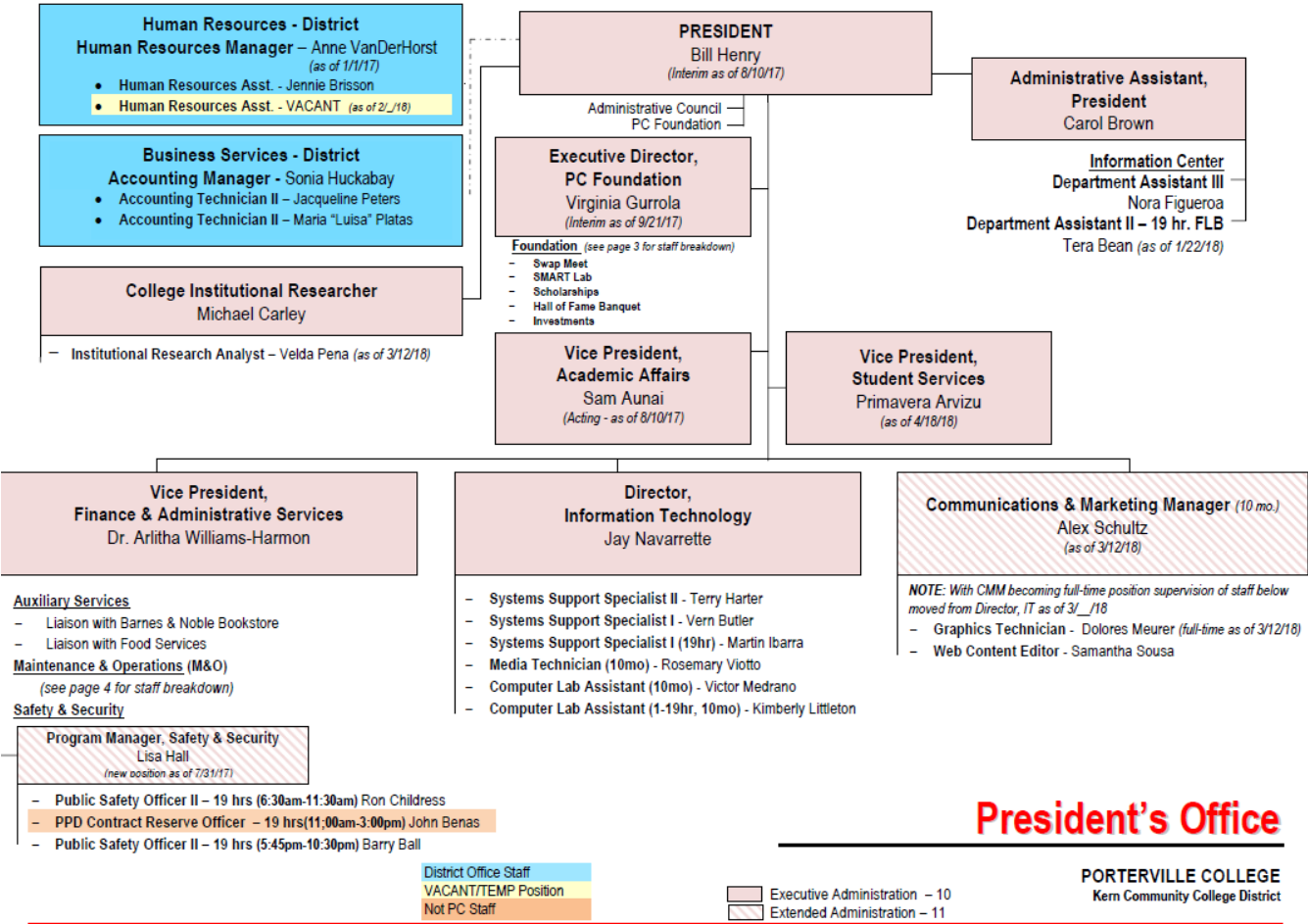
Maintenance & Operations, Auxiliary Services & Business Services

PORTERVILLE COLLEGE  
Kern Community College District

District Office Staff  
VACANT/TEMP Position  
Not PC Staff

Executive Administration - 10  
Extended Administration - 11

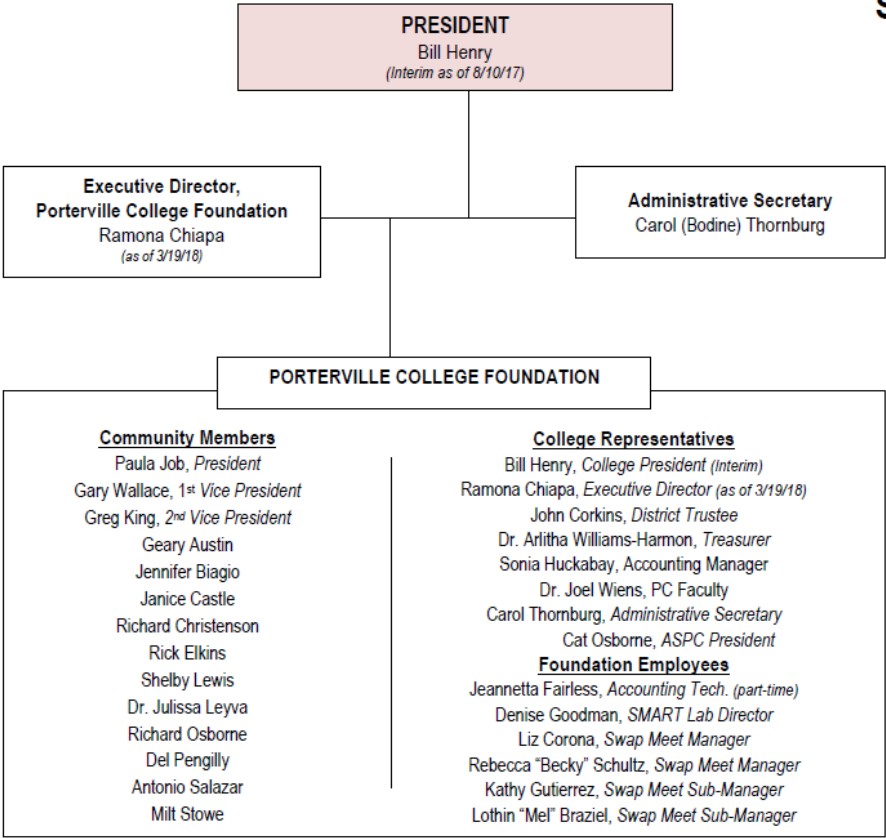
Spring, 2018



**President's Office**

PORTERVILLE COLLEGE  
 Kern Community College District

Spring, 2018

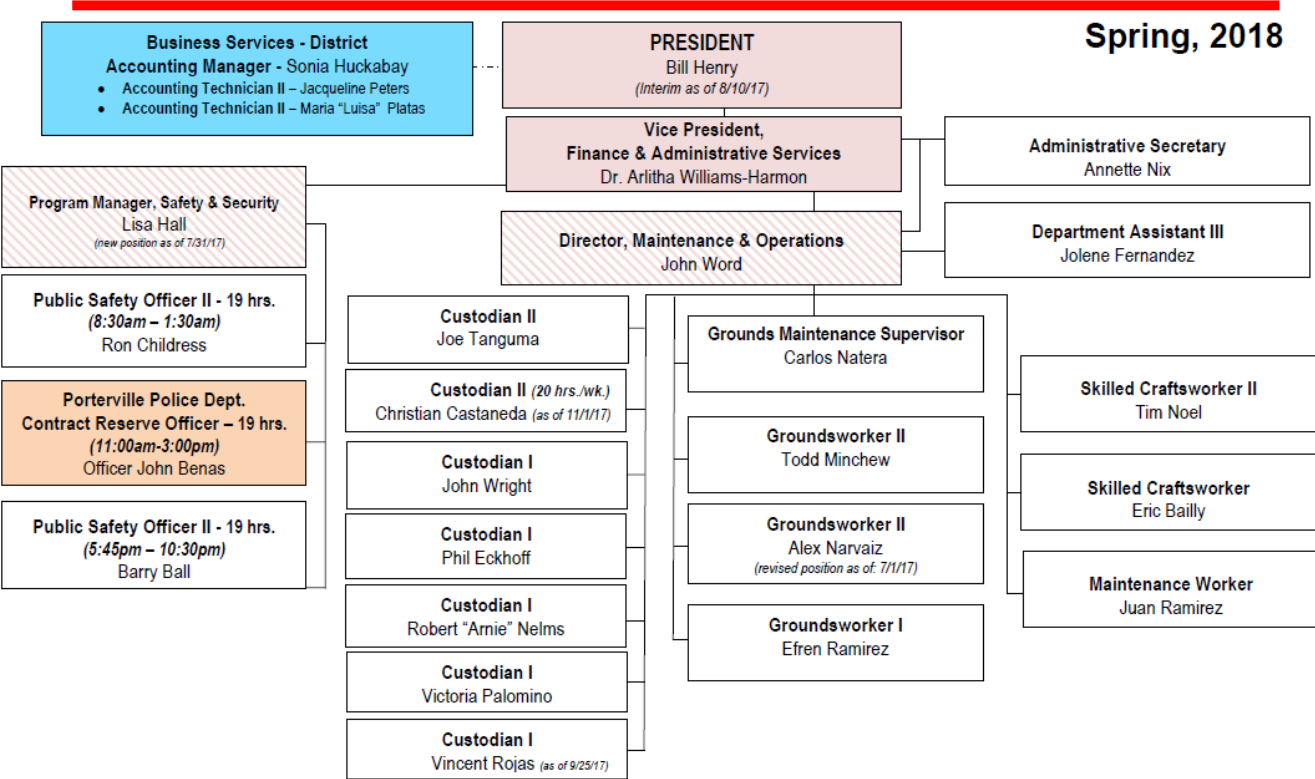


**Porterville College Foundation**

District Office Staff  
 VACANT/TEMP Position  
 Not PC Staff

Executive Administration – 10  
 Extended Administration – 11

**PORTERVILLE COLLEGE**  
 Kern Community College District



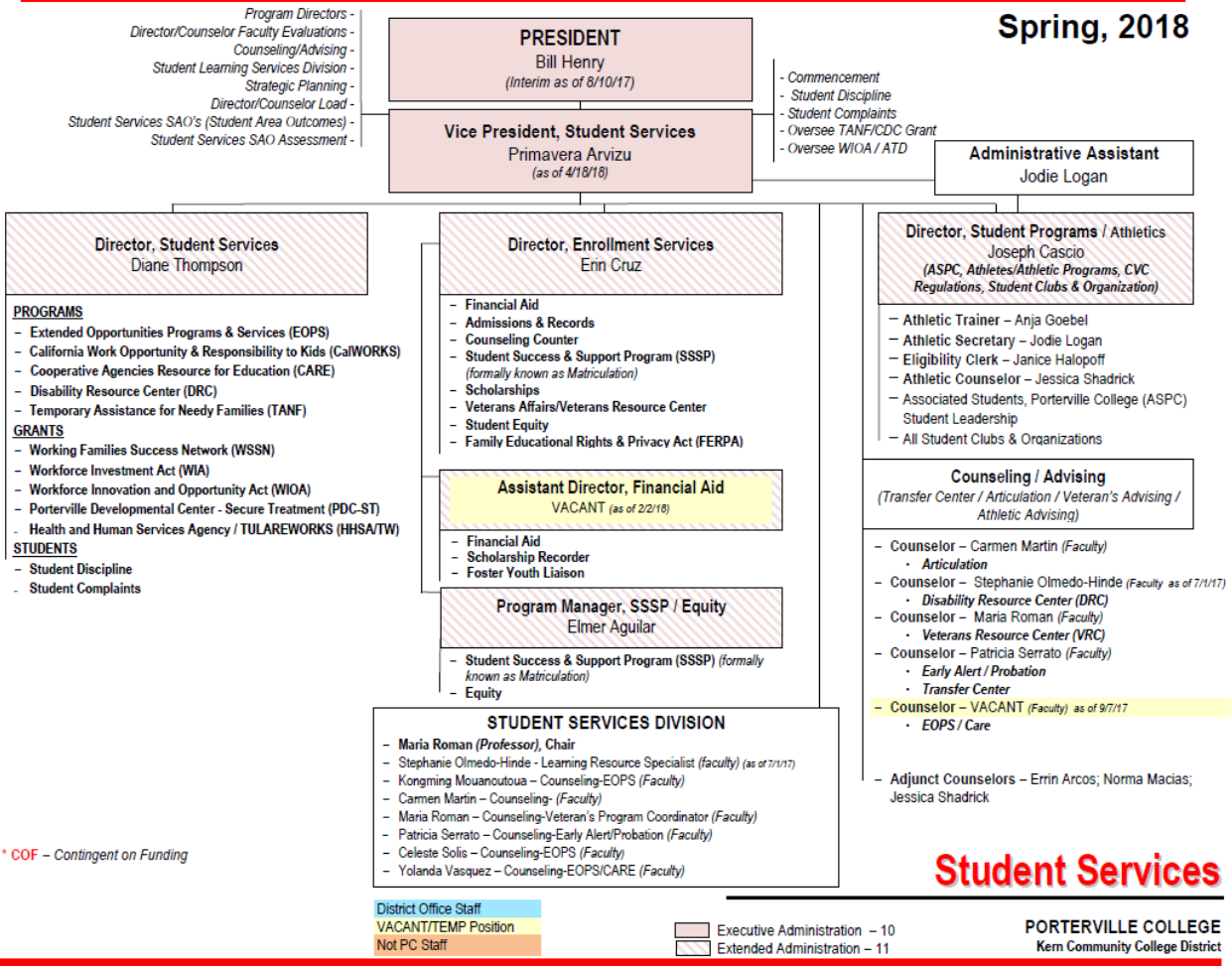
**Finance & Administrative Services**

Maintenance & Operations, Auxiliary Services & Business Services

PORTERVILLE COLLEGE  
Kern Community College District

- District Office Staff
- VACANT/TEMP Position
- Not PC Staff
- Executive Administration - 10
- Extended Administration - 11

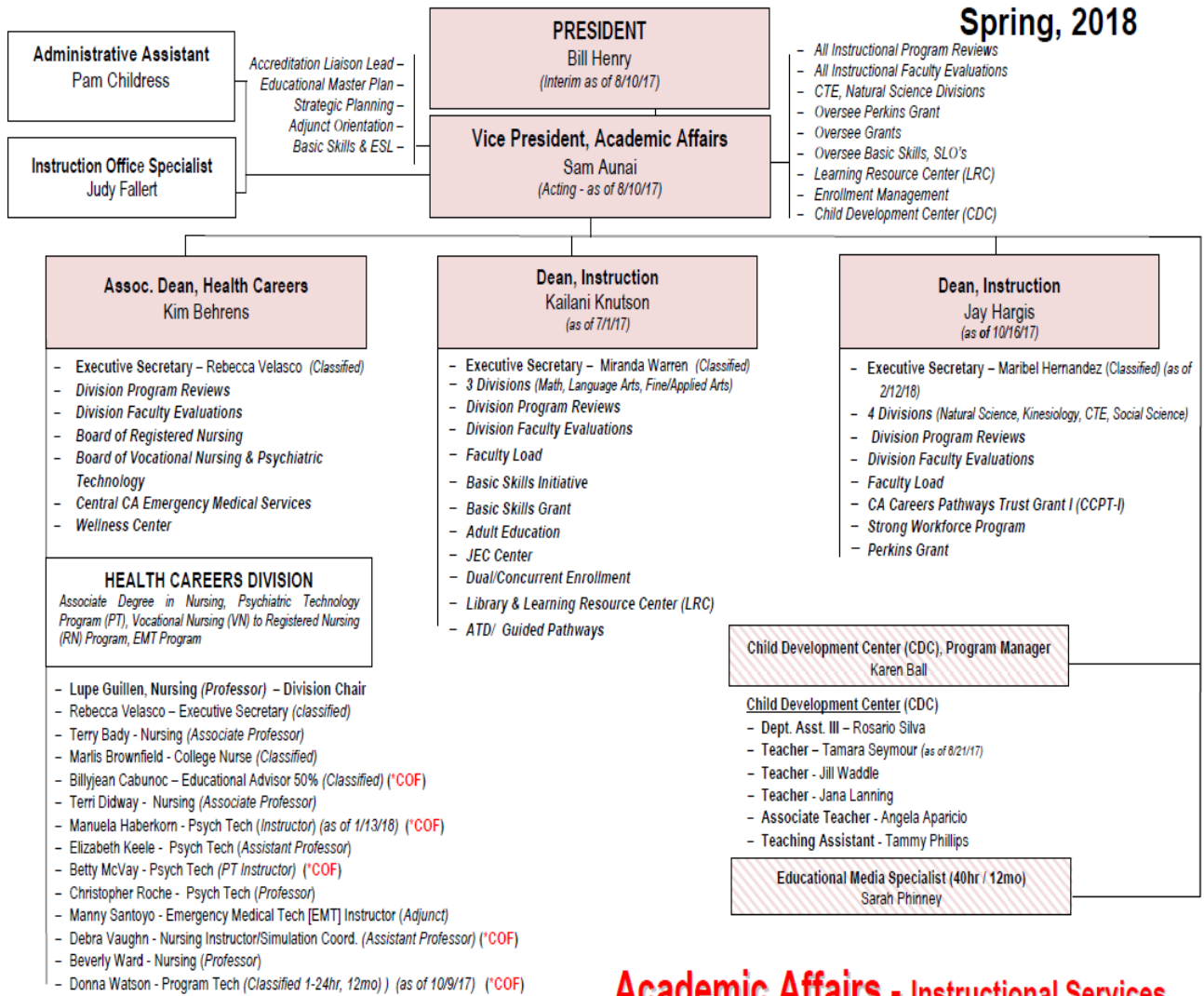
Spring, 2018



\* COF - Contingent on Funding



Spring, 2018



\* COF - Contingent on Funding

District Office Staff  
 VACANT/TEMP Position  
 Not PC Staff

Executive Administration - 10  
 Extended Administration - 11

PORTERVILLE COLLEGE  
 Kern Community College District

## Academic Affairs - Instructional Services

## **Organization of Institutional Self-Evaluation Report**

Porterville College acknowledges that accreditation is a continuous process of self-evaluation. The College also believes that broad participation is important in this self-evaluation to ensure that all constituency groups have input into the College's programs, services, and processes. With that, the planning process for the completion of the self-study report included broad participation from the constituency groups across campus.

The Vice President, Academic Affairs, served as the accreditation liaison officer and the staff member responsible for the self-evaluation process. Preliminary discussions regarding the self-evaluation began in spring 2016 within Administrative Council, College Council, and various college committees and groups.

Faculty from the academic and student services divisions were given the opportunity to volunteer for each of the standards according to their interest and expertise. Administrators were assigned to standards based on their experience and current level of responsibility. Classified staff members were assigned to each of the standards in consultation with the College's classified union representative. In consultation with the Academic Senate, sub-committee co-chairs were selected in spring 2016 for each of the standards. The co-chairs from each of standard sub-committees also became the College's Accreditation Steering Committee. The Vice President of Academic Affairs and other leaders from the College attended the Accrediting Commission for Community and Junior (ACCJC) Spring Self-Evaluation Workshop. Training included information on the accreditation standards and guidelines on the institutional self-evaluation report process.

During the fall 2016 standards sub-committees were formed. Subsequently, sub-committees started meeting in fall of 2016 to review the requirements, discuss plans for gathering information, determining assignments, and compiling responses to each of the standards. Each sub-committee is co-chaired by an administrator and a faculty representative. The Accreditation Steering Committee also began to meet to review standards and discuss progress to date.

At the Fall 2017 Flex-Day In-service, the Vice President of Academic Affairs and Accreditation Liaison Officer, presented to the campus information pertaining to the purpose of accreditation, guidelines, standards, accreditation process, procedures, and timelines.

### Accreditation Timeline

#### Spring 2016

- Preliminary discussions about accreditation self-evaluation process
- Vice President of Instruction and College staff attend ACCJC Spring Self-Evaluation Workshop
- Co-chairs for each standard selected

#### Fall 2016

- Sub-committees and membership formed for each standard

- Sub-committees began meeting to discuss requirements, expectations, and assignments
- Steering committee meetings to discuss progress of self-evaluation work

Spring 2017

- Standards committee work continue
- Steering committee continue to discuss progress
- Initial 1<sup>st</sup> draft due from sub-committees

Summer 2017

- Review of initial 1<sup>st</sup> draft
- Identification of faculty member to edit self-evaluation report

Fall 2017

- Accreditation Steering Committee review 1<sup>st</sup> draft
- Sub-committees continue to work on drafts
- Continue to gather evidence
- 2<sup>nd</sup> Draft due

Spring 2018

- Evidence collection completed
- Quality Focused Essay draft completed
- Planning council review and approval
- Planning for evaluation team visit
- Public open forum
- Professional Editing
- Submission & presentation to Kern Community College Board of Trustees for review and approval

Summer 2018

- Submission to ACCJC
- Logistical planning for evaluation team site visit continue

Fall 2018

- Presentation at Flex Day on Accreditation Self-Evaluation Report
- Accreditation evaluation team visit

**Accreditation Steering Committee**

William Henry, President of Porterville College

Dr. Arlitha Williams-Harmon, Vice President Business & Administrative Services

Sam Aunai, Vice President, Academic Affairs

Jay Hargis, Dean of Instruction

Kailani Knutson, Dean of Instruction

Jay Navarrette, Director, Information Technology

Joseph Cascio, Director, Student Athletics & Student Activities

Sonia Huckabay, Manager, Accounting Services

John Word, Director, Maintenance & Operations  
Michael Carley, Institutional Researcher  
Dr. Ann Marie Wagstaff, Division Chair & Professor of English  
James Carson, Professor of Information Systems  
Jeff Keele, Academic Senate President & Professor of Political Science  
Maria Roman, Division Chair & Professor of Counseling  
Melissa Long, SLO Coordinator & Professor English  
Richard Goode, Curriculum Chair & Professor of Physical Science/Earth Science/Geology  
Dr. Stewart Hathaway, Division Chair & Professor of Mathematics  
Vern Butler, Classified Union President

## **Standards Committees and Members**

### **Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity**

#### **A. Mission**

Michael Carley, Institutional Researcher  
Richard Goode, Faculty, Science  
Rebecca Baird, Faculty, Social Science  
David Kavern, Faculty, Physical & Health Ed  
Shaunna Callison, Faculty, Science  
Teresa Minter-Procter, Faculty, Science  
Andrea Anaya, Admissions & Records, Classified

#### **B. Assuring Academic Quality and Institutional Effectiveness**

Michael Carley, Institutional Researcher  
Richard Goode, Faculty, Science  
Araceli Carranza, Faculty, Counseling  
Betty McVay, Faculty, Health Careers  
Sherie Burgess, Faculty, Math  
Rickelle Syrdahl, Faculty, Science  
Pam Childress, Instructional Office, Classified

#### **C. Institutional Integrity**

Michael Carley, Institutional Researcher  
Richard Goode, Faculty, Science  
Judy Fallert, Instructional Office, Classified

### **Standard II. Student Learning Programs and Support Services**

#### **A. Instructional Programs**

Sam Aunai, Vice President, Academic Affairs  
Melissa Long, Faculty, Language Arts & SLO Coordinator  
James Thompson, Faculty, Fine Arts  
Joel Wiens, Faculty, Science  
Terry Crewse, Faculty, Math

Lupe Guillen, Faculty, Health Careers  
Robert Simpkins, Faculty, Social Science  
Tim Brown, Faculty, Career Technical Education  
Craig Britton, Faculty, Career Technical Education  
Chris Roche, Faculty, Health Careers  
James Entz, Faculty, Fine Arts  
Patty Serrato, Faculty, Counseling  
Stephanie Olmedo-Hinde, Faculty, Counseling  
Miranda Warren, Instructional Office, Classified  
Billyjean Cabunoc, Education Advisor, Classified

**B. Library & Learning Support Services**

Kailani Knutson, Dean of Instruction  
Jay Hargis, Dean of Instruction  
Christopher Ebert, Faculty, Library  
Catherine Hodges, Faculty, Language Arts  
Melissa Black, Faculty, Language Arts  
Elizabeth Buchanan, Faculty Language Arts  
Kongming Mouanoutoua, Faculty, Counseling  
Di Reagan, Faculty, Math  
Miguel Ruelas, Faculty, Math  
Irene Guererro, Library, Classified  
Charlene Whitfield, Learning Resource Center, Classified  
Miranda Warren, Instructional Office, Classified

**C. Student Support Services**

Joe Cascio, Director, Student Athletics & Student Activities  
Maria Roman, Faculty, Counseling  
Vira Lozano, Faculty, Social Science  
Connie Gutierrez, Faculty, Language Arts  
Vickie Dugan, Faculty, Physical & Health Education  
Mary Jo Jordan, Faculty, Career Technical Education  
Miles Vega, Faculty, Career Technical Education  
Debra Vaughn, Faculty, Health Careers  
Yolanda Vasquez, Faculty, Counseling  
Bev Ward, Faculty, Health Careers  
Kendra Haney, Faculty, Science  
Jodie Logan, Student Services, Classified

**Standard III: Resources**

**A. Human Resources**

Ann Vanderhorst, Manager, Campus Human Resources  
Stewart Hathaway, Faculty, Math  
Jon Satko, Faculty, Science  
Jennie Brisson, Human Resources, Classified

**B. Physical Resources**

John Word, Director, Maintenance & Operations  
Sara Rector, Faculty, Fine Arts  
Chris (Buzz) Piersol, Faculty, Science  
Annette Nix, Maintenance & Operations, Classified

**C. Technology Resources**

Jay Navarrette, Director, Information Technology  
James Carson, Faculty, Career Technical Education  
Matthew Flummer, Faculty, Social Science  
Neal Blaikie, Faculty, Language Arts  
Elizabeth Keele, Faculty, Health Careers  
Bret Davis, Faculty, Physical & Health Education  
Dustin Acres, Faculty, Math  
Jonathan Hernandez, Faculty, Fine Arts  
Terry Bady, Faculty, Health Careers  
Cindy Pummill, Faculty, Math  
Sarah Phinney, Distance Education, Classified

**D. Financial Resources**

Arlitha Williams-Harmon, Vice President Business & Administrative Services  
Sonia Huckabay, Manager, Accounting Services  
Ann Marie Wagstaff, Faculty, Language Arts  
Carmen Martin, Faculty, Counseling  
Jacqueline Peters, Business Office, Classified

**Standard IV: Leadership & Governance**

William Henry, President, Administration  
Kim Behrens, Associate Dean, Administration  
Jeff Keele, Faculty, Social Science  
Kathryn Benander, Faculty, Language Arts  
Terri Didway, Faculty, Health Careers  
LaVern Butler, Information Technology, Classified

# **Eligibility Requirements for Accreditation**

---

**Porterville College**  
**Eligibility Requirements for Accreditation**  
**Certification of Continued Institutional Compliance with Eligibility Requirements**  
**(1 through 5)**

**1. Authority**

**The institution is authorized and licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.**

Porterville College, a public two-year community college, is fully approved by the Board of Governors, California Community Colleges, and other state and federal agencies, and has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education. This authority is published in the Porterville College catalog, and it can be found on the College website. ACCJC most recently affirmed the College's accreditation status in January 2013.

**2. Operational Status**

**The institution is operational, with students actively pursuing degree programs.**

Porterville College is fully operational. The College has been in continuous operation since 1927 offering a number of certificate and degree programs. Porterville College students are actively pursuing degree and certificate programs, preparing for transfer to four-year colleges and universities, receiving career/workforce training, working on life-long learning goals, and improving basic skills.

**3. Degrees**

**A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.**

Porterville College offers a wide range of educational programs that lead to associate degrees, certificates including transfer preparation to public and private universities and colleges. Porterville College offers 30 associate degrees including 13 associate degrees for transfer (ADT). In addition, the College offers 15 certificates of achievements and 12 local job skills certificates (Fall 2017).

All degrees require at least 60 units and include a concentration of focus and general education requirements. College ready students enrolled full-time can complete the requirements in two academic years if they successfully complete at least 15 units per semester. Details on graduation unit requirements, course descriptions, program descriptions, and competency/pre-requisites are included in the College catalog.



#### 4. Chief Executive Officer

**The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district /system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.**

The President serves as the chief executive officer of the College, with 100 percent responsibilities to the institution. The job description states the president is “responsible for assessing, planning, organizing, and evaluating the resources, programs, and services of the College to meet the educational needs of the diverse students and communities served in accordance with District, state, and federal policies and regulations.” The president has responsibility for administering the policies adopted by the governing board and executing all decisions of the Board requiring administrative action. The president is not a member of the Kern Community College District (KCCD) Board of Trustees.

#### 5. Finance Accountability

**The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.**

Porterville College adheres to KCCD Board of Trustee approved policies and procedures regarding all fiscal matters. Kern Community College District (KCCD) undergoes an annual external audit performed by certified public accountants (CPA). The audit firm conducts the annual audit using generally accepted accounting principles. The Board of Trustees reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm on an annual basis during a public Board of Trustees session. The report is posted on the District website.

**Certification of Continued  
Institutional Compliance  
with Commission Policies and  
Federal Regulations**

**Porterville College  
Certification of Continued Institutional Compliance  
with Commission Policies and Federal Regulations**

**Public Notification of an Evaluation Team Visit and Third Party Comment**

- *The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.*

Through the Accreditation Steering Committee, Porterville College coordinates its accreditation work. The committee consists of participants from across the campus who provide input and feedback regarding the Institution Self-Evaluation Report (ISER). Through the Accreditation Steering Committee, sub-committees by standards are organized in order to generate responses, feedback, and comments related to each standard.

Porterville College will provide an opportunity for the submission of third-party comments in the Announcement section on the College website.

Previous copies of decisions and correspondence by ACCJC are kept in the President's Office with information uploaded on the College's Accreditation webpage.

- *The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.*

Porterville College will cooperate with the evaluation team as necessary on any third party comments.

- *The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.*

The Porterville College president will invite campus constituency groups and the public to submit third-party comments during open forums to be held at Porterville College on **May 4, 2018** and on June 14, 2018 at the Kern County Board of Trustees meeting.

**Standards and Performance with Respect to Student Achievement**

- *The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.*

Porterville College has developed and established institutional learning outcomes (ILOs). Each course at Porterville College contains student learning outcomes. The student learning outcomes

are assessed regularly as part of the student achievement performance measures. Likewise, student achievement information that include course completion/success and retention are part of the on-going dialogue and performance measures. Additionally, program reviews serve as part of the continuous effort to review course and programmatic outcomes and determine actions to be taken for improvement in respect to student achievement and completion.

- *The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.*

Licensure rates and job placement details are elements of student achievement. Such information is reported annually. The ACCJC 2017 Annual Report contained information about licensure examination pass and job placement rates. For Health Careers, the Registered Nursing (RN) pass rate was 94.4 percent (2015), Psychiatric Technician pass rate at 55 percent (2015), and 67 percent for Emergency Medical Technician (EMT). Job placement rates for registered nursing and psychiatric technician was at 100 percent and 60 percent for industrial maintenance and 37 percent for firefighting. The rates and details for licensure and job placement will continue to be reported on the ACCJC Annual Report. Moreover, licensure examination rates are also reviewed as part of the program review process.

- *The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.*

The ACCJC 2017 Annual Report notated the institutional set standards for course completion, awards, and transfer. Additional, institutional set standards for licensure examination passage and job placement have been set in certain career technical education/health careers program areas. The results are reported annually to ACCJC.

- *The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.*

All of the courses and programs at the College have learning outcomes for both instructional and non-instructional programs, courses, and areas. The student outcomes is a student achievement measurement used to determine performance.

Part of this performance is the use of data in the College's programs and services. Elements of student achievement in each instructional program are determined based on relevant data and information. Programs are provided with data on degrees, certificates, enrollments, course completions, and student retention. The data are used for program reviews, new faculty

requests, and development of class schedules. Data are also used as part of the strategic planning processes such as Student Success and Support Program (SSSP), Student Equity, Achieving the Dream (ATD), and Basic Skills; to assess and determine corrective actions to be taken for programmatic and institutional improvement.

The Institutional Research Office prepares and publishes data on student achievement in the KCCD and PC Fast Facts. Specifically, student achievement data on enrollment, course sections, full-time equivalent students – FTES, course completion, program awards, and transfer. The KCCD and PC Fast Facts are available through the KCCD Institutional Research website.

Porterville College also monitors programs in Allied Health particularly registered nursing, psychiatric technician, and emergency management technician (EMT). Licensure examination passage rates are recorded and reported to ACCJC on the Annual Report.

As part of the effort to improve student achievement, Porterville College has established institutional-set standards. The institutional-set standards were reviewed and approved by the Porterville College Council in Spring 2017. The institutional-set standards will be used to continuously assess the College's progress and it determining changes that are necessary to improve student success.

### **Credits, Program Length, and Tuition**

- *Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).*

Institutional policies on transfer and awarding of credit are specified in the College catalog and conform to the appropriate California Education Code sections applicable to the awarding of college credit. Coursework is measured in terms of semester units, which expects students to complete 18 hours of lecture or 54 units of lab per semester for one unit of credit. The College determines credit hours based on standard practices in higher education. Porterville College operates on a 16 week semester. One unit of credit represents 18 hours of in-class lecture and 36 hours of homework, or 54 hours of in-class laboratory work or physical education activity.

- *The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).*

The Curriculum Committee reviews all courses to ensure compliance with the California Education Code and Title 5 of the California Code of Regulations. A college ready full-time student can expect to graduate from Porterville College in two years by enrolling 15 units of coursework each semester.

- *Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).*

Tuition and enrollment fees are described in the College catalog and apply to all college credit courses and programs.

- *Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.*

The College adheres to the process and acceptable practice for conversion formula in regards to credit hour.

- *The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.*

Porterville College abides by ACCJC policy as it pertains to degrees and courses. Porterville College adheres to the minimum requirement of 60 units of credit for an associate degree.

### **Transfer Policies**

- *Transfer policies are appropriately disclosed to students and to the public.*

Transfer policies and resources are disclosed on the Porterville College Catalog and on the College website. Additionally, the College provides transfer assistance and resources to students through the transfer center

- *Policies contain information about the criteria the institution uses to accept credits for transfer.*

In order for the College to consider and accept course work from other accredited institutions, the student must submit official transcripts. The student must also fill and complete the necessary paperwork in order for the staff and counselors to review the coursework.

- *The institution complies with the Commission Policy on Transfer of Credit.*

Porterville College adheres with the Accrediting Commission for Community and Junior (ACCJC) policy on transfer of credit.

### **Distance Education and Correspondence Education**

- *The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.*

Distance education (online) courses at Porterville College are evaluated using the same criteria as face to face courses. Each online course uses and assess the same student learning outcomes as the face to face classes. Porterville College does not offer any correspondence education courses or programs.

- *There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).*

All courses offered online must be approved by the Porterville College Curriculum Committee. Online course details such as course success rates are reviewed as with face to face courses for program review. Approval for online course delivery must include justification and details of the rationale for distance education offering, rigor (methods of evaluation, assignments, course content), effective student contact (discussion forums, email, telephone, announcements, etc.), software and equipment expectations, and accessibility.

- *The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.*

Students have access to Canvas through the Porterville College website. Students have their own unique username and passwords that only gives them access to Porterville College resources and to online course access. Students can access the library databases for research. Moreover, students also have access to the online tutoring service through NetTutor as well as counseling services.

- *The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.*

The Canvas Learning Management System was adopted by Porterville College in the Summer 2016. Canvas is a course management system that supports online learning and teaching. It allows instructors to post grades, information, and assignments online. Through Canvas, students are able to submit their assignments, view progress, and interact with instructors.

The College provided training and technical information pertaining to Canvas to faculty. This technical support continues to be provided to date. Additionally, training is provided regularly to faculty on the use of Canvas plus related technical specifications for online delivery.

- *The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.*

All of the courses regardless of modality must comply with the same requirements that include: course objectives, course content, student learning outcomes, and evaluation criteria. Technology resources are sufficiently provided through the College's and the Kern Community College's Information Technology Departments.

Courses are evaluated and measured in the same manner as face to face courses. Online course details including success rate is part of the program review process for instructional divisions/departments. Moreover, online and face to face courses are part of the faculty evaluation process.

Access to the Canvas Learning Management System can be accessed through the Porterville College website. Students must access the system through a unique student ID and password.

### **Student Complaints**

- *The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.*

The Porterville College website outlines the student conduct and discipline policy (4F8) including sanctions. The College website also outlines the student complaint process. The student complaint process outlines the different levels of complaints and the process for filing a complaint.

- *The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.*

Student complaint files are maintained in the Student Services Department, specifically, with the Vice President. When a complaint is deemed academic, then the Office of Instruction is contacted. Porterville College has recently adopted the Maxient software platform to help monitor and track student complaints and discipline concerns/actions.

- *The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.*

Porterville College has not received any concerns regarding noncompliance with any of the accreditation standards.

- *The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*

Porterville College posts its accreditation status on the College website and catalog. Additionally, information about outside accreditation agencies that accredit specific programs at the College are made available through the programmatic information sheets and webpages. The College's registered nursing and psychiatric technician programs posts their accreditation information on the Health Careers website.



- *The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.*

Porterville College posts information of its accreditation status on the College website. The College also posts information regarding complaints made against member institutions on its accreditation webpage. Additionally, a link to the ACCJC complaint process is on the Porterville College accreditation webpage.

### **Institutional Disclosure and Advertising and Recruitment Materials**

- *The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.*

Details, description, and information pertaining to programs, services, and procedures are communicated to the public and to students through the Porterville College catalog and website. Information about class locations are noted on the schedule of classes and is also available on the college website. The Porterville College catalog is published annually. Any curricular and instructional program changes that occur during the semester are published in a catalog addendum.

- *The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.*

The primary focus of all Porterville College publication is to inform students and the public of the programs and services offered at the College for student success. The Porterville College catalog includes all of the necessary and required elements as stipulated in the accreditation standards. The College website contains information about all aspects of college operations, instructional programs, and student support services. Details specific to events and announcements are also made available through the College website.

Details pertaining to the institutional accreditation and programmatic accreditation are noted on the College-website.

- *The institution provides required information concerning its accredited status as described above in the section on Student Complaints.*

Porterville College publishes its accreditation status and reports on the College website. Similarly, details about the College accreditation status is also noted on the College catalog.

### **Title IV Compliance**

- *The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.*

The Financial Aid Office conducts compliance reviews on an annual basis by following the US Department of Education's Federal Student Aid (FSA) guide as well as an annual internal third party audit review. The Financial Aid Office staff attends regular FSA conferences, California Community Colleges Student Financial Aid Administrators (CCCSFAAA) conferences, workshops, on site and web trainings offered by US Department of Education and the State Chancellor's Office to ensure the College complies with Title IV regulations. The most recent internal third-party audit of Porterville College programs occurred during the 2016-2017 year and no findings were found.

- *The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.*

The US Department of Education has not presented the College with any issues to be addressed. Porterville College safeguards compliance with Title IV responsibilities through various systems of oversight including safe program record keeping.

- *The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.*

Not Applicable. Porterville College does not participate in the federal student loan program.

- *Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.*

Contractual relationships for services of the institution with outside companies/agencies are reviewed and signed by the Kern Community College District Office Board of Trustees.

- *The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.*

Porterville College safeguards compliance with Title IV responsibilities through various systems of oversight.

The Financial Aid Office conducts compliance reviews on an annual basis by following the US Department of Education's Federal Student Aid (FSA) guide as well as an annual internal third party audit review. The Financial Aid Office staff attends regular FSA conferences, California Community Colleges Student Financial Aid Administrators (CCCSFAAA) conferences, workshops, on site and web trainings offered by US

Department of Education and the State Chancellor's Office to ensure the College complies with Title IV regulations.

Porterville College also participates in various email listserv's and eCommunities platforms that provide Title IV guidance and updates regularly.

The most recent internal third party audit of Porterville College programs was during the 2016-2017 year. No findings were noted.

**Standard I:  
Mission, Academic Quality  
and Institutional  
Effectiveness and Integrity**

**Standard I:  
Mission, Academic Quality and Institutional Effectiveness and Integrity**

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

**A: Mission**

**I.A.1**

**The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

Evidence of Meeting the Standard

The Porterville College Mission Statement reads as follows:

**Our Mission**

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

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

- Provide quality academic programs to all students who are capable of benefiting from community college instruction.
- Provide comprehensive support services to help students achieve their personal, career and academic potential.
- Prepare students for transfer and success at four-year institutions.
- Provide courses and training to prepare students for employment or to enhance skills within their current careers.
- Provide 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.

**Our Values**

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

- Collaboration - working together to encourage input and dialogue in a collegial and cooperative manner.
- Respect - treating each other with respect, trust, and dignity.

- Innovation - nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
- Accountability - continuously assessing where we are as a College and to assume responsibility for all that we do.
- Equity - reducing achievement gaps between demographic groups.
- Participation - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

### Our Philosophy

In support of our mission and values, Porterville College 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.

The mission statement ([IA-1](#)) is reviewed regularly by College Council. One recent set of revisions was made and ratified by the Kern Community College District Board of Trustees on June 9th, 2016 ([IA-2](#)). Another small revision took place on October 16<sup>th</sup>, 2017 ([IA-3](#)), changing references to vocational education to career education. These changes were approved by the KCCD Board of Trustees on December 14<sup>th</sup>, 2017 ([IA-4](#)).

### Analysis and Evaluation

The mission statement describes our student population as both “local and diverse.” We serve primarily the population of southeastern Tulare County, the City of Porterville and nearby surrounding communities. Approximately 65% of our students come from a single zip code in the city of Porterville, 93257, and most of the remaining students come from the nearby surrounding area. The College does have a small distance education program, and while some students come from outside the area, most are local students who need the flexibility of a distance education course to accommodate their schedules ([IA-5](#)).

Under “Our Mission” above, the last bullet point mentions awarding degrees, certificates, grants, and scholarships. The College offers associate degrees (AA and AS) along with related Transfer-Model Curriculum (AA-T and AS-T degrees, [IA-6](#)). In addition, we offer Certificates of Achievement (CA) and Job Skills Certificates (JSC) ([IA-7](#)).

Other bullet points detail the remainder of our mission and values. As has been reflected in the College’s mission statement for many years, we remain dedicated to keeping “students as our focus.” We have continued to update and refine our mission statement which now clearly outlines degrees and certificates that we offer, but also emphasizes the College’s dedication to preparing students for transfer, to training them in basic skills, and to enhancing their aptitude for seeking opportunity and finding success as productive members of the workforce. In order to maximize student success in achieving these goals, we provide academic and student support programs, clarified the goals, and emphasized our commitment to student equity, elaborated upon our resolution to cultivate on community partnerships.

## **I.A.2**

**The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

### Evidence of Meeting the Standard

The College’s mission drives each aspect of the planning process, including program review ([IA-8](#)), the Educational Master Plan ([IA-9](#)), the College and District strategic plans ([IA-10](#), [IA-11](#)), the Enrollment Management Plan ([IA-12](#)) and other related plans. Each of these plans, which will be outlined further in sections I.B.5 and I.B.9 below, uses data, both quantitative and qualitative, to establish goals and determine the extent to which these goals have been met. In 2013, the College joined the Achieving the Dream ([IA-13](#)) initiative, a national reform network of over 200 community colleges that have joined together to improve student success and close equity gaps. As part of that initiative, the College established a Data Team which reports to the Success and Equity Committee ([IA-14](#)), itself a sub-committee of College Council ([IA-15](#)).

The Data Team is tasked to “do an in depth analysis of all college data, with a special emphasis on data focusing on student success and equity.” This group reviews all data at the college, including program review data ([IA-16](#)), data related to Achieving the Dream and other initiatives ([IA-17](#)), data from the state Student Success Scorecard ([IA-18](#)) and student and employee survey data ([IA-19](#)). The Data Team is a brainstorming group that evaluates all college data in detail and makes recommendations to the Success and Equity Committee, as well as to other individuals and committees across the campus. These recommendations are reviewed and assigned to appropriate individuals or groups for further consideration and possible action. Although not all recommendations result in specific changes, each is given consideration.

### Analysis and Evaluation

The College’s planning process is informed by manifold data, which is applied at each step of the process, from the creation of each planning document, to actions taken consults by committees and individuals on a regular or ad hoc basis, and to the discussion of whether a particular action or intervention is optimally effective or in need of revision.

In order to more effectively gather and analyze all the relevant data, the College created the Data Team in 2013. This team provides enhanced data and analysis and consults with the rest of the College on various initiatives. This team has made numerous recommendations, some of

which have been acted upon, some of which were deemed unfeasible, and some of which are still under consideration.

While the College has made some important and significant steps with the use of data, there is still work to be done. One area of possible improvement includes the level of follow-up on Data Team recommendations. Some recommendations may not be appropriate or may be determined to not be actionable at a certain moment in time, but the team and the Success and Equity Committee to which it reports have not always had reliable feedback on what action(s) have been taken. Therefore, during the 2018-19 academic year, the Data Team will work with the Success and Equity Committee, and other groups as appropriate, to develop a tracking system to ensure we close the loop on all Data Team recommendations.

### **I.A.3**

**The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

#### Evidence of Meeting the Standard

The Porterville College mission guides all that we do as an institution. The program review process is key to making that a reality. In each of the program review templates ([IA-8](#)) the College's mission is at the top of the templates as a reminder of its importance and to ensure that all program activities flow from that mission. The next item in the template is a space for the program mission statements in which each program describes their area of focus and clearly articulates connections with does to the mission of the College.

The templates instruct the programs to link each goal to one or more of the six items (the bullet points under the mission above) that are key components to the College's mission. The templates also direct programs to include reviews of assessment of student learning outcomes or service area outcomes (for non-instructional programs), to analyze data on their programs going back five years, and to use the data to reflect upon what their programs do well and also how they plan to improve.

The manifest of each college planning template is to elicit a full and fair-minded analysis, inclusive of the educational master plan, the strategic plan, the enrollment management plan, the student success and equity integrated plan ([IA-20](#)), etc. The mission is stated at or near the beginning of each of these plans and any initiatives or activities described in the plan are derived from and designed to promote that mission or some aspect of it.

Program review is also key to the College budget and resource allocation process. The program review process allows each program to make requests for additional staffing, technology and facilities needs, and budget requests. Program reviews are first submitted to and reviewed by the Strategic Planning Committee ([IA-21](#)), then, if approved by the College Council. Budget requests, which are submitted as annual updates to program reviews are reviewed by the Budget Committee ([IA-22](#)), also include a required link to the college mission as well as the core mission of the California Community College system, and the college strategic plan ([IA-8](#))



### Analysis and Evaluation

The Porterville College mission guides all of our policies and procedures; it informs the program review process, and thereby drives the resource allocation and goal-setting of each program at the college. It also informs strategic and other planning processes.

#### **I.A.4**

**he institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

### Evidence of Meeting the Standard

The Porterville College mission, values, and philosophy statement is reviewed regularly by College Council ([IA-3](#)). The most recent changes to the mission was approved by the Kern Community College District Board of Trustees on October 16<sup>th</sup>, 2017 ([IA-4](#)). These changes included language improvements in the introductory paragraph and clarifying the section of the philosophy that dealt with community partnerships. In addition, we added a bullet point for equity under “our values,” affirming our desire to reduce achievement gaps between demographic groups of students. This is a result of statewide and local discussions of student equity, an emphasis that is now a central part of the College mission and needed to be emphasized in that statement. In the most recent change, we updated language about career programs.

The Porterville College mission statement is widely advertised and features prominently on the college web site and in all planning documents.

### Analysis and Evaluation

Porterville College reviews its mission annually. It is approved by the Kern Community College District Board of Trustees and widely publicized.

---

### Evidence for Standard IA

- [IA-1](#) Porterville College Mission and Values Statement
- [IA-2](#) Board of Trustees Minutes, June 9, 2016
- [IA-3](#) College Council Minutes, October 16, 2017
- [IA-4](#) Board of Trustees Minutes, December 14<sup>th</sup>, 2017
- [IA-5](#) 2016-2017 Distance Education Activity
- [IA-6](#) Transfer Model Curriculum web site
- [IA-7](#) Certificates and Degrees
- [IA-8](#) Program Review
- [IA-9](#) Education Master Plan
- [IA-10](#) Porterville College Planning Documents
- [IA-11](#) Kern Community College District Strategic Plan
- [IA-12](#) Enrollment Management Plan
- [IA-13](#) Achieving the Dream Initiative
- [IA-14](#) Success and Equity Committee
- [IA-15](#) College Council charge
- [IA-16](#) Program Review Data - program review data
- [IA-17](#) Elements of Student Success data
- [IA-18](#) Student Success Scorecard
- [IA-19](#) Survey reports web site
- [IA-20](#) Student Success & Equity Integrated Plan
- [IA-21](#) Strategic Planning Committee Charge
- [IA-22](#) Budget Committee Charge

**Standard I:**  
**Mission, Academic Quality and Institutional Effectiveness and Integrity**

**B: Assuring Academic Quality and Institutional Effectiveness**

**I.B.1**

*The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

Evidence of Meeting the Standard

Outcomes, equity and the improvement of student success and achievement in all its forms directly and indirectly inform discussions across the College. At the grassroots level, academic divisions discuss student learning outcomes and their assessment on an ongoing basis (IB-1). These discussions lead to programmatic changes that are documented in assessments provided to the Outcomes Committee (IB-2) and in the program review for each area (IB-3). After joining the Achieving the Dream initiative (IB-4) in 2013, the college gradually revamped its committee structure, putting in place a Success and Equity Committee (IB-5) that reports directly to the College Council. That committee has outcomes, achievement, student success, and equity as its focus.

A subcommittee of the Success and Equity Committee is the Data Team (IB-6), a group focused on reviewing college data across a wide variety of topics, with a major focus on student success and equity. Much of these data are broken down by demographics (see I.B.6) so that achievement gaps can be examined and addressed. In recognition of the changes made at the college, and the progress in improving our progression through the college's basic skills sequences, the Achieving the Dream organization recognized Porterville College as a leader college in 2016 (IB-7). That status was reaffirmed in 2017 and we expect it to be ongoing as the college's commitment to not only dialogue, but improvement in student outcomes achievement and reductions in achievement gaps between demographic groups continues.

That commitment is now reflected in the college mission, which was revised after a multi-committee discussion led to changes that approved by the Kern Community College District Board of Trustees (IB-8). The change included the addition of a bullet point stressing student equity as one of the College's cherished values. That mission drives another of our documents, the Basic Skills, Student Success & Equity Integrated Plan (IB-9). After substantial review by student services and the Success and Equity Committee, the College completed and adopted a Student Equity Plan in 2015. This plan guides not only the college's equity funding, but our plans for improvement in closing achievement gaps. Recently, the college updated this, combining equity and student success efforts into a single integrated plan. This dialog is broad-based, and campus-wide. To that end, the College ensures that it has student success discussions at flex day events. This allows for input from all constituencies including students. Recent discussions have included assessment methodologies and reviews of student success data. (IB-10, IB-11)

Analysis and Evaluation

Porterville College currently has an ongoing, and robust dialogue about student success, outcomes, equity, and achievement. Various committees, academic divisions, and other groups across the campus community discuss these topics on an ongoing basis and work toward improvement in success and equity outcomes.

**I.B.2**

***The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)***

Evidence of Meeting the Standard

All instructional and non-instructional programs at the College clearly define their student learning outcomes, or in the case of non-instructional programs, service area outcomes. Each of these are assessed on a cycle, which varies by program, but is never longer than four years. Assessments data are currently stored on the College's curriculum management software, CurricUNET, but that assessment data is being transferred to eLumen for curriculum. Outcomes assessments are currently stored in a shared Google drive ([IB-12](#)), used by members of the Outcomes Committee. Once the eLumen software is fully implemented for curriculum, outcomes assessments may be moved there as well; this decision is still under consideration. Instructional divisions and all non-instructional programs use the data collected from these assessments to make program improvements.

The program reviews require each constituent program of the College to clearly articulate their outcomes assessment methodology. Programs describe the assessments they do, the cycle and timeline for those assessments, and changes made based on assessment findings.

Analysis and Evaluation

Although all programs currently have outcomes and are on an assessment cycle, there remain some reporting gaps. Some assessment programs have not yet completed a full cycle of assessment. In addition, responsibility for some non-instructional programs are not expressly delegated. Those that fall under student services, where there is a representative on the Outcomes Committee, have assessment, but other non-instructional areas did not have complete record-keeping. There is a need to more fully document the assessment process and cycle. To that end, the Outcomes Committee has recently completed a handbook. This guide provides a definition of relevant terminology, and fully and coherently articulates the assessment cycle. More information is soon to be added and the Outcomes Handbook will be revised and updated regularly as a working document ([IB-13](#), [IB-14](#)).

During the 2018-19 academic year, the Outcomes Committee will determine whether to keep assessment data on the Google drive, or to transfer it to eLumen or another similar software package. During the 2018-19 academic year, the Outcomes Committee will revise the Outcomes Handbook, adding discipline-specific information on assessment procedures.

**LB.3**

*The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Evidence of Meeting the Standard

Porterville College currently has the following institution-set standards (as of the 2016 annual report, [IB-15](#)):

| Item # | Item                                  | Standard |
|--------|---------------------------------------|----------|
| 14a    | Successful Course Completion          | 70%      |
| 15a    | # of Degrees and Certificates Awarded | 360      |
| 17a    | Transfers to 4-year colleges          | 200      |
| 20     | Licensure Pass Rates                  |          |
|        | Registered Nursing                    | 90%      |
|        | Psychiatric Technician                | 85%      |
|        | EMT                                   | 70%      |
| 21     | CTE Job Placement Rates               |          |
|        | Firefighter                           | 30%      |
|        | Registered Nursing                    | 90%      |
|        | Psychiatric Technician                | 90%      |
|        | Industrial Maintenance                | 50%      |

In addition to these goals, the College has established a set of aspirational goals, both short-term and long-term, which are featured in our Institutional Effectiveness Partnership Initiative (IEPI, [IB-16](#)). This initiative, established by legislation of the State of California, covers some of the same standards as the ACCJC annual report as well as some others. The IEPI requires colleges and districts adopt indicators from a set list and to set goals for achieving them, others indicators are presented in the Initiative as optional. In recent years, Porterville College has chosen to set both short and long-term goals for all but two of the indicators in the IEPI. The first indicators that we did not adopt does not apply to our College and we did not adopt the second indicator because requisite data sets are not yet available, such as in our English as a Second Language program, which we have only recently revamped.

Goals for both the ACCJC institution-set standards and the IEPI indicators have generally been set using recent history as a guide. For the ACCJC standards, we have typically used recent years' data as a starting point and set modest standards that the college does not want to fall below. With the IEPI indicators, we have set modest short-term (one-year) goals, based on data from the previous five years. For longer-term (six-year) goals, we have been more aspirational, setting a goal at or near the highest data point in the previous five years or using what we perceive to be a target that is both aspirational and achievable.

These goals have been established for a number of years, largely for compliance. However, for long-term strategic planning, the College uses a more sophisticated set of goals. As part of the 2015 district strategic planning process, the Kern Community College District adopted a Strategic Plan ([IB-17](#)) from which the College Strategic Plan ([IB-18](#)) was derived. This process resulted in a set of Common Measures ([IB-19](#)). These Common Measures including the following Strategic Goals and Objectives:

- Strategic Goal #1 Student Success
  - Objective #1 Increase Completion
  - Objective #2 Improve Milestone Achievements
- Strategic Goal #2 Equity
  - Objective #1 Close Achievement Gaps
- Strategic Goal #3 Access
  - Objective #1 Optimize Student Enrollment
  - Objective #2 Be the Higher Education Option of First Choice
- Strategic Goal #4 Community Connections
  - Objective #1 Provide Workforce and Economic Development Programs that Respond to Local Industry
  - Objective #2 Reflect the Communities We Serve
- Strategic Goal #5 Organizational Effectiveness
  - Objective #1 Provide Effective Professional Development
  - Objective #2 Meet and Exceed Internal and External Standards and Requirements
  - Objective #3 Increase Trust and Create a Collaborative Culture
  - Objective #4 Improve Facilities and Maintenance

Progress on these goals and objectives are updated annually by the KCCD Office of Research and Reporting via a 39-page document with a variety of measures appropriate to each objective. For example, the Student Success Goal is measured using criteria such as the total number of transfers, the transfer rate, the number of degrees and certificates, the overall course retention and success rates. Some are discreetly articulated such as the course success rate, in which we are able to identify significant disparities between online and face-to-face success rates, and develop strategies for raising the lower rate. By examining data related to equity, we are able to spot disparities of access and success among various demographic groups, and then develop plans to reduce or eliminate such disparities. Other goals are measured using the appropriate metric for the goal and objective. For some, we use survey data, such as from the Community College Survey of Student Engagement (CCSSE, [IB-20](#)) and the KCCD Climate Survey ([IB-21](#)) both of which are conducted on a three-year cycle.

Other important goals that the College aspires to achieve include improving benchmark measures of student success such as measures as completion of 12 units in the first term, persistence, successful course completion, progression through remedial course sequences in English and mathematics, and achievement of a degree, certificate or transfer. Achieving the Dream initiative, the College is reviewing data also compiled by District Research, entitled Elements of Student Success ([IB-22](#)). These elements include such measures as completion of

12 units in the first term, persistence, successful course completion, progression through remedial course sequences in English and mathematics, and achievement of a degree, certificate or transfer. These important measures of success, which were established by the Achieving the Dream initiative and District Research, entitled Elements of Student Success ([IB-22](#)), are broken down by various demographics, including the following:

- Placement level (remedial or college level)
- Gender
- Age
- Ethnicity
- Enrollment status in first term (full or part-time)
- Unit load in first term
- Financial Aid (awarded or not in first year)
- EOP&S
- Foster Youth
- Veterans
- Percentage of Distance Education
- Educational Goal in First Term
- Matriculation Elements
- First English and math Attempt
- First-generation status

We do not always set specific numerical targets for each of these goals. In some cases, our goal is simply to track improvement and/or close achievement gaps between demographic groups.

#### Analysis and Evaluation

The College is currently tracking a large and diverse set of measures and is setting goals with more detail than those mandated by the ACCJC Annual Report or other external requirements in the College's annual report, the US Department of Education's (USDE) College Scorecard, and the indicators in the Institutional Effectiveness Partnership Initiative (IEPI). Some of these reports include the first generation college students, veterans, enrollment by high school ([IB-23](#)). The College will continue to track these measures and add others and we will continue to refine our goals and set standards as appropriate through our district and college strategic planning process and through the College's Data Team.

Though the College has been fairly thorough in terms of gathering data, we aspire to do a better job in employing this information in order to improve our effectiveness in achieving mandated goals and in ensuring that we are in compliance with all ACCJC, USDE College Scorecard, IEPI, and CCCCCO requirements. To this end, the College intends to enhance our focus on compliance issues in order to ensure that we meet all mandated. A more specified focus on compliance would result in ensuring that the College does not lose sight of any specific measure for which an outside agency requires tracking and goal-setting. In addition, such a focus would serve as a warning system should the college fall below a threshold either recognized by those agencies or established by the College.

During the 2018-19 academic year, the Office of Institutional Research will work with the Strategic Planning Committee to establish a set of compliance metrics. These metrics will



include a calendar for annual review, starting in fall 2019, both short and long-term goals, and where appropriate, a specific threshold for action should the college fall behind compliance thresholds. The document will include, at a minimum, the institution-set standards discussed in the College's annual report, the US Department of Education's College Scorecard, and the indicators in the Institutional Effectiveness Partnership Initiative (IEPI).

#### **I.B.4**

***The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.***

##### Evidence of Meeting the Standard

Outcomes assessment and student achievement are at the heart of all we do at Porterville College. The Outcomes Committee oversees the assessment process and works to determine that all programs (instructional and non-instructional) are on a cycle of ongoing assessment. Programs are expected not only to review assessment data, but to document what actions they take to change curriculum, program offerings, or other activities based on assessment results. These results are documented on the Google Drive as discussed in [IB-2](#) and reviewed on an ongoing basis ([IB-12](#)).

Assessment data are also a formal process of the program review cycle at Porterville College, which is described in greater detail in Standard I.B.5. In that three-year cycle, programs are asked to describe the assessment cycle and provide information on what changes have been made in the program based on program assessments ([IB-24](#)). Program review is conducted on a 3-year cycle and annual updates are required with budget and resource requests. These annual updates ([IB-25](#)) ask for an update, if there are changes, in the program outcomes. Resource requests, including budgets, staffing, technology, and facilities resources, are based on the needs of the programs, as identified in these program reviews. Assessment data are key to identifying those needs and new resources.

After joining the Achieving the Dream initiative ([IB-4](#)), the College organized its functions to more directly focus on student achievement and equity with the creation of a Success and Equity Committee ([IB-5](#)). This committee reports directly to the College Council, the primary participatory governance and planning committee for the college. The Charge of the Success and Equity Committee reads, in part: "...The focus of this committee is to identify specific plans to strategically address the five (5) California Community Colleges Keys to Success; Priority Enrollment and Academic Standards; Redesigned Student Support Services; Transparency and Accountability; Streamlined transfer and Improving Basic Skills instruction..." The Data Team is a subcommittee of that Success and Equity Committee and its charge is to review any and all college data, with a particular focus on student success and equity metrics. The Data Team reviews reports, such as the Elements of Student Success, broken out by various demographics, and provides recommendations to the Success and Equity Committee and other groups on campus.

Specified state funding is also focused on improving student outcomes, again with equity as a focus. The Student Success and Support Program ([IB-26](#)) and Student Equity funding ([IB-9](#)) have come with a mandate for tracking metrics known to be correlated with improving student



success. Basic skills funding ([IB-27](#)) is also used to further specific projects addressing improvements in basic skills sequences and student success. Plans are underway to integrate activities and goals from these programs in order to leverage resources and provide efficient and effective services to students. Although integration of the plans provides a more coordinated approach to activities and resources, each program must also simultaneously meet legislative mandates tied to funding sources.

### Analysis and Evaluation

Assessment and student achievement data are the focal point of the committee structure, program review process, resource allocation, and other institutional structures at Porterville College. The College uses these data regularly to improve processes and procedures and to address gaps in achievement. The structures currently established are robust and efforts to improve processes are ongoing.

Trends at both the state and local level will improve the efficiency and effectiveness of these processes further. Currently, state planning processes for basic skills, student success and support programs (SSSP), and student equity, are being combined. This will most benefit small colleges, like Porterville, where resources are limited and staff serve in multiple roles. During the 2017-18 academic year, basic skills, SSSP, and student equity plans were combined into one integrated plan for greater efficiency and effectiveness.

### ***Institutional Effectiveness***

#### **I.B.5**

***The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.***

### Evidence of Meeting the Standard

Program review at Porterville College ([IB-24](#)) is on a three-year cycle, with programs typically working on their documents in the fall, which are due in early spring. For the academic side, program review is conducted by academic division. Each of the eight academic divisions is divided into one of the three years in the cycle, according to the program review schedule ([IB-28](#)). Non-instructional programs are on a similar schedule, depending on who those programs report to. These areas are divided into four groups: the office of student services is conducting its reviews during the 2017-18 academic year; reviews for the office of academic affairs and the office of finance and administrative services will be due during the 2018-19 year; and the review for the president's office will be due during the 2019-20 year.

Within that three-year cycle, programs also do an annual update, which they submit to the budget committee. This allows programs to update their progress on outcomes and their resource requests. Resource requests in these annual updates are tied to goals in the college strategic plan and/or bulleted items from the college mission. Goals established in the three-year program review documents are also tied to the college mission.

Program reviews address student learning outcomes assessment and assessment of service area outcomes for non-instructional programs. Programs are asked to provide information on their assessment cycles and a brief summary of changes made to their programs as a result of assessment results and activities.

The Kern Community College District Office of Research and Reporting provides data for instructional and most student services program reviews ([I-29](#)). These data include demographic information on students in the programs, enrollment and productivity data, the numbers of majors and degree and certificate awardees, and course success and retention rates. Data on course retention and success rates, with five years of data combined, are sub-categorized by demographics, including ethnicity, gender, and age. These data, and some others, are also presented in specific subsets where applicable, by whether the courses are taken in traditional or online format. The college has a small online program, but as success rates tend to be lower than in traditional classes, we are monitoring these classes closely and looking for ways of improving success rates. Additional data may be provided, as appropriate, by the programs themselves.

Once completed, program review documents are examined by the strategic planning committee using a rubric ([IB-30](#)). If a program review does not meet expectations in any area, it is returned for revisions. The updated document goes then to College Council, where it is again reviewed and accepted, before being posted to the program review web site ([IB-24](#)).

These program reviews are then used throughout the planning process, specifically by the major planning committees that report to College Council: Strategic Planning, Enrollment Management, and Budget ([IB-31](#), [IB-32](#), [IB-33](#)). In addition, the Grant Oversight Committee uses program review data, resource requests, and goals to plan for grant applications. Curriculum Committee uses the documents in discussions of programs, degrees, certificates, and course changes ([IB-34](#)). The budget committee makes the most extensive use of program reviews in determining budget needs for the college and planning the annual budget. Information technology and facilities needs are also included.

Each program review includes a set of goals, each of which is linked to one or more of the numbered items under the college mission statement. These goals must include a timeline, and must identify a person responsible and needed resources. Programs must update progress on each of these goals at their next program review, if not before. These forms have undergone a number of changes and edits over time and will continue to be updated as college and program needs change and for clarity.

### Analysis and Evaluation

The College has a rigorous program review process which includes substantial data analysis, establishment and review of learning outcomes, student achievement, and goals, which are regularly reviewed and updated. Resource requests and allocation are determined according to these requests, which are tied directly to the college mission, goals in the strategic plan, or both.

There has been, in recent years, interest in moving the process to an online format, and/or using specific software designed for program review and/or strategic planning. The district has

purchased eLumen, and is in the process of implementing that software for curriculum management. The strategic planning committee has been investigating the possibility of moving the program review process to eLumen as well, with the hopes that forms and goals could be tracked more efficiently and effectively.

During the 2018-19 academic year, the College, through the strategic planning committee, will engage in a pilot project to determine whether moving the program review process to eLumen software will improve the effectiveness of the process.

### **I.B.6**

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

#### Evidence of Meeting the Standard

The College uses disaggregated data in a variety of documents, formats, and plans. In program review ([IB-29](#)), which forms the basis of the college planning process, the data provided to all instructional programs is disaggregated as appropriate. Much of the enrollment data is broken out by instructional method (traditional vs. online), as are course retention and success rates. Those retention and success rates are also broken out by several demographic metrics as well, including gender, ethnicity, age, and the completion of a student education plan. Awards data are not broken out this way in the annually provided data given to academic divisions because the numbers would be too small to be meaningful, but are available upon request and have been used by certain areas, particularly the Career and Technical Education division ([IB-35](#))

The Student Equity portion of the integrated plan ([IB-9](#)) uses sub-categorized demographic details to examine possible achievement gaps. Among the demographic categories included are gender, age, ethnicity, disability, economic disadvantage, veterans, and foster youth. Some of these groups are very small, making meaningful distinctions difficult. In this plan, where gaps are found, specific goals are established and activities are identified to reduce the gaps in question.

The Kern Community College District adopted a district-wide strategic plan ([IB-17](#)) in 2015, to which the Porterville College strategic plan ([IB-18](#)) corresponds. Goal #2 of these plans focuses the district and the college on equity, specifically closing achievement gaps. To this end, the KCCD Office of Research and Reporting produces a set of Common Measures ([IB-19](#)) to be used to regularly evaluate progress toward meeting the goals of the strategic plan. The equity portion of this document focuses on two major elements: successful course completion and attainment of a certificate degree, and/or transfer. Each of these are broken out by demographics including gender, ethnicity, age, veterans, foster youth, recipients of financial aid, placement in remedial coursework, and completion of the components of the matriculation process. Some other elements of the Common Measures include important disaggregated information as well, including access to resources and facilities which are intended to help the colleges respond effectively the communities they serve.

A more detailed approach is included in the Elements of Student Success, a document that is partly the result of our college's participation in the Achieving the Dream initiative. This set of student success measures is subdivided into a wide variety of demographic subcategories, including:

- Placement level
- Gender
- Age
- Ethnicity
- Enrollment status in first term
- Unit load in first term
- Financial aid
- EOP&S participation
- DSPS participation
- Foster youth
- Veterans
- Percentage of distance education enrollment
- Educational goal
- Matriculation components completed in first term
- First English and math attempts
- First generation status

The College's Data Team examines each of these sets of data, particularly the Elements of Student Success and makes recommendations to other groups for specific actions to be taken. Additionally, the Data Team may also request more detailed reporting of other data. As an example, when the Community College Survey of Student Engagement (CCSSE) Key Findings ([IB-20](#)) showed that Porterville College students were less likely than the national average to read books for pleasure, the Data Team requested, and the Office of Institutional Research provided, demographic breakdowns of that specific data element to show which demographic groups were less likely than others to read so that a more specific recommendation might be considered.

#### Analysis and Evaluation

Porterville College uses disaggregated student data, as appropriate, in a thorough and judicious respect throughout the institution and its planning and resource allocation processes. These data are considered in discussions of student success and the college creates specific initiatives to address achievement gaps.

#### **I.B.7**

***The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.***

#### Evidence of Meeting the Standard

Beginning in 2012, the Kern Community College District implemented a process by which all board policies are reviewed every other year. Odd-numbered sections of the board policy

manual are reviewed in odd years and even-numbered sections in even years. A calendar was created to support this process (IB-36). At the college level, these policies are discussed in the Academic Senate (IB-37) and where appropriate, other committees. They are discussed district-wide in Consultation Council (IB-38) and other groups.

Other policies are reviewed on an ongoing basis by the group responsible for them. As an example, program review procedures are discussed each year in the Strategic Planning Committee, which uses a strategic planning survey (IB-39) to evaluate the entire college planning process every three years. Most changes made are small in nature, but based on survey results and feedback received by those completing and evaluating program reviews, the forms and processes are tweaked in small and large ways. Currently, the committee is in the process of moving toward an online platform for program review, conducting a pilot using eLumen software.

The strategic planning survey is used by that committee and others to evaluate all aspects of the planning, budgeting, resource allocation, and student outcomes assessment processes. The student satisfaction survey (IB-40) serves a similar purpose, allowing for the evaluation of services provided to students in a variety of areas and offices and a rough review of institutional learning outcomes. This survey is conducted every three years, and is reviewed by the Data Team and other groups and recommendations for improvement are made.

As part of its participation in the Achieving the Dream initiative, the College created an Implementation Plan (IB-41) in which we identified a number of policies and procedures to be reviewed and updated for greater efficiency, and more importantly, to improve student success and close achievement gaps. In addition, reviewing and questioning policies is a major part of Data Team activities and the Success and Equity Committee, to which it reports. A number of Data Team recommendations (IB-42) relate to policy change.

### Analysis and Evaluation

Porterville College has a substantial, substantive, and ongoing process of both formal and informal policy and procedure review that seeks to increase efficiency, maximize effective use of resources, and improve student success outcomes. All of these efforts are tied directly to the college mission. The catalog is updated on an ongoing basis and the curriculum specialist sends out emails requesting information on changes (IB-43). However, in our review of these processes recently, we learned that some catalog sections have not always been updated on as regular a basis. We are investigating the best process for ensuring that the catalog is updated regularly to prevent any sections from becoming outdated. Therefore, during the 2017-2018 academic year, a Catalog Review Team was established to evaluate the college catalog and establish a process for ongoing catalog review and update. This Team will report to the Curriculum Committee regularly on updates and recommendations pertaining to the catalog.

**I.B.8**

***The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.***

**Evidence of Meeting the Standard**

We use our participatory governance process (IB-44) to discuss and communicate the outcomes assessment process, results and progress. The first focus of discussion for the creation and assessment of outcomes is the academic division for instructional programs and within each department for non-instructional programs (IB-1). Divisions consider which outcomes are appropriate for each course and program and how they are to be assessed. As many disciplines at Porterville are taught only by one instructor, consultation with related areas also occurs. Courses and programs are assessed by area faculty, who then discuss and implement changes to curricula and program offerings.

Assessment information is reported, via each program's representatives, to the Outcomes Committee and assessment data are stored in a Google Drive (IB-12). This committee also reviews these reports and provides guidance and feedback to programs working on assessment. During the 2017-18 academic year, the Outcomes Committee developed a handbook to provide more structured guidance.

In the 2018-2019 academic year, the Outcomes Committee plans to provide regular and consistent reports to the Academic Senate on the progress, topic, and issues related to outcomes work at the College. Similar to the Academic Senate, Outcomes Committee, also plans to provide regular updates and an annual report to the College Council (IB-45) on the accomplishments of the committee for the year, the goals for the upcoming year, and a list of recommendations for changes for the future. The new Outcomes handbook (IB-14) also helps to document and disseminate information on the assessment process and results. It contains information on outcomes for each area and a link to the assessment results database.

Programs also report on their assessment activities in their program reviews, which are shared on the program review web site (IB-24). This allows anyone, at the college or in the community, to view information on program assessment and what changes have been made to address any gaps in student outcomes completion or student achievement.

**Analysis and Evaluation**

Porterville College has an ongoing assessment process, the results of which are communicated through the college's participatory governance process to various constituent groups. As a small college, this can prove effective, as this process has allowed for most of those with a stake in a program's success to be made aware of ongoing issues in that program.

There are some limitations to this approach however. The Outcomes Committee is creating a handbook to formalize the process and address persisting questions about best practices in assessment. Also, we noted during this review that the Outcomes Committee is not among those currently reporting its activities to College Council at each meeting, a practice which we can easily address. Additionally, the College plans to formalize the dissemination of



assessment results further by placing summaries of program-level assessment results on the college web site where programs are listed.

During the 2018-19 academic year, the Outcomes Committee will be added to the list of committees and other groups that provides a report at each meeting of College Council. During the 2018-19 academic year, the Outcomes Committee will discuss ways to more broadly communicate assessment results, including placing results on the college web site where programs are listed.

### **I.B.9**

***The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)***

#### Evidence of Meeting the Standard

The planning process at Porterville College begins with program review ([IB-24](#)), which is conducted on a three-year cycle (with annual updates) for each academic division and non-instructional program on campus. This process includes the development of a mission for the program which is linked to the college mission, a review of student learning or service area outcomes, the assessment of those outcomes, and changes made within the program based on those assessments, a review of relevant program data, disaggregated by demographics where appropriate, the establishment of goals for the program for the next three years, and a review of the need for and a request for needed resources, including staffing, facilities, technology, and budgets.

These program reviews are evaluated by the Strategic Planning Committee based on a rubric developed for that purpose ([IB-30](#)), then reviewed and approved by College Council. Then, the documents are forwarded to all planning committees (budget, information technology, facilities, enrollment management, grant oversight, etc.) to develop resource needs and for overall college planning. These reviews are also used as part of the Educational Master Plan ([IB-46](#)) process so that the needs of each program are included when developing that plan and the college's long-term Facilities Master Plan ([IB-47](#)). Annually, programs are given the opportunity to do an update for their program review along with their budget request ([IB-27](#)). Budget Committee uses a rubric ([IB-48](#)) to evaluate and prioritize budget requests from each program review.

The College and the Kern Community College District have an integrated process for strategic planning. The college and district strategic plans ([IB-17](#), [IB-18](#)) are inextricably linked and to monitor progress on that plan, we have a set of Common Measures, used by each of the three colleges in the district ([IB-19](#)). This document tracks a number of metrics agreed to by the colleges, from student achievement, to equity, to facilities and organizational effectiveness. The strategic plan sets a number of goals for institutional improvement, each of which is tracked over time through Common Measures and other reporting.

Supporting and integrated with these are a set of area-specific plans, including the Student Success & Equity Integrated Plan ([IB-9](#)), the Information Technology Plan ([IB-49](#)) and the Enrollment Management Plan ([IB-50](#)). Each of these are developed by groups on campus that specialize in setting goals and policies for the specific functions covered by these documents. The goal of each of these is to further student success, broadly defined. Given that, we have a variety of overlapping initiatives, described in the sections above, focused on improving student outcomes and reducing achievement gaps.

As a way of ensuring that each of these plans is fully integrated with one another and with the college mission and that the college focuses on acting on goals established throughout the planning process as identified in these documents, we created an overall planning document called Integrated Planning, Assessment, and Action (IPAA, [IB-51](#)). This document describes the entire college planning process, including the staff and committees involved, each planning document, and how the committees, staff, and documents work together as a whole.

The college evaluates this planning on an ongoing process, both informally with small changes in committee discussions and systematically. We have a Strategic Planning Survey ([IB-39](#)), currently conducted every three years (2009, 2012, 2015) which evaluates how the college is doing in three areas: Mission and Goals, the College Planning Process, and Budget and Resource Allocation. Based on the results of this survey, the Strategic Planning Committee (and others) suggests changes to the planning process. This survey is next scheduled for fall 2018.

#### Analysis and Evaluation

Porterville College has a fully integrated-planning process, including program review, strategic planning and assessment in a manner designed to maximize efficiency, promote student success and equity, continually evaluate college processes and initiatives, and allocate resources appropriately to achieve the college mission.

There are areas for continual improvement however. The integrated planning, assessment, and action (IPAA) document described above has not been updated since its creation in 2012. Developments at the state level and restructuring of committee assignments necessitate a revision now.

During the 2018-19 term/academic year, the strategic planning committee will update the Integrated Planning, Assessment, and Action document to reflect statewide and local changes.



---

**Evidence for Standard IB**

- [IB-1](#) Example Division Meeting Minutes with discussion of SLO assessment, Math Division
- [IB-2](#) Example Assessment Document provided to Outcomes Committee, ART P103
- [IB-3](#) Example Program Review with SLO assessments (Natural Sciences & Math)
- [IB-4](#) Achieving the Dream web site
- [IB-5](#) Success and Equity Committee charge
- [IB-6](#) Data Team Charge
- [IB-7](#) Achieving the Dream 2016 Leader College announcement
- [IB-8](#) Board of Trustees Minutes (June 9, 2016) showing approval of revised Porterville College mission statement
- [IB-9](#) Porterville College Student Success & Equity Integrated Plan
- [IB-10](#) Flex day agenda, fall 2017
- [IB-11](#) Flex day agenda, spring 2018
- [IB-12](#) Google Drive link to SLO assessments
- [IB-13](#) Outcomes Committee meeting minutes (3-21-17) describing work on an Outcomes Handbook
- [IB-14](#) Outcomes Handbook
- [IB-15](#) 2016 Annual Report to ACCJC
- [IB-16](#) Porterville College IEPI web site
- [IB-17](#) KCCCD Strategic Plan
- [IB-18](#) Porterville College Strategic Plan
- [IB-19](#) KCCCD Common Measures Document
- [IB-20](#) Community College Survey of Student Engagement (CCSSE) Key Findings
- [IB-21](#) KCCCD Climate Survey
- [IB-22](#) Elements of Student Success
- [IB-23](#) Student Populations: Veterans, High School, 1<sup>st</sup> Generation
- [IB-24](#) Program Review Information, Forms, Reports
- [IB-25](#) Program Review Annual Update Form
- [IB-26](#) Student Success and Support Program (SSSP)
- [IB-27](#) Basic Skills program annual report
- [IB-28](#) Program Review Schedule
- [IB-29](#) Program Review Data
- [IB-30](#) Program Review rubric
- [IB-31](#) Strategic Planning Committee Charge
- [IB-32](#) Enrollment Management Committee Charge
- [IB-33](#) Budget Committee Charge
- [IB-34](#) Curriculum Committee
- [IB-35](#) Career & Technical Education Program Review, 2014-15
- [IB-36](#) KCCCD Board Policy Review Calendar
- [IB-37](#) Academic Senate
- [IB-38](#) KCCCD Consultation Council
- [IB-39](#) Porterville College Strategic Planning Survey results
- [IB-40](#) Porterville College Student Satisfaction Survey
- [IB-41](#) Achieving the Dream Implementation Plan

- [IB-42](#) Data Team list of recommendations
- [IB-43](#) Example Email from Curriculum Specialist
- [IB-44](#) Participatory Governance at Porterville College
- [IB-45](#) Academic Senate Annual Report to College Council
- [IB-46](#) Educational Master Plan
- [IB-47](#) Facilities Master Plan
- [IB-48](#) Budget Committee rubric for evaluating budget requests
- [IB-49](#) Information Technology Plan
- [IB-50](#) Enrollment Management Plan
- [IB-51](#) Integrated Planning, Assessment, and Action (IPAA) document

**Standard I:  
Mission, Academic Quality and Institutional Effectiveness and Integrity**

**C. Institutional Integrity**

**I.C.1**

*The institution assures the clarity, accuracy, and integrity of information provide to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, education programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors (ER 20)*

Evidence of Meeting the Standard

The Porterville College website ([IC-1](#)) contains information about the College mission, vision, institutional values, courses and education programs, program learning outcomes, and student support services. Additionally, institutional goals, accreditation, gainful employment, safety resources, Clery Report, program reviews ([IC-2](#)), education master plan, strategic plan, and College catalog ([IC-3](#)) can also be found on the College website. Furthermore, the catalog contains the same information about the College mission, values, philosophy, as well as course and programmatic (degrees and certificate) details including general education requirements. The catalog also contains information pertaining to admissions procedures, residency determination, and registration. Information about probation, student fees, attendance policies, complaint procedures, and student rights are also included. The College ensures accuracy of the information through regular updates. Porterville College also provides information on its mission, student support service programs, course offerings, and institutional events through promotional materials, brochures, and press releases.

Analysis and Evaluation

The catalog and website are the primary ways the College provides information to the students and the public. Therefore, staff and administrators review and information contained in the College website and make regular updates to the content as necessary. Staff work closely with faculty to review the College catalog and monitor the contents of the information. The catalog is developed and produced annually. Any changes to courses and programs are updated through college catalog addendum which released during the mid-academic year. The Catalog Review Committee was recently reinstated. This committee will take the lead in reviewing the contents of the catalog and work with the various departments and areas to make changes as needed. Information pertaining to courses and programs are updated on the website based on the College catalog and/or the catalog addendum.

**I.C.2.**

***The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”***

Evidence of Meeting the Standard

The Porterville College catalog contains all of the required information in accordance with Accrediting Commission for Community and Junior Colleges (ACCJC) requirements. Specifically, details pertaining to institutional mission, values, and philosophy are noted in the College catalog. Education program information (degrees and certificates), courses, program learning outcomes, general education requirements, academic freedom statement, accreditation status, and academic calendar are also included. Information pertaining to admission requirements, tuition, fees, academic information and standards, attendance policy, student support services, and student right know policy are included.

Analysis and Evaluation

Staff work closely with faculty to review the college catalog and monitor the contents of the information. The catalog is developed and produced annually. Any changes to courses and programs are updated through college catalog addendum. Counselors and advisors use the catalog to counsel and advise students on education program requirements and for education planning. The college catalog is submitted to Kern Community College District (KCCD) Board of Trustees for review and approval. The Porterville College catalog provides information pertaining to courses and programs including general education, graduation, and transfer requirements. The College catalog is updated regularly. The College catalog is available on the website.

**I.C.3.**

***The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.***

Evidence of Meeting the Standard

Porterville College programs and courses have learning outcomes. Student learning outcomes are noted on the official course outline of record for all courses. Program learning outcomes are noted on the College catalog and on the College website ([IC-4](#)). Assessments are in place for courses and they are conducted regularly by the faculty. In addition, Porterville College regularly reviews and examines student progress and achievement progress through program review. Student success and achievement data are used to make curriculum and programmatic changes. Furthermore, the College reviews its performance as outline in the Student Success Score Card.

Analysis and Evaluation

Student learning outcomes assessments are conducted on a regular basis ([IC-5](#)). Porterville College recognizes that there is work to be done with general education learning outcomes (GELOs) and institutional learning outcomes. However, the College has identified a plan to

assess general education and institutional learning outcomes (ILOs) going forward. The Outcomes Coordinator will facilitate the ILOs assessment with the College Council. Similarly, the Outcomes Coordinator will also facilitate the GELOs assessment with the Curriculum Committee.

#### **I.C.4**

***The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.***

##### Evidence of Meeting the Standard

The Porterville College catalog describes degrees and certificates offered with the required courses, program description, program learning outcomes, and transfer details as applicable. This information is also available the College website. Course outlines of record contain the course student learning outcomes ([IC-6](#)).

##### Analysis and Evaluation

The College reviews the content and the information to the College catalog annually. Changes are noted on the following year's catalog and/or in the catalog addendum. All courses contain the expected student learning outcomes and are noted in the course outline of record.

#### **I.C.5.**

***The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.***

##### Evidence of Meeting the Standard

Through the College Council ([IC-7](#)), Academic Senate ([IC-8](#)), and various subcommittees, Porterville College regularly reviews policies, procedures and publications. For curriculum related matters, the College Curriculum Committee is responsible for the review and update of related policies. The Curriculum Handbook serves as the guide for the maintenance of applicable policies and processes pertaining to curriculum for the college. Policies and processes that are part of the districtwide operations are reviewed and discussed through the applicable Kern Community College District (KCCD) committees and councils.

##### Analysis and Evaluation

The Porterville College Curriculum Handbook outlines the policies and processes pertaining to curriculum development, review, and update. The Curriculum Handbook ([IC-9](#)) is reviewed by the Curriculum Chair in consultation with the Curriculum Committee and the Curriculum Specialist. The College Catalog ([IC-3](#)) serves as the source for descriptions of its mission, programs, and services. The website is updated regularly with all changes made based on catalog and the addendum. The catalog outlines programmatic changes to degrees, certificates, and courses. The Catalog Review Committee was recently reinstated. This committee will take the lead in reviewing the contents of the catalog and work with the various departments and areas to make any needed changes.

**I.C.6.**

***The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.***

**Evidence of Meeting the Standard:**

The Porterville College website and catalog contain information pertaining to tuition and fees. For gainful employment details by program for career technical education areas also details the costs, tuition, and related educational expenses.

**Analysis and Evaluation:**

The College follows all federal guidelines regarding disclosure of cost of education, such as tuition and fees charged to full-time and part-time students, estimates of cost for books and supplies, room and board costs, transportation costs, and any additional costs of a program in which a student is enrolled or for which a student expresses an interest. The net price calculator will total the cost of tuition, fees, and instructional costs; estimated personal expenses and transportation costs; room and board costs; and estimated grant aid. The catalog includes information on how students can determine financial need, including an estimate of cost of education for students living at home and living independently. Information on tuition and fees is updated annually and published in the catalog. Information on the cost of textbooks is available at the online Bookstore website ([IC-10](#)).

To ensure currency and consistency, staff and administrators receive updates pertaining to any changes. As applicable, staff and administrators also attend training related to financial aid. Information pertaining to costs, tuitions, and fees are noted on the College catalog and on the College website ([IC-11](#)). Gainful employment information for career technical education related programs are also available on the College website. For example, the Industrial Maintenance Certificate of Achievement program, details about the program costs are outline on the website ([IC-12](#)).

**I.C.7**

***In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)***

**Evidence of Meeting the Standard**

The Kern Community College District (KCCD) Board of Trustees has established policies on academic freedom and responsibility.

**Analysis and Evaluation**

The College publishes the appropriate documentations on the website and in print form is also available if needed. Processes and policies pertaining to admission, registration, pre-requisite

challenges, course audits, attendance, withdrawal, assessment, and sexual harassment complaints are noted in the college catalog ([IC-3](#)). Information pertaining to the student conduct and complaint procedures is also available online ([IC-13](#)). The Academic Freedom Policy is noted on the Porterville College Catalog and on the Faculty Contract ([IC-14](#)). Board policy: Section 1B contains the Vision and the Mission of the District. Section 7 is specific to Personnel Administration which includes the Code of Ethics ([IC-15](#)).

### **I.C.8.**

***The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.***

#### Evidence of Meeting the Standard

Policies pertaining to academic freedom and academic honesty are noted on the Porterville College catalog. The Kern Community College District (KCCD) Board policy pertaining to Code of Ethics, Academic Freedom, and Fairness and Honesty stipulates and promotes honesty, responsibility, and academic integrity ([IC-15](#)). The Student Conduct and Discipline further stipulates that students found in violation of the student code of conduct may be sanctioned and could be suspended or expelled if necessary ([IC-16](#)).

#### Analysis and Evaluation

The Academic Freedom and Academic Freedom policies are available on the College Catalog and Faculty Contract ([IC-14](#)). The student code of conduct is published on the College website ([IC-16](#)). Students are expected to abide by such policies. Additionally, users of College computers and network acknowledge acceptance of applicable use policy for the district when logging into the system.

### **I.C.9**

***Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.***

#### Evidence of Meeting the Standard

Course outlines of record detail the course expectations and content outline. The College catalog describes policies and procedures for students and faculty regarding academic freedom and expectations. All students and faculty are expected to adhere to Academic Freedom and Academic Honesty policies of the College.

#### Analysis and Evaluation

Porterville College expects the Faculty provide course information in an objective and professional manner Faculty are required to adhere to the COR which is established through the Curriculum Committee and through state standards where appropriate (C-ID).

**I.C.10**

***Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.***

Evidence of Meeting the Standard

Porterville College is a public institution and does not instill and specific belief system or a particular world view upon its students.

Analysis and Evaluation

The College catalog describes policies and procedures for students and faculty regarding academic freedom and expectations.

**I.C.11**

***Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location. The mission describes the institution's broad educational purposes, its intended student***

Evidence of Meeting the Standard

Porterville College does not have any foreign operations. Therefore, this standard does not apply.

Analysis and Evaluation

This standard does not apply

**I.C.12**

***The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)***

Evidence of Meeting the Standard

Porterville College is in compliance with the Accrediting Commission for Community and Junior Colleges (ACCJC) eligibility requirements, standards, and Commission policies for institutional reporting, prior approval for substantive changes, and public disclosures, and team visits. Information pertaining to accreditation as required by the ACCJC is available and accessible on the college website.



Analysis and Evaluation

The College submits the required annual reports to ACCJC. The annual reports are available on the Porterville College website ([IC-17](#)). The College adheres to ACCJC policies pertaining to substantive change reports required for new programs.

**I.C.13**

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

Evidence of Meeting the Standard

Porterville College advocates and promotes honesty and integrity in its relationship with external agencies in ensuring compliance with regulations and statutes. The College meets the requirements and standards as prescribed by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Analysis and Evaluation

Information about accreditation status is published on the college website ([IC-17](#)) and the College catalog.

**I.C.14**

*The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Evidence of Meeting the Standard

Porterville College is committed to providing high quality education, student achievement, and student learning. These elements are paramount in the College's practices, services, and activities. The [College](#) mission and values are foundational to the College's efforts to improve and enhance student outcomes and success.

Analysis and Evaluation

The College does not have any investors and therefore, does not have any financial returns for investments. Nevertheless, Porterville College is committed to ensuring fiscal accountability in the administration of its programs and services.

Evidence for Standard IC

- [IC-1](#) Porterville College Website
- [IC-2](#) Program Reviews
- [IC-3](#) College Catalog
- [IC-4](#) Program Learning Outcomes
- [IC-5](#) Learning Outcomes Committee
- [IC-6](#) Curriculum – Course Outline
- [IC-7](#) College Council
- [IC-8](#) Academic Senate
- [IC-9](#) Curriculum - Handbook
- [IC-10](#) PC Bookstore
- [IC-11](#) Tuition, fees, costs
- [IC-12](#) Gainful Employment – Industrial Maintenance Program
- [IC-13](#) Student Conduct
- [IC-14](#) Faculty Contract
- [IC-15](#) Code of Ethics
- [IC-16](#) Student Conduct and Discipline
- [IC-17](#) Accreditation Website and Reports

# **Standard II**

## **Student Learning Programs and Support Services**

## Standard II:

### Student Learning Programs and Support Services

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

#### A. Instructional Programs

##### II.A.1

*All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.  
(ER 9 and ER 11)*

##### Evidence of Meeting the Standard

Porterville College offers a variety of associate degree and certificate program options. Courses are offered through a variety of modalities that include: face to face, online, hybrid, and at community locations including high school sites as dual enrollment offerings. Most courses are offered as credit with some non-credit offerings. The College catalog ([IIA-1](#)) provides a list of all programs offered, programmatic requirements, and course descriptions.

The catalog also provides information pertaining to general education requirements including the California State University (CSU) Breadth Requirements and the Intersegmental General Education Transfer (IGETC) for transfer to either the University of California (UC) or the CSU. All courses are reviewed and approved by the College's Curriculum Committee ([IIA-2](#)) to ensure adherence to education requirements and expectations. The curriculum review process ensures courses, certificates, and degrees are consistent with the institutional mission statement, title 5 guidelines, are appropriate for higher education, and will culminate in the attainment of the identified learning outcomes. Student learning outcomes for courses have been developed and are identified on the course outline of record and on course syllabi. Program level outcomes are outlined in the college catalog and on the college website.

Through the College's established program review process ([IIA-3](#)), instructional programs ensure their respective missions are in alignment and consistent with the institution's mission statement. Program reviews are completed by each academic division. A discussion of and review of student

learning outcomes and assessments, program performance, programmatic strengths, areas of improvement, and action items are part of the program review. These elements help to ensure that programs culminate in the attainment of student learning outcomes including degrees, certificates, employment, and/or transfer.

The Porterville College instructional programs are those areas that lead to a degree and/or certificate. The College verifies (through its regular processes i.e. student education plans, graduation requirement checklist, and degree evaluation [IIA-53](#)) that students are completing degrees and certificates identified in the college catalog and are successfully transferring to other higher education programs and/or attaining employment as a result of completing their coursework.

### Analysis and Evaluation

The College works closely with faculty, staff, and administrators to support courses/programs in order to ensure appropriateness to the institutional mission, degree, certificate, employment, and transfer requirements. All Porterville College courses have an official course outline of record. The course outlines contain student learning outcomes that students must attain in order to confirm achievement. Program learning outcomes (PLOs) are noted on the College catalog and on the College website. For example, the PLOs for the Associate in Arts degree for Biological and Physical Sciences is noted on Figure A.

**Figure A: Program Learning Outcomes: Associate in Arts Degree in Biological and Physical Science ([IIA-4](#)) include:**

1. Students will apply the scientific method to analyze physical and biological processes;
2. Use scientific terminology appropriately;
3. Draw appropriate conclusions from laboratory activities;
4. Identify the relationships between natural science, human activities and society;
5. Identify levels of organization within natural systems and relate to biological and/or physical processes;
6. Describe the structure and properties of matter, transfer of energy, and the relationships between matter and energy within biological and/or physical systems;
7. Explain basic physical, chemical and/or biological processes;
8. Select the appropriate qualitative and quantitative methods to analyze physical systems.

Based on the assessment of the PLO #5 ([IIA-5](#)) for the Associate in Arts Degree for Biological & Physical Sciences, it was found that 84 percent of students passed the assessment with a 70 percent or higher with the average score of 83 percent.

While the College has made significant efforts to improve learning outcomes assessment, there is still more work to be done. To help with the curricular approval and

learning outcomes assessment work, the College had been using the Curricunet software/platform (until Fall 2017). Curricunet was intended to store, track, and help the College evaluate its student learning outcomes. Unfortunately, Curricunet did not deliver as originally anticipated. As a result, Porterville College has opted to use Google Docs as a database for its learning outcomes work. The College has recently implemented (Spring 2018) a new software program, Elumen, for its curriculum and outcomes work. The College will be exploring the use of Elumen for all or part of its learning outcomes work in the Fall 2018.

Aside from the learning outcomes work, Porterville College follows a four-year cycle review (IIA-54) for its course outlines of record to ensure relevancy to student learning and alignment to applicable degree, certificate, transfer, and/or employment requirements. For Career Technical Education (CTE) programs and courses, these are reviewed every two years. New programs (degrees and certificates) are developed based on need (including occupational outlook and industry demand for CTE programs), input from community, transfer requirements, university expectations, and/or legislative actions. Curricular (course and program) revisions and updates are proposed by each division and submitted to the Curriculum Committee for review and subsequent approval. Changes to existing curriculum and new programs are submitted to the Kern Community College District (KCCD) Board of Trustees for approval prior to submission to the Chancellor's Office for approval. For all new degrees and certificates of achievement, these are submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) for approval.

During the 2017-2018 term/academic year, the College will be working to finalize the transition from CurricUNET to ELumen for curriculum. It is anticipated that the curriculum component be up and running as the primary tool used in course development, revisions and updates. However, the functionality and use for learning outcome will likely not be fully realized until potentially the 2018-2019. The College will continue to use the Google Docs Database for its learning outcomes assessment until it has sufficiently explored the practical use of Elumen and/or another viable option is available.

## **II.A.2**

***Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.***

### Evidence of Meeting the Standard

The Porterville College faculty have the responsibility for determining content and methods of instruction. Faculty are required to follow the official course outline of record that outlines the content and methods of instruction for all classes. The faculty are also responsible for course development and programmatic improvement. Faculty members are required and expected to participate in the revision and update of course outlines, curricular development, program reviews, learning outcomes assessment, and applicable program advisory committee work.

Faculty play a significant role in program reviews. The program review work includes an assessment and analysis of the progress of programs within the respective disciplines and departments. Therefore, the program review ([IIA-3](#)) process includes a review of the data (course success, retention, enrollment, completion, etc.), reflection on learning outcomes, and an outline of any plans for improvement in order to ensure relevancy, appropriateness, and currency. Additionally, for career technical education programs, program reviews also include a review of labor market data and occupational outlook information related to the field of study or major ([IIA-6](#)).

The Kern Community College District (KCCD) and Porterville College recognize that quality faculty is fundamental to attaining and upholding academic excellence. The faculty evaluation process for KCCD is designed to facilitate growth and progress through the assessment of faculty performance, recognition of strengths, and facilitation of professional growth. Hence, the assessment of faculty performance includes a review of professional activities, assessment of duties which include student learning outcomes assessment, faculty expertise, and behaviors. The faculty contract agreement specifies the purposes, parameters, requirements, and processes for evaluating both full-time and adjunct faculty. Faculty (full time, adjunct) are evaluated per the terms of the Agreement Between the Kern Community College District and the Kern Community College District Community College Association/California Teachers Association/National Education Association (IIA-7). Ultimately, the faculty (full-time/adjunct) are responsible to ensure that the content and instruction meet accepted academic and professional standards and expectations. Faculty and staff work together to ensure continuous improvement of instructional courses and programs in order to maintain currency and relevancy for student success

Analysis and Evaluation

Faculty act to ensure that the course content and methods of instruction meet generally accepted standards and expectations through the official course outline of record. Course outlines of record are developed collaboratively within the department, approved locally by the Curriculum Committee (IIA-2) and approved by KCCD Board of Trustees Board of Trustees (IIA-9). The faculty work to ensure that the course outlines include pre-requisites, co-requisites, and advisories, course content and objectives, student learning outcomes, textbooks, assignments, and methods of instruction to ensure relevancy and currency. The course outline of record also include requirements and methods of instruction and method of delivery (face to face, hybrid, or online). Course outlines are updated based on a four-year cycle. The course outline review timeline schedule (IIA-8) is updated each semester. The course and program approval and curriculum development process are outlined in the Curriculum Handbook. For Career Technical Education (CTE) courses, the course outlines are reviewed every two years.

Faculty members engage in the systematic evaluation of relevancy of courses and programs

**Figure B: Retention & Success Rate: Traditional vs. Distance Education**

|                  | Sections   | Retention Rate | Success Rate | Percentage Point Difference (Trad vs. DE) |
|------------------|------------|----------------|--------------|---|
| <b>Fall 2016</b> |            |                |              |   |
| Traditional      | 363        | 89.6%          | 71.3%        | <b>6.5%</b>                               |
| Distance Ed      | 44         | 83.9%          | 64.8%        |   |
| <b>Summary</b>   | <b>407</b> | <b>89.0%</b>   | <b>70.5%</b> |   |

**Retention & Success Rate: Traditional vs. Distance Education**

|                  | Sections   | Retention Rate | Success Rate | Percentage Point Difference (Trad vs. DE) |
|------------------|------------|----------------|--------------|---|
| <b>Fall 2017</b> |            |                |              |   |
| Traditional      | 351        | 91.0%          | 73.3%        | <b>0.4%</b>                               |
| Distance Ed      | 49         | 90.8%          | 72.9%        |   |
| <b>Summary</b>   | <b>400</b> | <b>91.0%</b>   | <b>73.3%</b> |   |

through program review and learning outcomes assessments. Changes as a result of learning outcomes assessment have started to become part of work that divisions and faculty are engaged in at Porterville College. For example, the Language Arts Division has used outcomes assessment to refine and improve delivery and program designs in the basic skills accelerated

English courses. The student learning outcomes for distance education (DE) courses are the same as face to face classes. This is to ensure consistency and continuity. DE courses are included as part of the program review processes. Completion and success rate of DE course offerings are reviewed as part of program review process and by various College committees and taskforces as applicable. The course success rate for DE courses at Porterville College has increased significantly over the past several semesters as reflected in Fall 2016 to Fall 2017 information (Figure B).

Faculty teaching distance education/online courses are trained on the Canvas Learning Management System ([IIA-10](#)). Canvas is the online delivery platform that Porterville College uses for distance education. In an effort to ensure that the content and methods of instruction continue to meet generally accepted academic and professional standards and expectations, the Porterville College Distance Education Plan ([IIA-64](#)) is aimed at supporting learning and professional development for faculty, aligning courses with the Online Education Initiative (OEI), and providing online proctoring options for students in online courses.

### **II.A.3**

***The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.***

#### Evidence of Meeting the Standard

Porterville College has identified learning outcomes for all of its courses, programs, degrees, and certificates. Faculty teaching courses within the instructional program, degree, or certificate are responsible for assessing the outcomes based on a four-year cycle. The faculty and staff members complete an assessment form (Google Docs/Drive) listing the outcome, assessment method, results, evaluation of the results, and plan for improvement. If multiple faculty or staff are assessing the same course, the forms are compiled and summarized. Relevant faculty and staff then discuss the assessments, evaluate the overall results, consider the plans for improvement, and create a plan for adjusting the method of reaching the outcome or changing the outcome altogether. Faculty or staff members then implement any agreed upon changes in methods. Changes to the outcome are submitted to the Outcomes Committee for approval. Process for outcomes development and assessment are outline in the Porterville College Outcomes Assessment Handbook ([IIA-11](#)). The Outcomes Committee meets monthly to discuss progress, process, development, and assessments ([IIA-5](#)).

Course outlines are approved by the Curriculum Committee and contain current Outcomes Committee approved course-level student learning outcomes (SLOs). Current SLOs are communicated to students on all course syllabi. Faculty, both full-time and adjunct, submit course syllabi to the appropriate dean who ensures that the current course SLOs are listed prominently on each syllabus ([IIA-12](#)).

#### Analysis and Evaluation



Porterville College has developed student learning outcomes for all of its courses and programs. Faculty and staff work to conduct learning outcomes assessment in the respective courses and programs. However, it can do much more to ensure the loop is closed in the assessment cycle process. While the course syllabi include course-level learning outcomes and most course-level learning outcomes are assessed within a four-year period, the assessment cycle does not regularly continue through the other three steps of the loop (analyze, identify, implement). In the past, faculty have not necessarily viewed assessment as an ongoing process and discussed outcome assessment in terms of “completion.” In other words, the primary concern has been assessment of students and the information gleaned from those assessments is sometimes overlooked.

The Outcomes Committee is working to implement the newly defined cycle in all aspects of outcome assessment. The committee’s purpose has been recently clarified. Until fall 2017, the Outcomes Committee was tasked with overseeing all outcome creation, assessment, and documentation and was not given sufficient support to do so. It was also solely responsible for assessing general education learning outcomes (GELOs) and institutional learning outcomes (ILOs). GELOs have only been assessed partially and sporadically.

GELOs and ILOs can be assessed more efficiently if they are mapped to course and program level outcomes. Also, the responsibility for assessing the GELOs and ILOs has thus far rested on the shoulders of the Outcomes Committee. Such a model is unsustainable and unwieldy. While ILOs have not been assessed, the task for assessing the ILOs will be with the College Council. The Outcomes Coordinator will facilitate the ILOs assessment with the College Council. Similarly, the Outcomes Coordinator will also facilitate the GELOs assessment with the Curriculum Committee going forward. The division’s are mapping their respective courses to the GELOs ([IIA-55](#)) during the Spring 2018 with assessment to occur starting in the Fall 2018. The Curriculum Committee will assess the GELOs with facilitation from the Outcomes Coordinator. Likewise, the College Council will assess one ILO with the goal of continuing to assess one each semester. Porterville College will use the new handbook as a guide to all aspects of outcomes and continue to document progress in the Porterville College Outcomes Database ([IIA-11](#)). The Outcomes Committee will continue to update an accurate list of assessments and planned assessments for every course, program, degree, certificate, and service on campus.

Porterville College has work to do in order to better foster a culture of continuous outcome assessment by making the process simple and useful. The College has made the process straight-forward by creating a clear, thorough, and easy-to-use handbook that has explanations for every part of the assessment cycle. The assessments are only useful if faculty, staff, and administration are consistently evaluating the results and using them to inform decisions about the direction of classes, programs, and the institution as a whole. As noted, the Outcomes Committee meets monthly to discuss development, progress, and continuous improvement. Members of the committee represent each of the academic and student services divisions. Therefore, committee members work closely with their respective divisions to facilitate learning outcomes work within each area.

**II.A.4**

***If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.***

Evidence of Meeting the Standard

Porterville College offers both pre-collegiate and collegiate level courses. Collegiate courses satisfy degree and transfer applicable curricular requirements. The pre-collegiate level or basic skills courses are intended to prepare students to be successful in transfer or collegiate level courses. The pre-collegiate courses for basic skills are offered in the areas of English, Math, and English as a Second Language (ESL).

The course numbering system at Porterville College has been established to indicate the intent of the course and its relationship to the offerings of four-year colleges and universities. The course numbering system is as follows ([IIA-13](#)):

- P100-P299: Certificate and associate-degree-level courses that are generally transferable to four-year colleges and universities.
- P001-P069: Generally, certificate and associate-degree-level courses. Baccalaureate transferability is subject to review by individual institutions to which the student may transfer. ENGL P050, ENGL P052, MATH P055, MATH P061 and MATH P061L are the exception and are not associate degree level.
- P070-P089 Developmental classes. These classes are not intended for certificate, associate or baccalaureate degree programs. However, credit may be awarded.
- P090-P099: Non-credit courses. These courses do not appear on college transcripts.

Porterville College provides a number of direct support services to assist students to attain the knowledge and skills necessary to advance and succeed in college level curriculum. From library resources and tutoring services to supplemental instruction and accelerated basic skills courses, the College through these related services directly supports the progress and growth of students to be ready to enter and be successful in college level instruction ([IIA-14](#), [IIA-15](#)).

Analysis and Evaluation

Examples support services designed and implemented to advance student success in college level curriculum include but not limited to the following:

*English*

All pre-collegiate English and English as a Second Language (ESL) classes are based on “backwards design” with the goal of assisting students to succeed in transfer level classes—beginning with English 101A Expository Composition course. The goal is to enable students to reach English 101A in the quickest way possible and to enable them to be successful. To achieve this goal, the English department has designed and implemented multiple pathways into transfer level English. These include: I) a redesigned ESL program, II) an accelerated basic skills English course (ENGL P073X) that aims to assist students to be ready and eligible to enroll in transfer level English course in one semester, III) integration of the traditional basic skills reading and writing classes, IV) implementation of the co-requisite model. Through the design and

implementation of these efforts, the relationship between reading and writing in connection with what students will encounter in transfer level courses is a major focal point of delivery.

### *Math*

The Math Division has developed and implemented an accelerated basic skills course, MATH PQ, to enable students to be ready and eligible to enroll in Intermediate Algebra in one semester. The division has also developed another accelerated course, MATH PS. This course combines the elements of elementary and intermediate algebra. The objective is to prepare students to be eligible to enroll in a transfer level mathematics course in one semester. The MATH PS has since been approved by the Porterville College Curriculum Committee. This course is slated to be offered in the Fall 2018.

### *Multiple Measures*

Porterville College has joined the Multiple Measures Assessment Project-MMAP ([IIA-58](#)) to improve the accuracy of student placement into courses offered at the College. This practice has been in place for a number of semesters with the English Department. As a result, many more students were able to be placed directly into transfer level English courses.

The Math Division in the Fall 2017 approved the use of multiple measures that included the grade point average (GPA) consideration. Prior to this, the Math Department had implemented a limited version of multiple measures by using the last high school math class as another alternative for placement. With the adoption of the MMA by the Math Department, it is anticipated that more students will be placed into transfer level mathematics courses.

### *Jump Start*

A program designed to give students the chance to refresh or boost their English and Math skills. The goal will be to help students place into a higher level of English and/or Math class (than their original placement) to reduce their time in basic skills and improve their chances for success. This program is typically offered during the summer ([IIA-16](#)).

### *Supplemental Instruction*

The program is designed for students to help other students to be successful in the courses they take. Student leaders lead study groups, with two to three sessions a week for a period of 45 minutes to an hour and thirty minutes per session.

### *Early Alert*

Early Alert ([IIA-59](#)) provides the opportunity for faculty to identify students with academic and personal difficulties and to refer them for support. The referral facilitates communication and encourages students to meet with their instructors and counseling staff in a timely manner and build a bridge of communication. The goal is to identify students who may be struggling, refer them to counselor/instructor, devise a plan of action, and provide the necessary services necessary to allow students to be successful. Early Alert also provides a variety of workshops as well as other important information pertinent to study skills, deadlines, policies, and available resources.

**II.A.5**

*The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

**Evidence of Meeting the Standard**

Porterville College degrees and programs follow a development and review process to ensure appropriate length, breadth, depth, rigor, course sequencing, and time to completion. Program reviews ([IIA-3](#)) assures applicability, depth, and rigor in helping students to complete their programs of study. Program completion, enrollment, course success, and learning outcomes are some of the elements of the program review. Courses are reviewed based on a four-year cycle ([IIA-8](#)). A review of the content, textbooks, learning outcomes, length, transferability, depth, and rigor are part of the course review process.

Porterville College degrees and programs follow practices common to American higher education. Such that:

- 1) Degrees and certificates have an identified course sequence, including total units required, and all associate degrees require 60 units minimum. Porterville College does not offer baccalaureate degrees.
- 2) Porterville College requires that all programs have an appropriate length, breadth, course sequence, and time to completion.
- 3) All degrees and certificates of achievement are approved by the California Community Colleges Chancellor's Office
- 4) All degrees and certificates have Program Student Learning Outcomes.
- 5) All associate degrees for transfer (ADT) articulate with the California State University (CSUs), and have been approved by the California Community Colleges Chancellor's Office. Associate in Arts for Transfer Degrees ([IIA-17](#)) and Associate in Science for Transfer Degree ([IIA-18](#)) are outlined on the college website and in the college catalog.
- 6) Degrees and certificates of achievement meet the accreditation requirements.

**Analysis and Evaluation**

Faculty drive the process of curriculum and program development and review. Programs are consistent with the Porterville College Mission, Values and Philosophy statements. New programs developed by faculty and divisions go through a vetting process that involves the Curriculum Committee. The Curriculum Committee ([IIA-8](#)) ensures that curriculum meet the requirements as stipulated in the Porterville College Curriculum Handbook and the Program and Course Approval Handbook from the Chancellor's Office ([IIA-19](#)). Upon approval by the Curriculum Committee, the program is submitted to the Kern Community College District Board of Trustees, and the California Community Colleges Chancellor's Office for review and approval. Furthermore, new degrees and certificates of achievement programs are submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) for review and subsequent approval. For Career Technical Education (CTE) programs, the Central Mother Lode Regional Consortium ([IIA-20](#)) must also endorse the program prior to submission to the Chancellor's Office.

Programs undergo a three year review process with annual program updates/budget requests. Program reviews are approved by the Strategic Planning Committee ([IIA-56](#)) and the College Council ([IIA-57](#)). Furthermore, SLO assessment for courses and PSLO assessments for programs are utilized to monitor synthesis of learning and are completed and discussed among appropriate division faculty on a four year cycle. For distance education (online/hybrid) courses, they are assessed in the same manner as the onsite face to face classes.

The Porterville College articulation officer works closely with the faculty and the curriculum committee to ensure that applicable courses meet requirements for the Course Identification Numbering System (CID) and transfer requirements of the California State University (CSU) and University of California (UC) systems. Currently, Porterville College has 296 courses that are transferable to the CSU. Likewise, 141 courses are transferable to the UC. There are approximately, 1,100 course to course articulation agreements that meet specific requirements to the CSU and UC systems.

#### **II.A.6**

***The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)***

#### **Evidence of Meeting the Standard**

One of the key objectives for Porterville College is to offer courses in a manner that allows a college ready full-time student taking 15 units per semester to complete an associate degree within two years. The College also expects that courses are arranged in sequence so a full-time student can complete the certificate program within a reasonable timeframe. For example, programs such as the registered nursing and psychiatric technician are arranged in a manner that allows the students to complete their respective programs within the allotted timeframe. The psychiatric technician program course sequence ([IIA-21](#)) outlines the sequence and the semester by when courses are to be taken.

The scheduling process is such that division chairs work with faculty to devise a schedule for each semester. Timelines along with objectives for the schedule are discussed collectively with the division chairs and administration. Factors such as student need, classroom availability, and faculty availability are taken into account with the primary focus on student completion. Upon submission of the draft semester schedule, the vice president of instruction and the deans of instruction review the schedule and propose changes as necessary. The counseling staff review and recommend changes to the draft schedule based on student need.

Generally, the schedule is developed for each semester. Typically, students are able to register for the summer term and the fall semester at the same time. Students register for the spring semester separately. Porterville College makes it an effort to offer each class at least once every two years. The College has also worked to develop two year plans ([IIA-22](#)) for programs with the schedule of when courses are slated to be offered. Recognizing the need to help students be able to plan early, the College worked to develop a year-long schedule for the 2018-2019 academic

year. The goal is to provide students with a schedule they are able to view early in order to plan out their course schedule for an entire year.

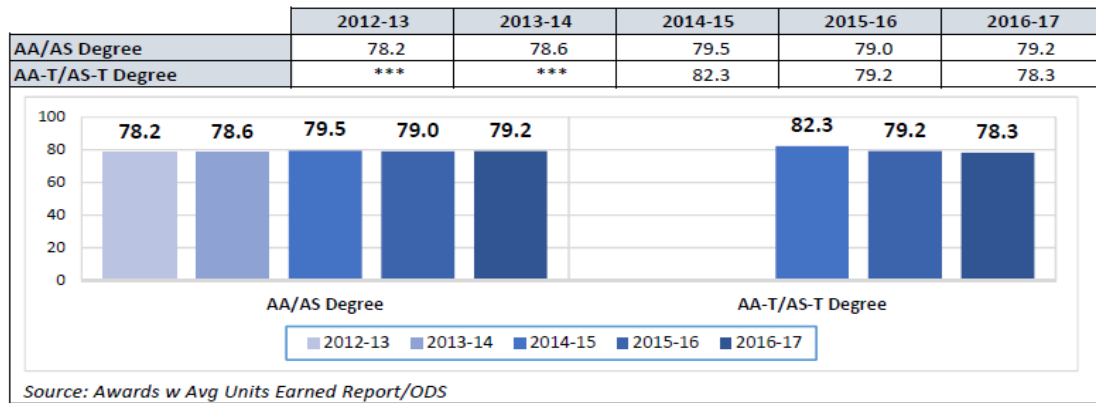
The enrollment management efforts at PC are affected by many factors, such as past enrollment patterns, class fill-rates, and wait lists. In program areas such as registered nursing and psychiatric technician, input from industry partners such as Porterville Developmental Center and Sierra View District Hospital are taken into account especially with clinical requirements of the programs. Data are pulled from these areas to better assist in the scheduling of classes. Therefore, every effort is taken to help students enroll in the classes they need for their programs of study

Analysis and Evaluation

To help the College plan accordingly, it is now tracking the average length it takes for students to complete an associate degree. According to the data, students who earned an associate in arts or associate in science degree graduated with 79 units in 2015-2016 and 79.2 units 2016-2017.

**Average Units Earned by Associate Degree Recipients**

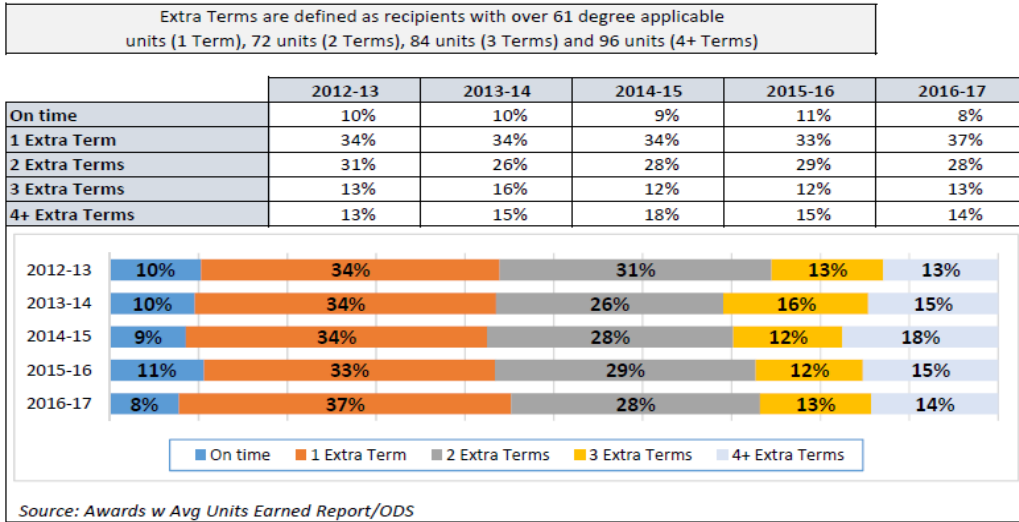
\*\*\* Denotes Small Sample Size < 30



Additionally, 37 percent of students who graduated with an associate degree in 2016-2017 took one extra semester to complete while 28 percent of students took two extra semesters to graduate.



**Percentage of AA/AS Degree Recipients Who Take Extra Terms to Complete**



Porterville College makes it an effort to help students complete their degree or certificate program. The College uses a variety of factors to determine its schedule. Much effort has gone into planning and scheduling of classes. This is an on-going process. While the College has made strides, additional attention is needed. Efforts will be needed to ensure that the College is ready for the students such as through clearly articulated road maps to completion, transfer, and careers. With the Porterville College on-going review system and data elements, the College will be able to develop and implement additional strategies to accelerate completion, transfer, and the career readiness of its students. Part of Porterville College’s Guided Pathways Plan ([IIA-52](#)) will include the design and development program road maps to completion, transfer, and career readiness for its information/marketing materials and website by the end of 2018-2019 academic year.

**II.A.7**  
*The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

Evidence of Meeting the Standard

Porterville College is committed to student success. It has adopted a student success philosophy to ensure students are valued and their experiences are fostered in an open and supportive learning environment. Our institutional education philosophy ([IIA-23](#)) centers in part on the following notions:

- 1) Provide quality academic programs to all students who are capable of benefiting from community college instruction.
- 2) Prepare students for transfer and success at four-year institutions.
- 3) Provide courses and training to prepare students for employment or to enhance skills within their current careers.

Porterville College uses different delivery modes and teaching methodologies to support student

learning. Course delivery options include face to face, hybrid, and online. Modes of instruction include: audiovisual, demonstration, discussion, group work, guest lecturers, in-class writing, instruction through examination or quizzing, lecture, performance, presentations (by students), problem solving, skills development and performance, written work, laboratory, and clinical work.

Additionally, instructors are evaluated by peers to ensure the appropriateness and effectiveness of pedagogy, including whether faculty members promote active involvement of students, demonstrates sensitivity in working with students with diverse backgrounds and needs, and provides a positive learning environment for all student populations ([IIA-24](#)). All these are designed to address the diverse and changing needs of the students at Porterville College

A significant component of this work involves professional development of faculty with respect to student learning and success. Faculty continue to participate in professional development opportunities to enhance delivery of instruction in a variety of modalities, teaching methodologies, and student learning styles. For example, the English faculty have received training and professional development on acceleration and basic skills foundations, standards, and expectations. Through these trainings, the faculty developed an internal staff development training in order to increase the number of English instructors trained in basic skills and acceleration principles, methodology, and practices. The goal was not only to increase the number of instructors who are able to teach accelerated basic skills English courses but also to ensure increased understanding and knowledge of such principles within the division. The underlining notion is that such principles would be applicable across English course offerings. The College was awarded a Basic Skills Transformation Grant through the California Community Colleges Chancellor's Office to expand and enhance its basic skills, acceleration, professional development, and student support services and efforts.

Porterville College is an Achieving the Dream (ATD) institution ([IIA-25](#)). The College benefits from the professional development and staff development opportunities afforded through this national initiative. Faculty have been able to attend conferences and workshops provided through ATD to enhance knowledge, skill, and strategies for continued student success. Faculty who are teaching courses online are afforded the opportunity to participate in online training and learning opportunities to enhance delivery ([IIA-10](#)). The College was recently awarded a US Department of Education Title V-Hispanic Serving Institution grant (2017-2022) ([IIA-26](#)). This grant will provide additional resources to support professional development, distance education, and services provided to Hispanic and underrepresented students.

### Analysis and Evaluation

The College's Institutional Research (IR) Office ([IIA-27](#), [IIA-28](#)) supports faculty by examining data regarding the various delivery modes such as face to face, hybrid, and online. Such information allows the College and faculty to review and assess needs in order to determine how to best support student learning. IR supports instructional and non-instructional operations by providing specific programmatic data and the tracking of the data. Additionally, IR regularly meets with faculty and committees to discuss data elements and reports necessary for college conversations and plans for instructional, programmatic, and institutional improvement in order to meet the diverse and changing needs of students in support of equity and success for all students.



The College provides a number of learning support services to meet the diverse and changing of needs of students. For example: Disability Resource Center-DRC ([IIA-29](#)), Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE) Program ([IIA-30](#)), Youth Program ([IIA-31](#)), Veterans Center ([IIA-32](#)), and the Transfer Center ([IIA.12](#)) (Standard II C provides additional details about these programs). Additionally, Porterville College through its learning support services is able to provide a number of services to support course success, program completion, transfer, and career readiness through tutoring, supplemental instruction through the Peer Assisted Study Session Program (PASS Leaders), Bridge Jump Start ([IIA-16](#)), and the Job Entrepreneurship Career (JEC) Center ([IIA-33](#)).

Porterville College has been engaged in activities to support equity in programs and services for student success. The College's 2017-2019 Integrated Plan ([IIA-34](#)) for Basic Skills, Student Equity, and Student Success Support Program has been designed to reflect the diverse and changing needs of students. Specifically, the plan focuses on five main distinctive goals to: a) increase the number of students with access to postsecondary education, b) increase the number of students who transfer to university, c) increase the number of students who transition from non-credit courses to college level classes, d) increase program and course completion, and e) decrease the time to completion in basic skills courses. Additionally, the College supports ongoing professional development for faculty and staff and maintains clear standards for the inclusion of discipline-appropriate methods of instruction on the official course outline of record (COR). Professional development for faculty on discipline specific topics, learning modalities, delivery modes, and student success are made available and are encouraged to ensure faculty remain current in learning theory and to heighten the delivery of practices to support student learning. Instructional and student support services programs provide opportunities to promote success and equity.

The College will develop a comprehensive staff development plan to ensure it is targeted, purposeful, and meaningful centered on student learning in order to continuously address diverse and changing needs of students. The goal is to have a staff development plan by the end of the Fall 2018. This plan will encompass opportunities for all personnel to include the faculty, classified staff, and management. A staff development survey was administered in the Spring 2018 to generate feedback from all employee groups (classified, faculty, management) on learning topics that are of interest to them. This survey will help to guide the development of the staff development.

### **II.A.8**

***The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.***

#### Evidence of Meeting the Standard

Porterville College does not have any department-wide course or program examinations. However, in some areas, students take industry based certification for licensure. In such instances, faculty prepare students to take these industry examinations for licensure. The College may also award credit for prior learning through the College Level Examination Program (CLEP). Credits through CLEP may be awarded after successful passage of the relevant subject-matter

examination. Additionally, the College may also grant veterans elective credits for specific service experience and/or education received while in military service.

### Analysis and Evaluation

The College uses a variety of assessments for placement purposes. Porterville College uses Accuplacer placement examination in English and Mathematics for incoming students. Additionally, the College has implemented multiple measures assessment for placing students into courses using high school grade point average (GPA) specifically for English, mathematics, and some business courses (IIA-58). While there are not any specific department wide examinations, there are industry related certifications that are needed employment. For example, the Cal Fire Final Test (CERT) is required in firefighting. The Police Officer Standards and Training (POST) offers industry examinations (managed through Standards and Associates) that are required for the field. Additionally, in the nursing program, exams are given for certification through the Board of Registered Nursing and National Council Licensure Examination (NCLEX). Similarly, the Psychiatric Technician Examination is managed by the Board of Vocational Nursing and Psychiatric Technicians, the Emergency Medical Services Certification is managed by the National Registry of Emergency Medical Technicians. Even though the industry related examinations for certification/licensure are not Porterville College examinations, the faculty prepare students in these areas to take the necessary tests required for employment.

### **II.A.9**

***The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)***

### Evidence of Meeting the Standard

Students are awarded degrees and/or certificates based on attaining the necessary stated learning outcomes and the successful completion of the required program courses. The College follows the standard format for awarding units of credit for each course with one unit to each 18 hours of lecture and one unit to every 54 hours of lab completed.

Porterville College has learning outcomes at all levels: course, program, general education, and institutional. The outcomes are regularly assessed, discussed, and revised if necessary to ensure they are appropriate, observed, and measurable. Many of the course-level learning outcomes (SLOs) are mapped to the program-level and institutional-level outcomes (PLOs and ILOs) providing a consistent presentation of expectations to students. Moving forward, all new SLOs and PLOs will be mapped to ILOs and general education learning outcomes (GELOs) (if applicable). Specifically for course syllabi and course outlines of record, learning outcomes and methods of evaluation are included in order to measure the attainment of outcomes for purposes of awarding applicable credit for course work undertaken.

The Curriculum Committee approves any new or revised course or program before it is implemented and oversees that the institutional policies are followed. When a course outline of record (COR) is submitted to the Curriculum Committee, a faculty member must include with it

a justification of units ([IIA-2](#)). In this way, the College assures that units for courses are in line with other community colleges and/or universities in California, the time is necessary to cover the content of the course, and the number of units does not impart an undue burden on students. All courses and programs are submitted for review and subsequent approval by the California Community Colleges Chancellor's Office prior to being offered at the College to ensure it meets the requirements for course and program completion.

### Analysis and Evaluation

Porterville College's definition of credit hour is consistent with applicable federal and state regulations as they apply to community college districts. Specifically, the College abides and conforms to the criteria specified in title 5, sections 55002 ([IIA-35](#)), 55002.5 ([IIA-36](#)), 55062 ([IIA-37](#)) of the California Code of Regulations for credit and degree application requirements including the connection between units and lecture/laboratory contact hours ([IIA-8](#), p. 23-25).

The College has institutional policies in place to ensure that course credit, degrees, and certificates are being awarded based on student attainment of learning outcomes. The College is compliant with California Community College Chancellor's Office required units and hours needed to complete a program of study as outlined in the Program and Course Approval Handbook, 6<sup>th</sup> Edition ([IIA-19](#)). Therefore, students earning an associate degree or certificate of achievement ([IIA-38](#)) can be confident that their courses and programs meet both title 5 and California Community College Chancellor's Office requirements.

### **II.A.10**

***The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)***

### Evidence of Meeting the Standard

The Kern Community College Board of Trustee policy procedure, 4C2 ([IIA-39](#), p. 31) outlines the process for accepting credit from other institutions. Specifically, credit for lower division courses transferred from another college/university are evaluated and credit given under the principle of "like credit for like work." Such courses are accepted both for unit credit and to satisfy of lower division course requirements as applicable.

Information and details pertaining to transfer requirements to universities and four-year colleges are made available to students through the Porterville College catalog ([IIA-1](#)) the transfer center ([IIA-60](#)), counseling appointments, and related student services programs. The California State University (CSU) general education breadth requirements for transfer and the intersegmental general education transfer (IGETC) for the University of California (UC) and CSU are available to students through the Porterville College catalog and online ([IIA-40](#)). Course work which transfers in and out of Porterville College is reviewed for articulation by the Articulation Officer and the appropriate personnel. All articulated courses for the college and their corresponding California State University (CSU) and the University of California (UC) campuses are viewable

through the ASSIST website ([IIA-42](#)). When applicable, the college uses the C-ID system to ensure transfer of approved courses within the CSU system. There are 94 C-ID approved courses as of Fall 2017. Porterville College C-ID approved courses have their C-ID number indicated in their catalog listing, as well as on the C-ID website ([IIA-43](#)).

In keeping with California SB 1440, Porterville College has developed Associate Degrees for Transfer (ADT) in addition to local associate degrees. Programs that develop ADT degrees follow the Transfer Model Curriculum-TMC ([IIA-41](#)) for their discipline's program and submit their degree for approval to the Curriculum Committee, KCCD District Board, and the California Community Colleges Chancellor's Office. Furthermore, all new degrees and certificate of achievement programs are also submitted to the Accrediting Commission of Community and Junior College (ACCJC) for review and subsequent approval ([IIA-61](#)).

### Analysis and Evaluation

Porterville College continues to work to ensure the transferability of courses necessary for transfer to other institutions of higher learning. Similarly, the college continues to follow the necessary procedures for accepting transfer credits from other institutions. The College awards credit based on the credit-by-exam process where students may earn credit upon successfully passing an examination approved by the faculty in a specific discipline course.

The College also has articulation agreements in place with universities and four-year colleges to ensure students are able to transfer out of Porterville College to their desired transfer institution. Out of the 385 active courses Porterville College, 296 are transferrable to the California State University and 161 to the University of California. There are approximately over 1,100 course to course articulation agreements which meet specific major requirements for the CSU and UC systems. Porterville College had 13 associate degrees for transfer at the Fall 2017.

### **II.A.11**

***The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.***

### Evidence of Meeting the Standard

At Porterville College, the general education requirements provide a broad foundation and diversity of perspectives aimed at contributing to the personal and professional growth of students. Dependent upon the desired degree goal of the student, the College offers three general education pathways for students. These include the: 1) local general education path for local degrees, 2) California State University (CSU) general education breadth requirements, 3) Intersegmental general education transfer for either the CSU or the University of California (UC). All of the three general education paths provide a variety of course options in each area. The general education paths provide students with broad knowledge and learning pertaining to communication, information competency, quantitative reasoning, and analytic inquiry skills. Description of the general education paths are noted on the Porterville College Catalog.

All courses and programs have learning outcomes appropriate to program. The College has General Education Learning Outcomes (GELOs) identified which include: communication, critical thinking, scientific and quantitative reasoning, technology, information literacy, and informational competency, social and cultural understanding and ethical development, and personal development. The College also has Institutional Learning Outcomes (ILOs). The ILOs include: communication, cognition, information competency, social and cultural responsibility, and personal development. ([IIA-11](#) pages 41, 42, and 46). There is work to be done with the GELOs and ILOs at Porterville College. Divisions are mapping their respective programs and disciplines to the GELOs in the Spring 2018. The Curriculum Committee ([II-2](#)) will work with the outcomes coordinator to assess each of the GELOs starting Fall 2018. Assessment of GELOs will be a standing item for the Curriculum Committee to occur each semester. Likewise, the outcomes coordinator will work with the College Council ([IIA-44](#)) to assess the ILOs for the institution.

### Analysis and Evaluation

Porterville College has **twenty-eight** programs all with program learning outcomes that address the identified competencies and abilities. Most programs have ongoing assessment of learning outcomes. Porterville College has well-defined criteria for developing programs and courses as outlined in the Curriculum Handbook, and Program and Course Approval Handbook from the California Community Colleges Chancellor's Office. The College requires that programs have an appropriate length, breadth, course sequencing, and time to completion.

The SLOs are aligned to the PLOs. The faculty have sole responsibility to create SLOs. The faculty assess for evidence of student achievement of the intended PLOs by analyzing course SLO assessment results ([IIA-45](#), [IIA-11](#)). Additionally, for instructional programs and courses, faculty have sole responsibility to develop, review, or revise GELOs, which along with the Institutional Learning Outcomes (ILOs) are assessed by aggregating the SLO scores that map to a particular GELO or ILO ([IIA-11](#)). However, more work needs to be done by faculty to complete the curriculum maps of the course and program SLOs which support the GELOs and the ILOs. All course and program SLOs for general education courses will be mapped to the appropriate GELOs during the 2017-18 school year so that GELO assessments can reflect the broadest range of courses and can provide a more accurate picture of students' attainment.

Porterville College teaches students to read, write, speak, and listen effectively. Program Learning Outcomes are noted on the Porterville College Catalog ([IIA-1](#)). Communication competency is integral to numerous programs at the College. For example:

- 1) Business Administration AS-T, PLO 2
- 2) Commercial Art, PLOs 4 & 6
- 3) English AA-T, PLOs 1-6
- 4) Philosophy AA-T, PLOs 1, 2, 3, & 5
- 5) Studio Art AA-T, PLO 3

Porterville College teaches students information competency by teaching them to read, gather, evaluate, organize, and synthesize information from a variety of sources and media and use appropriate analytic, interpretive, problem-solving, and reasoning strategies to draw logical conclusions or formulate creative solutions.

The library plays an important role in promoting information competency ([IIA-46](#)). The Library directly supports the fourth Institutional Student Learning Outcome --*Technology, Information Literacy, and Information Competency*: Students will effectively use multiple formats, including print, computer and emerging technologies to locate, access, analyze, evaluate, and utilize information that facilitates learning and critical inquiry. In addition to instructional one-on-one reference work with students, librarians do information literacy presentations to classes at instructor request, designing these workshops specifically for the student's assignments. The current librarian averages 20 classroom teaching sessions per semester.

Information competency is a component of numerous programs at the college. For example:

- 1) Advanced Information Systems AS, PLO 1
- 2) Agriculture Major/Production AA, PLO 4
- 3) Business Information Systems AS, PLOs 1-5
- 4) English AA-T, PLO 1
- 5) Mathematics AS-T, PLO 3

Porterville College facilitates students understanding and application of mathematical and scientific principles and methods. Scientific and quantitative reasoning is a component of numerous programs at the college. For example:

- 1) Biological and Physical Science AS, PLO 8
- 2) Biological and Physical Science AA, PLO 8
- 3) Business Management-Accounting AS, PLO 1
- 4) Mathematics AS-T, PLOs 1-7
- 5) Sociology AA-T, PLO 2

Porterville College teaches analytic inquiry skills to its students so that they learn to think independently, creatively, and critically so that they can make informed and logical judgments of the arguments of others, arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts. Analytic inquiry skills are a component of numerous programs at the college. For example:

- 1) Administration of Justice AS-T, PLOs 2 & 3
- 2) Anthropology AA-T, PLO 3,
- 3) History AA-T, PLOs 2 & 3
- 4) Nursing AS, PLO 1, 2, 3
- 5) Political Science AA-T, PLO 2

Porterville College teaches ethical reasoning to its students to enable them to actively participate as informed and responsible citizens in political, social, cultural, and environmental matters, both locally and globally. Ethical Reasoning is a component of numerous programs at the College. For example:

- 1) Business Administration AS-T, PLO 3,
- 2) Early Childhood Education AS-T, PLOs 3 & 5
- 3) LVN to ADN AS, PLOs 1-3
- 4) Philosophy AA-T, PLO 4
- 5) Sociology AA-T, PLO 3



Porterville College promotes student understanding and appreciation of diverse perspectives, as well as intercultural knowledge and exploration. The understanding and engagement of diverse perspectives are components of numerous programs at the College. For example:

- 1) Agriculture Production AA, PLO 5,
- 2) Early Childhood Education, PLOs 2, 3, & 5
- 3) English AA-T, PLO 2,
- 4) Social Science AA, PLO 4
- 5) Studio Art AA-T, PLOs 4 & 5

Focusing on the ability to engage diverse perspectives is also reinforced by resources offered through the library, such as “Muslim Journeys”, where the library applied and received a grant ‘Bridging Cultures Bookshelf: Muslim Journeys’ that gave the Library 25 books, four DVDs, and a year subscription to Oxford’s *Islamic Studies Online*. To fulfill the terms of the grant, the Library was able to present to the community, three programs introducing attendees to the Muslim religion and Islamic/Arabic cultures.

The ability to engage diverse perspectives is also integral to the core mission of the Cultural Historical Awareness Program (C.H.A.P.) at Porterville College. The CHAP ([IIA-47](#)) program provides various presentations, discussions, panel discussions, and activities to increase the awareness of the campus community on a variety of cross-cultural topics and themes. A theme is chosen by CHAP members each school year, and faculty members across the campus are encouraged to integrate elements of that theme into their coursework. Past C.H.A.P themes have included:

- 1) Manzanar
- 2) Allensworth
- 3) Vietnam
- 4) 1930s; 1940s; 1950s; 1960s; 1970s
- 5) Spaceship Earth-Exploring the Interaction Between People and Our Planet
- 6) The Power of Place-Geographies of our World, Memories, and Imagination.

Through the various themes and related activities, it elevates the awareness of the entire campus community on the diversity of perspectives.

#### **II.A.12**

*The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.*

**(ER 12)**

### Evidence of Meeting the Standard

The Porterville College general education is the basis for associate degree completion and transfer to university. The College has three general education options for a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts, humanities, the sciences, mathematics, and social sciences. Porterville College's three general education options include: California State University General Education Breadth Requirements (CSU Breadth), the Intersegmental General Education Transfer (IGETC), and local general education pattern. All general education requirements are outlined on the Porterville College Catalog ([IIA-1](#)). Porterville College's general education curriculum stresses the importance of intellectual potential and personal worth of all students. Each student is assisted in developing the skills necessary to achieve personal goals and acquire the knowledge and attitudes essential for a self-fulfilling, satisfying life. The general education curriculum reflects certain basic principles and concepts shared by various disciplines. These basic principles are outlined in the College's general education learning outcomes (GELOs) ([IIA-45](#)):

1. Communication: Students will read, write, speak, and listen effectively.
2. Critical Thinking: Students will think independently, creatively, and critically so they can make informed and logical judgments of the arguments of others, arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
3. Scientific and Quantitative Reasoning: Students will understand and apply mathematical and scientific principles and methods.
4. Technology, Information Literacy, and Information Competency: Students will effectively use multiple formats, including print, computer and emerging technologies, to locate, access, analyze, evaluate, and utilize information that facilitates learning and critical inquiry.
5. Social and Cultural Understanding and Ethical Development: Students will understand and be prepared to actively participate as informed and responsible citizens in political, social, cultural, and environmental matters, both locally and globally.
6. Personal Development: Students will have the ability to adapt to change, learn effectively, establish a framework for aesthetic responsiveness, enhance wellness, and set personal and professional goals.

### Analysis and Evaluation

Porterville College has a general education curriculum thoughtfully and carefully created by faculty from all disciplines and GELOs reflect the College's commitment to wide-ranging, life-long, and applicable learning. General education courses are mapped to specific GELOs to ensure the appropriateness of their inclusion in the curriculum. During the 2017-2018 school year, the Outcomes Committee will help their respective divisions map SLOs to the GELOs making assessment practical and straightforward. For all new and revised SLOs in general education courses, faculty will map the SLOs to the GELOs before the SLOs are approved by the Outcomes Committee. The purpose of this mapping is two-fold: first, mapping the course-level SLOs to the GELOs validates the course's inclusion in the general education curriculum, and second, mapping ensures that all of the GELOs are addressed in multiple courses. Additionally, through this work, there is assurance of continuous review of general education and more specifically of the GELOs to ensure the College is preparing students to be responsible participants in society through the receipt of knowledge, practice, and approaches in the arts, humanities, sciences, mathematics, and social sciences.



**II.A.13**

***All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.***

Evidence of Meeting the Standard

Porterville College's degree programs include both general education requirements and an area of specialization or inquiry. Students may earn an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree dependent on their identified major area. Porterville College has also developed and offers 13 Associate Degrees for Transfer (ADT or Associate in Arts for Transfer AA-T/Associate in Science for Transfer AS-T) based on transfer model curriculum, allowing students seamless transfer to the California State University (CSU) System. Furthermore, the college offers a number of job skills and certificate of achievement program options based on a specific area of inquiry or specialization. Information about the general education requirements, degrees, and certificate requirements are noted on the College catalog ([IIA-1](#)) and on the College website. All degrees have Program Learning Outcomes (PLOs) that are statements about the knowledge, skills, attitudes, and/or abilities a student is expected to have upon successful completion of the requirements for the degree or certificate ([IIA-45](#) Porterville College Outcomes Database)

As part of the Student Learning Outcomes (SLOs) process, programs are required to align courses with program level student learning outcomes in a manner that demonstrates the levels of competency students will attain. Each program has a curriculum map that shows which course SLO in the program is aligned with each PLO. It identifies the courses and course SLOs where PLOs are mastered ([IIA-11](#) Outcomes Database)

Analysis and Evaluation

All Associate of Arts, Associate of Science, and Associate Degrees for Transfer require the completion of a minimum of 60 units in associate degree level courses, including a minimum of 18 units in the major or area of emphasis. Porterville College offers 28 Associate Degrees, which includes 13 ADTs. All associate degrees include a focused study in at least one area of inquiry or in an established interdisciplinary core. The PLOs for each Associate Degree offered by the College delineate those areas of inquiry for focused study. All degrees have PLOs that are noted as part of the program description in the College catalog.

Program learning outcomes are used in the development and revision of degrees to determine the appropriate placement and content of courses included in the degree core. All courses included in the degree are appropriate to the discipline, degree level, and common standards in higher education ([IIA-8](#)). Porterville College offers a degree with an established interdisciplinary core, the Liberal Arts AA degree, with two areas of emphasis: Arts and Humanities, Natural Sciences and Mathematics. The degree requires a minimum of 18 units in one area of emphasis, as well as the completion of general education requirements and the inclusion of transferable electives for a total of 60 units.

**II.A.14**

***Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.***

Evidence of Meeting the Standard

Career Technical Education (CTE) programs are developed based on industry, occupational, and community needs. Porterville College participates in joint industry advisory committees (IIA-48) with the Porterville Unified School District (PUSD). The joint advisory committees meet monthly. Porterville College faculty and staff participate in these advisory committee and use these as another mechanism to identify industry needs, student needs, and occupational expectations. For programs in health careers, in addition to being part of the joint health advisory committee with PUSD, there are additional industry convening specific to industry certification requirements for licensure in nursing. Furthermore, occupational outlook data are used to review existing programs and as well to determine need for new programs. Aside from occupational outlook data, student completion, course success are also used to review existing CTE programs.

Analysis and Evaluation

Career Technical Education (CTE) faculty work with business and industry partners to ensure program meet occupational expectations and standards. Amongst these include: advisory committees, review of occupational data, student success information, high school CTE pathway needs, regional CTE and industry convening. CTE programs are reviewed every two years for relevancy and currency. Additionally, in health careers program and faculty have maintained strong relationships with industry and community partners. With annual advisory board meetings and Associate dean and faculty meet regularly with individual clinical agencies to promote positive learning experiences for students. Decision regarding preparing students for entry level practice is largely based on input and feedback from advisory board meetings and clinical agencies. Industry partners have consistently ranked Registered Nursing (RN) and the Psychiatric Technician (PT) programs as their priority to meet health care needs of the community.

To ensure that programs are continuously meeting licensure and occupational requirements in nursing, students complete traditional nursing exams, skills lab performance, and clinical performance. The nursing program uses on-line comprehensive assessments and remediation resources to provide targeted assessments throughout the program with a comprehensive predictor of success on the National Council of Licensure Examination (NCLEX-RN). Additionally, CTE programs provide practical learning through laboratory and hands on learning to ensure students will attain the competencies and preparation necessary for licensure and employment. For programs in health careers, there is a six-month graduate survey that is administered to generate feedback on student educational experience and the quality of the programs at Porterville College. This avenue provides additional insights into practices that need to be maintained, enhanced, and/or elevated to support licensing and occupational standards.

**II.A.15**

***When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.***

Evidence of Meeting the Standard

Porterville College maintains a ‘Catalog rights’ policy, which provides students the right to meet graduation requirements in effect at the time of matriculation into Porterville College. Porterville College offers courses that allow students to plan and complete programs in a timely manner and with minimum disruption. Courses required for program completion are often offered in spite of low enrollments, providing students the opportunity to complete educational requirements.

Porterville College has a Program Discontinuance Policy ([IIA-49](#)). The policy outlines the process for discontinuing a program. This process includes details specific to the rationale, impact (on students, division, institution, community, etc.), and evidence for plans to discontinue the program. The Academic Senate reviews all requests for program continues and refers the matter to relevant parties for review and further consideration. The approval for discontinuance is made by the Porterville College Council and the Kern Community College District Board of Trustees.

Analysis and Evaluation

Porterville College adheres to students’ “catalog rights” and makes every effort to assist students when programs are eliminated or changed to insure students complete their education in a timely manner. The Academic Senate has developed a program discontinuance policy. Students are advised on educational requirements when programs are eliminated or modified through the counseling office during individual advising appointments. In addition, division chairs make every effort to substitute current coursework if requested by the student.

**II.A.16**

***The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.***

Evidence of Meeting the Standard

Porterville College works to ensure all instructional programs are regularly evaluated for quality, currency, and applicability for collegiate, career technical education, and transfer standards. Porterville College has 13 transfer degrees, 17 local AA and AS degrees, 16 certificates of achievement, and 23 job skills certificates (Fall 2017). The quality of each course is evaluated and improved through the regular revision of the course outline of record. Each course is also evaluated through regular assessment of its student learning outcomes (SLOs). Instructional programs are also evaluated through program review process. Career Technical Education (CTE) disciplines complete

a program review every two years ([IIA-63](#)). Instructional programs are also evaluated and improved through the regular assessment of program learning outcomes.

Community Education ([IIA-50](#)) courses at Porterville College are designed to meet the needs of the community. These are not for credit classes. These classes are designed to provide learning and enjoyment in a friendly, worry-free environment. These courses include vocational skills, professional development or exposure to new recreational enjoyments.

### Analysis and Evaluation

Porterville College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. Faculty are intricately involved in the review and development of instructional courses and programs to ensure currency and quality at Porterville College. For example, the College has made significant strides over the past three years to increase its pre-collegiate offerings particularly in basic skills English and mathematics courses. The College has developed and implemented accelerated basic skills English and mathematics courses. Accelerated courses were designed to shorten the time spent in pre-collegiate courses and to increase student readiness for college/transfer level courses. The English acceleration course (ENGL 073X) is not only available on the Porterville College campus but also off-campus at the Porterville Adult School. This is to ensure that opportunities are offered regardless of delivery mode or location ([IIA-62](#)).

Additionally, English and mathematics faculty have developed co-requisite courses for their gateway transfer level courses to allow those students who need further support to be successful. This development is in the spirit of curricular and programmatic improvement to enhanced student achievement. The development of the co-requisite support courses in English and mathematics classes is in alignment with the California AB 705 legislation to increase the success of students in transfer level curricular. There are several sections of the English co-requisite course (ENGL PO1AX) offered for the Fall 2018 semester. Enrollment in these courses are linked to eight sections of transfer level English composition classes (ENGL 101A) ([IIA-62](#)).

Part of the faculty evaluation process includes curriculum participation and attention to student learning outcomes. ([IIA-7](#) Faculty Contract). Collegiate and pre-collegiate courses are updated, evaluated and submitted to the curriculum committee for approval by each division on a 4-year cycle. Course objectives, student learning outcomes, lab content, and textbooks are developed and reviewed by discipline faculty, division chair, and the division curriculum representative (through the curriculum review process). Courses are reviewed by the College Curriculum Committee before they are submitted to the Kern Community College District Board of Trustees for approval. As course C-ID descriptors are approved on the state level, Porterville College courses are revised to meet C-ID requirements.

The process of evaluating Student Learning Outcomes (SLO's) in courses and program learning outcomes (PLO's) in instructional programs improves quality. Assessments of SLO's and PLO's are scheduled and discussed within each division. The evaluation consists of analysis of student success in meeting the desired objectives. Program review provides a vehicle that enables Porterville College to honor the commitments agreed to in our mission statement. The

program review process allows for collaboration while looking closely to plan and implement actions to ensure students successfully attain their personal, education, and/or career goals. Porterville College continues to seek the most effective means to foster student success through the review and implementation of strategies that support student learning. Programs reviews ([IIA-3](#)) are completed every three years for each instructional area. Program reviews are reviewed and critiqued by the Strategic Planning Committee and the College Council. Doing so provides linkage between program reviews and the College Strategic Plan and Institutional Mission. Program review update forms ([IIA-51](#)) are submitted annually along with budget requests. This budget requests are reviewed by the College Budget Committee.

Through professional development activities, the College also ensures that it is consistently ensuring the currency of instructional programs. Professional development opportunities recommended and encourage to help faculty to remain current in the latest research or teaching methods in academic disciplines. Communication is regularly sent to faculty (by division chairs or deans) on upcoming workshops, conferences, and learning events.

#### Evidence List for Standard II.A

|                        |  |
|------------------------|--|
| <a href="#">IIA-1</a>  | Porterville College Catalog  |
| <a href="#">IIA-2</a>  | Curriculum Committee   |
| <a href="#">IIA-3</a>  | Program Review   |
| <a href="#">IIA-4</a>  | Associate in Arts for Biological & Physical Science Program Outcomes |
| <a href="#">IIA-5</a>  | Program Learning Outcomes Assessment, Science                        |
| <a href="#">IIA-6</a>  | Labor Market/Occupational Outlook – Career Technical Education       |
| <a href="#">IIA-7</a>  | Faculty Contract, Kern Community College District                    |
| <a href="#">IIA-8</a>  | Curriculum Handbook  |
| <a href="#">IIA-9</a>  | Kern Community College District (KCCD) Board of Trustees             |
| <a href="#">IIA-10</a> | Canvas Training  |
| <a href="#">IIA-11</a> | Porterville College Outcomes Assessment Handbook                     |
| <a href="#">IIA-12</a> | Course Syllabus  |
| <a href="#">IIA-13</a> | Course Numbering System  |
| <a href="#">IIA-14</a> | Library  |
| <a href="#">IIA-15</a> | Learning Resource Center   |
| <a href="#">IIA-16</a> | Jump Start, 2017   |
| <a href="#">IIA-17</a> | Associate in Arts Degree for Transfer                                |
| <a href="#">IIA-18</a> | Associate in Science Degree for Transfer                             |
| <a href="#">IIA-19</a> | Program and Course Approval Handbook, Chancellor’s Office            |
| <a href="#">IIA-20</a> | Central Mother Lode Regional Consortium                              |
| <a href="#">IIA-21</a> | Psychiatric Technician Program                                       |
| <a href="#">IIA-22</a> | Two Year Program Plan  |
| <a href="#">IIA-23</a> | Education Philosophy   |
| <a href="#">IIA-24</a> | Faculty Materials Review & Classroom Instruction                     |
| <a href="#">IIA-25</a> | Achieving the Dream  |
| <a href="#">IIA-26</a> | Title V Grant, US Dept. of Education                                 |
| <a href="#">IIA-27</a> | Institutional Research, Porterville College                          |
| <a href="#">IIA-28</a> | Institutional Research, KCCD   |

---

|                        |   |
|------------------------|---|
| <a href="#">IIA-29</a> | Disability Resource Center  |
| <a href="#">IIA-30</a> | EOPS/CARE   |
| <a href="#">IIA-31</a> | Foster Youth  |
| <a href="#">IIA-32</a> | Veterans Resource Center  |
| <a href="#">IIA-33</a> | Job Entrepreneur & Career (JEC) Center  |
| <a href="#">IIA-34</a> | Integrated Plan, BSI/SSP/Equity   |
| <a href="#">IIA-35</a> | title v, section 55002  |
| <a href="#">IIA-36</a> | title v, section 55002.5  |
| <a href="#">IIA-37</a> | title v, section 55062  |
| <a href="#">IIA-38</a> | Degrees & Certificates  |
| <a href="#">IIA-39</a> | Policy Procedure for accepting credit from other institutions, KCCD                 |
| <a href="#">IIA-40</a> | Graduation Checklist: CSU General Education Breadth, IGETC, Local General Education |
| <a href="#">IIA-41</a> | Transfer Model Curriculum website   |
| <a href="#">IIA-42</a> | Assist Website  |
| <a href="#">IIA-43</a> | CI-D Website  |
| <a href="#">IIA-44</a> | College Council   |
| <a href="#">IIA-45</a> | SLO Assessment  |
| <a href="#">IIA-46</a> | Information Competency, Library Program Review                                      |
| <a href="#">IIA-47</a> | Cultural & Historical Awareness Program (CHAP)                                      |
| <a href="#">IIA-48</a> | Advisory Committees   |
| <a href="#">IIA-49</a> | Program Discontinuance  |
| <a href="#">IIA-50</a> | Community Education   |
| <a href="#">IIA-51</a> | Program Review/Budget Update Form   |
| <a href="#">IIA-52</a> | Guided Pathways Plan  |
| <a href="#">IIA-53</a> | Degree Evaluation   |
| <a href="#">IIA-54</a> | Curriculum Review Cycle/Timeline  |
| <a href="#">IIA-55</a> | GELOs Mapping Worksheet   |
| <a href="#">IIA-56</a> | Strategic Planning Committee – 4/17/18 Meeting                                      |
| <a href="#">IIA-57</a> | College Council – 4/16/18 Meeting   |
| <a href="#">IIA-58</a> | Multiple Measures   |
| <a href="#">IIA-59</a> | Early Alert   |
| <a href="#">IIA-60</a> | Transfer Center   |
| <a href="#">IIA-61</a> | ACCJC Letter – approval of new programs   |
| <a href="#">IIA-62</a> | Fall 2018 Schedule  |
| <a href="#">IIA-63</a> | Registered Nursing 2 Year CTE Program Review  |
| <a href="#">IIA-64</a> | Distance Education Plan   |



## Standard II:

### Student Learning Programs and Support Services

#### B. Library and Learning Support Services

##### **Standard II.B.1.**

*The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

##### Evidence of Meeting the Standard

Porterville College supports student learning and achievement through our programs in the Library, Learning Resource Center (LRC), and computer laboratories. The LRC provides tutoring, supplemental instruction, and math and English mentors. Additionally, there are two computer laboratories housed in the LRC that are open access to Porterville College students. All three locations are open during the same hours to provide services across the board for day and evening students. The hours of operation are Monday – Thursday 7:00 am – 9:00 pm and Friday 8:00 am – noon during the fall and spring semesters and 7:00 am – 7:00 pm Monday – Thursday during the summer session ([IIB-1](#), [IIB-2](#))

The library staff include one full time librarian (faculty-tenure track), 17 hours per week adjunct librarians, and two library technicians. The librarians provide individual/one-on-one information literacy bibliographic instruction (BI) at the reference desk, by telephone, and email, and annually average 50 classroom information literacy/BI presentations. Library resources include faculty books and media on reserve for library use only (typically 733 books and media), online databases, 170,000 plus online full text books, 39,633 print books, 862 CDs and DVDs, and 50 print periodicals including newspapers. Online information resources, databases, eBooks, and the catalog are available through the library's website ([IIB-1](#)). DVDs have been purchased and digitized for online instructors. The librarians also serve student needs by telephone and email. Special collections include the Valley Writers Collection (500+ titles), the Anthropology Library, the Townsend Collection of books geared for college students “new” to reading, Opposing Viewpoints books for students’ information researching for their argumentative writing assignments, children’s section, and Bridging Cultures: Muslim Journeys.” Promotion of library resources is done through campus emails and Porterville College’s student Facebook, a display of new books at the entrance to the library, and special exhibits in the library lobby glass display cases.

Aside from library resources, the LRC ([IIB-2](#)) supports the mission of Porterville College by offering academic support to students at every level of skill and ability through peer and faculty tutorial assistance, peer mentorship in English and Mathematics, and related technology support services. There are 40 computer stations, two mentor rooms, one supplemental instructor room,

and a tutor cubicle that includes five computer stations. The Learning Center hours of operation are 14 hours per day Monday – Thursday and four hours per day on Friday.

The College offers two types of mentor programs, Language Arts Writing Mentors and Math Mentors. Since 2001, the Writing Mentor Program has grown from a small project to a vital component of campus and Language Arts Department services. The mentors serve students from all departments and majors on campus, and many have come to depend on the mentors for assistance and feedback. The mentoring staff is composed of top PC students, typically six to eight per semester, who have been recommended by their professors and hired based on a written application that includes an essay. After training by faculty supervisor, mentors assist other students with every stage of the writing process, from generating ideas and learning how to self-edit to using required documentation styles and avoiding plagiarism. Assistance include support from basic skills to advanced critical thinking. This program has grown tremendously and has become an essential part of teaching on campus. Many instructors refer their students for assistance from the mentors, who work with students from departments as diverse as Anthropology, Nursing, Child Development, Drama, Political Science, and Administration of Justice, as well as Language Arts, Philosophy, and Communications.

#### Analysis and Evaluation

The library's primary function is to serve the Porterville College community with the information resources and services needed to support learning and student success. Four surveys were conducted to gather input from students and faculty regarding the services and resources provided by the library. The results of the surveys indicated:

- 80% of students agreed that the librarian's "bibliographic instruction (BI)" presentation (customized information competency class instruction) was viewed and received "positively;"
- 80% of students were satisfied or very satisfied with library resources
- 80% of students agreed or strongly agreed that they had a "positive" experience with the reference librarian

The library is the information hub for the campus community. It provides information resources in many formats: print, media, and digital/electronic/online:

- 50 plus online databases of magazine, journal, newspaper, media, and book resources.
- Two full-text, free-to-students and staff, e-books with over 180,000 digital titles.
- Library Webpage is the access portal for library online and print resources.
- The library provides current print subscriptions (and back issues) for four newspapers and 50 magazines and journals.

The library and its staff are instrumental in student retention and success given the resources and services provided. The librarians help students choose viable topics for their research assignments, show students how to find and evaluate relevant information for their topics, and help them to document their sources. Additionally, the online resources, the 20 computers, five media viewing stations and Wi-Fi access, copiers, and a full-service workstation for students with Disability Resource Center (DRC) learning technologies provide access to students and the community. Despite the absence of a full-time director for the library and learning resource center, the College



(through the dean of instruction) has worked hard with staff to enhance the services provided and streamline the necessary resources to support students and faculty.

During 2015-2016 there were a total of 6684 student visits to the LRC. The number has increased during the 2016-2017 academic year to 8487 student visits. Through the mentoring and tutoring services, students are able to access services in a number of subject areas including English and mathematics. Additionally, supplemental instruction is also provided through the LRC. The supplemental instruction program at Porterville College is called PASS (Peer Assisted Study Session) A PASS leader is a student who has succeeded in a specific course whom the instructor has chosen to act as a role model for other students. The PASS leader holds scheduled bi-weekly or tri-weekly study sessions for small groups of students in his or her course. A PASS leader's role is to demonstrate to other students how to succeed in a specific course with a particular instructor. The College currently has 24 PASS leaders covering math, communication, chemistry, anatomy, English, physiology, American Sign Language, and the cadets. For Porterville College's distance education students NetTutor offers on demand tutoring utilizing "...on-line tutoring and academic support."

In all these services through the LRC and library, Porterville College is able to provide a variety of programs to support learning and student success, regardless of location or means of delivery, including distance education.

#### **Standard II.B.2.**

***Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.***

#### **Evidence of Meeting the Standard:**

The College library selects and maintains educational equipment and materials to support student learning and success. The library personnel (librarian and technicians) work closely with faculty and staff to ensure that materials and resources are selected to meet learning needs. For example, two special collections have been added to the library's holdings: "Bridging Cultures: Muslim Journeys" (ALA/NEH grant), and The Townsend Collection for "basic skills/new readers). The collections add value to the learning process and the enhancement of the College mission. Additionally, books that instructors require for their classes are sometimes purchased for the library. These books are often put on faculty reserve as well as in circulation and/or reference. The College also has children's collection in the library. This children's book collection supports the College's Child Development Center and the need to have materials that support the learning of students including those accessing services through the Child Development Center. The library also has an UbiDou device available for students who are hearing impaired. This device consists of two keyboards and screen that allow students who are hearing impaired to communicate with people who do not know sign language.

Aside from the library, the LRC provides another avenue for resources and materials to support the learning and student success at Porterville College. The Learning Resource Center workgroup was formed in the spring 2017 semester. This workgroup consists of faculty, staff, and the area dean. The charge of this workgroup is to streamline the services provided to students in the

learning center. In addition, the workgroup makes recommendations for equipment and materials to enhance the offerings in the learning center.

Analysis and Evaluation:

The library staff (librarians and library technicians) work closely with faculty and management to ensure that the library has resources and materials to support the learning process.

The LRC provides proactive student support services that are integrated with instruction. With streamlined and coordinated instructional support services through centralized and focused delivery of integrated operations, enables students to have access to tutoring, mentoring, supplemental instruction and related services. The LRC, based on recommendations from faculty tutors has implemented MyLab/Mastering, a reading, writing, and math lab online for students. Additionally, the LRC workgroup has recommended two smart rooms that will include smart televisions, web cameras, interactive tutoring for distance education students. Full implementation of the new smart rooms is intended for spring/summer 2018.

**Standard II.B.3.**

*The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard:

The library and the Learning Resource Center conduct their respective program reviews ([IIB-3](#)) every three years. Both areas also complete an annual program review budget update. Additionally, service area outcomes (SAOs) are assessed as part of the program review process.

Analysis and Evaluation:

The library has conducted surveys ([IIB-3](#), page 2-3) to determine areas of strength and potential areas for improvement. For the library, three surveys demonstrated that:

- 80+% of students agreed that the librarian’s “bibliographic instruction (BI)” presentation (customized information competency class instruction) was viewed and received “positively;”
- Instructors “strongly agreed” that librarian BIs were relevant and useful;

Surveys for the Learning Resource Center are currently being developed to assess the service area outcomes. The surveys will be administered by the end of the spring 2018 semester. The results of the survey will be used to determine areas of improvement for the Learning Resource Center.

**Standard II.B.4.**

*When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.*

Evidence of Meeting the Standard:

The College is responsible for the security, maintenance, and reliability of the services provided. Library and LRC staff oversee and monitor the overall maintenance, security, and the services provided. Support from College Information Technology Department for computers, software, and printing needs include maintenance and security. Similarly, the campus safety and security department provide an additional layer of safety and security for the library and the learning resource center. The library maintains an annual membership and participation with the Council of Chief Librarians (IIB-4). Through this council, the College is able to connect with other librarians and resources in order to promote learning support services. The library purchases most of its databases through the Community College League Consortium and therefore, benefits from the Consortiums vetting and discounts. The state of California provides access to a suite of EBSCO databases to community colleges. Annually, the library renews its EBSCO periodical collection – adding or deleting magazine and journal titles as needed by student and faculty demand. The library also has separate purchasing agreements with local newspapers. The library has separate subscription agreements with other database vendors like GALE and SALEM.

The LRC provides access to MyLab/Mastering, a reading, writing, and math lab online for students. Additionally, ALEKS, a web-based, artificially intelligent assessment and learning system for math students is available in the Learning Center.

Analysis and Evaluation:

The library benefits from Porterville College's Maintenance and Operations (M & O) assignment of a custodian for the library. M & O "unlocks" and "locks"/secures the library morning and night. Motion detectors have been installed for security at night when the library is closed. The Information Technology (IT) department physically secures the library's student computers and is responsible for their software security, maintenance, and trouble-shooting. IT/Graphics also maintains the copiers in the library.

Campus security is easily reached by radio and telephone as is M & O. Magnetic tags on books, periodicals, and media items, if not desensitized by library staff, will set off the alarm at the security visitor entrance and exit "gates." Library staff keep student ID when students use books in the faculty reserve collection. Cadets in the Criminal Justice program regularly "patrol" the library. All software programs used in the learning center for testing and student learning are maintained by Porterville College's Information Technology Department. This department ensures the security and maintenance of the software, as well as any updates, and hardware changes needed to accommodate new programs.

Evaluations of the software implemented in the learning center is on-going based on student and outside institution need.

Evidence List for Standard II.C

- [IIB-1](#) Library website
- [IIB-2](#) Learning Resource Center website
- [IIB-3](#) Library Program Review
- [IIB-4](#) Council of Chief Librarians website

## Student Learning Programs and Support Services

### C. Student Support Services

#### **IIC.1**

***The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)***

#### Evidence of Meeting the Standard

The College consistently evaluates the quality of its student support services ([IIC-1](#)) and the effectiveness of these support services in supporting student learning through the use of departmental program review ([IIC-2](#)), assessment and review of service area outcomes (SAO), multi-layered departmental meetings, and guidelines and requirements provided by state and federal initiatives/grants. The program review ([IIC-2](#)) process is the primary planning and evaluation tool, to regularly and continuously evaluate each area of student services. Each program review includes the service area outcomes (SAO) and analysis and evaluation of each. The programs assess and review each of their respective areas, which includes data analysis and an action plan to support student learning. Program review allows these services to highlight improvements made in their areas, align services with established goals and objectives, and plan for future academic years. The program review process provides opportunities for programs to review their accomplishments, examine their strengths and weaknesses, and develop improvement plans.

In addition to utilizing these evaluation measures for quality student service, Porterville College ensures that all services are appropriately aligned with the College Mission ([IIC-3](#)). The mission of the student services department is “to enhance the educational experience of our students by providing programs and services designed to empower students to attain their academic, personal, and life goals” ([IIC-1](#)). Porterville College ensures that, regardless of the means of delivery, all student services are delivered in such a manner as to enhance the accomplishment of the College Mission to provide comprehensive support services to help students achieve their personal, career, and academic potential.

Students have access to a variety of services that include: disability resources, library, learning resource center, tutoring, counseling, advising, transfer, veteran services, financial aid, mental health services, and others. Students off campus can access services through the College website, via email, and/or by phone. Research or subject-matter databases and other online publications can be accessed from off campus through the library website ([IIC-4](#)). Aside from the on-campus tutoring services, Porterville College students can also access online tutoring through the Net Tutor services ([IIC-5](#)).

#### Analysis and Evaluation

The College regularly and consistently evaluates the services it provides to students to support student learning and to further meet the mission of the college. For example, the disability resource center (DRC) assessed the needs of students through individual and focus group discussions ([IIC-6](#)). It found that students accessing services through the DRC needed enhanced

or better technologies to address their disabilities. As a result, a review of the equipment was conducted and changes were made to address the need. Specifically, assistive technology was brought into compliance with 508 regulations. Additionally, as a result of the regular evaluation of the programs and services offered in student services, several upgrades and additions have been made to the department to contribute to student success. Expanded counseling and advising hours were increased from two days to four days (7:30 AM – 6:30 PM, Monday through Thursday and 7:30 AM – 12 PM Friday).

Porterville College engages in regular review of its student services through state and federal initiatives and grants. Extended Opportunity Programs and Services (EOPS) and Disability Resource Center (DRC) program plans that involve review of student services are submitted annually to the California Community College Chancellor’s Office. These major state categorical programs undergo financial and program audits annually in order to verify the validity of services rendered to eligible students. Most recently, Porterville College has engaged in the review of Student Success and Support Program (SSSP) and Student Equity plans that require an identification of goals to achieve within the academic year as well as assessment and improvement of the services rendered. In all these efforts, Porterville College continuously evaluates the quality of student support services in order to support student learning and to enhance accomplishment of the mission of the College.

### **II.C.2**

***The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.***

#### Evidence of Meeting the Standards

Porterville College has identified, assessed, and evaluated service area outcomes (SAO’s) for student services. SAO’s are assessed every other year and are also as part of the program review process ([IIC-2](#)). The results are reviewed during the program planning process and during various meetings throughout the academic year, depending on the program.

Student services programs have made several important and innovative changes based on program outcome assessment data, student perception data, and other survey data. The assessment of area outcomes most often takes the form of surveys administered to students in order to gain a better understanding of the usefulness of the resources provided. Regular meetings are held by student services staff to discuss the day-to-day operation of these services, the standardization of best practices, and the assessment and analysis of student area outcomes.

#### Analysis and Evaluation

The institution uses assessment data to continuously improve student support programs and services. For example, the exit surveys as part of the service area outcome assessments has resulted in a refocused career/job fair on campus with targeted job preparation work for students ([IIC-6](#), [IIC-7](#)). Porterville College attributes many successes originated from the analysis and evaluation of area outcomes. The department uses of qualitative and quantitative data to analyze student services programs and to determine any potential change. Both the program planning

process and the SAO's have driven and supported the development of student services program budgets, action plans, and activities.

It should be noted, however, there are some challenges related to research. The institutional research work for the Kern Community College District (KCCD) Office was centralized from 2013-2017. Therefore, the college's institutional researcher was housed at the KCCD Office during this time. Given the need to re-focus institutional research needs within each campus of KCCD, the Porterville College's institutional researcher was re-assigned back to the campus. However, this was short lived as the College's institutional researcher over the past year has also served as the assistant director for KCCD's institutional research office when the previous institutional research director retired in the summer 2017. Therefore, attention given to the tracking and analysis of college specific data was limited. It is anticipated that College's institutional researcher will be re-assigned back to the campus by the end of the Fall 2018. Additionally, the College recently hired (March 2018) a research analyst through Title V grant to support institutional research needs of the campus.

### **IIC.3**

***The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)***

#### Evidence of Meeting the Standard:

Porterville College works to ensure that students have access to services regardless of location or delivery. Comprehensive access for students to various support services begin with outreach activities, including educational advisors assigned to all local feeder high schools weekly, admissions assistance, orientation, assessment, counseling, and the development of an education plan. Students are able to access services from 8 AM – 5:30 PM. Additionally, counseling and advising hours are from 7:30 AM – 6:30 PM (Monday – Thursday) and 7:30 AM – 12 Noon (Friday). The expanded counseling and advising hours ensure that students who are employed are able to meet with a counselor or advisor prior to the start of their day and/or after 5:00 PM.

Other support services available to students include those offered through Extended Opportunity Programs and Services-EOPS, Cooperative Agencies Resources for Education-CARE ([IIC-9](#)), CalWORKs ([IIC-10](#)), Disability Resource Center-DRC ([IIC-11](#)), Transfer Center ([IIC-12](#)), Financial Aid ([IIC-13](#)), Learning Resource Center-LRC ([IIC-14](#)), Wellness Center, library, and other program-specific services offered by various categorical programs. Students may access the services at the LRC and library from 7 AM to 9 PM (Monday – Thursday) and 8 AM to 12 Noon (Friday). Additionally, students have access to the library's online databases from off campus at any time ([IIC-4](#)).

Information regarding various programs and services are accessible online through the Porterville College website ([IIC-15](#)). Student Services programs have individual websites (IIC-1) that includes contact information, phone numbers, and email addresses to provide students with online access regarding specific questions or concerns. Currently, student advising is available face-to face and via email. Counselors and educational advisors will be trained (Spring 2018) on the Cranium Café program to enable them to provide online counseling and advising



to students. It is anticipated that online counseling and advising will be implemented in Fall 2018 semester. Counselors and educational advisors have access to student academic histories, test scores, and other system-related information to assist students from off-site locations.

The Student Services staff conducts outreach activities in the surrounding community to meet the needs of prospective students. Educational advisors, counselors, and staff visits local high schools to conduct assessment, orientation, and financial aid workshops. College brochures and other printed information are distributed to local high schools and service agencies.

New and continuing students apply for college admissions on-site or online through the College's Admission & Records website ([IIC-16](#)). In addition, computers are available in the library, Learning Resource Center, Student Services and Student Success Lab areas for students to use to complete an admission application, submit a form, or to register for classes. Staff is available in the Counseling Center to help students who may need assistance in completing the forms or registering into classes. In addition, students with disabilities may receive assistance in the Disability Resource Center (DRC).

Assessment is offered through a computerized format and English Second Language assessment is available via a written exam. Students from remote locations can take a California community college state approved assessment at the local community college and send the results to the counseling center for review. The assessment must be proctored online. Counseling and student follow-up services are provided through the on-campus Counseling Center and in courses that teach educational planning, study skills, and personal development. These courses are available online and can be used to meet the matriculation orientation requirement. General information regarding advising, resources, and other topics are provided on the Student Services website, and students may schedule individual appointments.

In fall 2011, the Kern Community College District (KCCD) entered into an agreement with DegreeWorks ([IIC-17](#)), which is an online degree audit system. This system includes a variety of other services including completion of Student Education Plans, which students can access online. Additionally, the college implemented the Navigate on boarding software that will help the College identify student in need of specific services and assist student with educational planning.

#### Analysis and Evaluation:

Porterville College continues to provide services to students regardless of location. During the 2016-2017 academic year, there were 2,867 English & Math placement assessments, 661 high school students who completed the student orientation, 2,120 students who received education planning services (e.g. abbreviated education plans). Additionally, 1,084 students completed online orientation, 215 students received online tutoring services, 800 students received EOPS/CARE services, and 2,690 students accessed services through the Job Entrepreneur and Career (JEC) Center.

Additionally, the College continues to implement and utilize technology to provide appropriate delivery of services to students without regard to location. Each program area in Student Services has a specific website with program-related information, links, email addresses, and



other information that students can access from off-campus. An extensive Frequently Asked Questions (FAQ) on the College website is in place to answer questions for students, especially individuals taking distance education courses ([IIC-18](#)). Furthermore, the expanded evening hours for the library and learning resource center in addition to counseling and advising provide students who normally take courses in the evening with access to College services.

#### **I.C.4**

***Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.***

#### Evidence of Meeting the Standards

Porterville College embraces its role as a valued member of the community by offering its students and community a variety of events and programs to broaden the educational experience of the students. Co-curricular and athletic programs are aligned with the College’s Mission and Values, which states: “Participation - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.”

Co-curricular and athletics programs contribute to the students’ cultural and social dimensions of their educational experience, and directly connect to the mission of the College. All co-curricular programs are under the guidance of the Director of Student Programs & Athletics. Student Programs provides comprehensive co-curricular learning for a diverse student population with a variety of needs. Areas covered by Student Programs include:

- Training, development and advising for student organizations and student government, ASPC or Associated Students of Porterville College ([IIC-19](#))
- Active participation in Porterville College’s Shared Governance policy
- Delivery of information regarding campus programs, services and academic programs to current students, prospective students and the community-at-large.
- Assistance in the production of signature events such as Commencement and High School Senior Day, as well as full support of all on-campus events.

Porterville College supports a number of student clubs ([IIC-20](#)). These clubs are based on the interests of Porterville College students. From subject-discipline clubs such as the anthropology and entrepreneur/business to cultural and heritage interests like the Native American and Chicanos/Latinos clubs. All student clubs have a faculty advisor to ensure education standards and applicable policies are upheld.

Aside from student clubs, Porterville College supports five intercollegiate athletic programs ([IIC-21](#)). These include women’s volleyball, men’s basketball, women’s basketball, softball, and baseball. Both the intercollegiate athletic and co-curricular programs support the college mission and contribute to the social and cultural dimensions of the educational experience of Porterville College students.

Additionally, the College intends to offer two additional sports starting in the 2018-2019 academic year: Women's Cross Country and Women's Tennis. All of Porterville College's athletic teams compete in the Central Valley Conference. A dedicated academic counselor is assigned to the athletic department to meet the specific and unique counseling needs of student-athletes, including transfer eligibility, National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) rules and compliance and eligibility to earn athletic scholarships upon transfer to 4-year colleges or universities.

### Analysis and Evaluation

Porterville College governs co-curricular and athletics programs. KCCD Board Policy 4F2, Associated Student Bodies gives Porterville College the ability to form a student government. The Associated Students of Porterville College is the representative voice of the students on issues affecting the entire student body. Elections are held pursuant to KCCD Board Policy 4F2C ([IIC-22](#), page 43). Members of the ASPC serve as representatives on College and District Committees, working closely with faculty, staff and administration on decisions for the college. ASPC enhances and enriches the student experience through support of student organization, athletic teams and all on-campus student activities. The ASPC office is located in the Student Center and meetings are held Monday evenings 5:30pm-6:30pm. All meetings are open to the public, and agendas are posted in the Student Center, Campus Business Office and online.

The Student Code of Conduct ([IIC-23](#)) is available in print, online and in the college catalog. Board Policy 4F7 governs Student Conduct with regard to co-curricular activities, and includes the Student Code of Conduct. Student co-curricular programs comply with the guidelines set forth in the ASPC Constitution and Bylaws ([IIC-24](#)). In addition, the Student Club Procedures and Reference Guide ([IIC-25](#)) provides information on club formation, fundraising and allowable expenses. The Student Club Procedures and Reference Guide and the Student Athlete Handbook are reviewed each year by the Director of Student Programs and Athletics.

Per Board Policy 4F6, Student Finances ([IIC-26](#), page 44), Associated student funds shall be deposited in the College business office and disbursed by the College President or designee. The funds shall be deposited, loaned or invested in one or more of the ways authorized by law. The funds of the associated students shall be subject to an annual audit. All funds shall be expended according to procedures established by the associated students, subject to the approval of each of the following three persons, which shall be obtained each time before any funds may be expended:

1. The College President or designee
2. The employee who is the designated advisor of the particular student body organization
3. A representative of the student body organization (Ed Code Sections 76063-76065)

Prior to the beginning of each season of sport, each team is required to attend an Eligibility Form meeting, where the California Community College Athletic Association (CCCAA) mandated eligibility form for intercollegiate competition is completed ([IIA-27](#)). At that time, the CCCAA Decorum Policy and Student Code of Conduct are again reviewed. Student-athletes are required to attend an annual orientation. At this orientation, students are presented with information regarding our Athletic Training Center, Academics & Counseling and Conduct,

Decorum & Citizenship. The orientation is presented by the Director of Student Programs & Athletics, our Certified Athletic Trainer and our Academic Athletic Counselor. At this orientation, each student-athlete is presented with the Student-Athlete Handbook ([IIC-28](#)), which contains all policies and procedures related to participating in intercollegiate athletics, as well as the College's Student Code of Conduct.

KCCD provides funding for intercollegiate athletics. Teams are provided the opportunity to fundraise as well. Institutional control and tracking of budgeted funds is provided by the Director of Student Programs & Athletics and the Vice President of Student Services, as well as the Porterville College Business Office.

### **IIC.5**

***The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.***

#### Evidence of Meeting the Standards

Porterville College provides academic advising and counseling services to support student learning and success. These services foster and promote academic, personal, and social development of Porterville College students. This is accomplished by providing a wide range of services to assist students cope with personal difficulties and acquire the skills, attitudes and knowledge necessary to be successful. The academic advising and counseling services ensure students receive and attain timely, useful, and accurate information about relevant academic requirements including graduation and transfer requirements and policies.

The College currently employs five full-time and six part-time counselors. There are also six full-time educational advisors. These counselors and advisors are located throughout the campus and support programs such as Extended Opportunity and Programs and Services - EOPS ([IIC-9](#)) which includes Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility to Kids – CalWORKs ([IIC-10](#)) Disability Resource Center -DRC ([IIC-11](#)) , Veterans Resource Center ([IIC-29](#)) Job, Entrepreneur, and Career Center ---JEC ([IIC-8](#)) , Transfer Center ([IIC-12](#)) and at the Adult School located off-campus. Other counseling duties include the Early Alert, ([IIC-30](#)), Foster Youth Success Program ([IIC-31](#)), Athletics ([IIC-4](#)), English- As-A-Second Language, online counseling Ask-A-Counselor ([IIC-32](#)) matriculation, and multiple measures assessment.

In addition to individual appointments, group sessions take place during high peak demand. Close attention is placed to students who are on academic probation or suspension and incoming freshman. Counselors also conduct a variety of workshops which include new student orientations, career, transfer, and study skills workshops. Technological assistance is available to students which include Navigate, Degree Works ([IIC-17](#)), ASSIST ([IIC-33](#)), and Cranium Cafe (an online counseling program piloted in spring 2018 and to be implemented in fall 2018).

The college adheres to the KCCCD policies and procedures concerning the Student Success and Support Program. The core services of the Student Success and Support Program (SSSP) are offered to all Porterville College students to promote development and success. The college uses multiple measures placement for English and Math to ensure students have the option to select courses that best reflect their ability to succeed in these classes. Student Services staff work collaboratively with both the English and Math Divisions to communicate and implement the multiple measures assessment placement for incoming students.

All students have the opportunity to attend a college orientation, assessment, and complete abbreviated/comprehensive educational plans. Counselors and Educational Advisors hold weekly meetings for training and updating of policies and procedures. In review of the Community College Survey of Student Engagement (CCSSE) report it noted that only 45.9 of students met with an academic advisor before registering for classes. The College plans to increase the number of students who meet with an academic advisor/counselor ([IIC-34](#)). Therefore, the College will be exploring and implementing strategies to increase the number of students who meet with a counselor/advisor during the year.

### Analysis and Evaluation

The counseling and academic advising services provide an array of support services to enable students to understand requirements for their respective programs including graduation, transfer, and career goals. A number of these counseling and academic services include for example:

- *Online Orientation:* The college now uses COMEVO online orientation ([IIC-35](#)). Students are able to complete the orientation during multiple sittings. This allows students some level of flexibility since the orientation can take up to 45 minutes to complete.
- *Transfer Center:* The Transfer Center is located in a multi-purpose lab, where students have access to literature from colleges and universities, handouts in a variety of subjects, and computers to access additional transfer information. The Transfer Center continues to provide an array of services to students, including individual and walk-in counseling appointments, transfer workshops, and visits and workshops by representatives from 4-year colleges and universities.
- *Articulation:* The articulation officer works closely with Porterville College and university faculty, department chairs, articulation officers, staff and others who contribute to articulation agreements. As a member of the curriculum committee, the articulation officer provides the link between campuses and serve as the liaison between system level offices (Porterville College, CSU, UC, private colleges and universities) for course agreements. Currently Porterville College has articulation with the California State University, University of California and a few private colleges and universities.
- *Athletic Academic:* Student-athletes are required to meet all Porterville College academic requirements as well as the California Community College Athletic Association (CCCAA) compliance standards. Athletic academic counselors offer degree-driven advising, counseling and support services to assist student athletes in successfully managing academics, athletics, personal and social responsibilities as well as career counseling. Athletic academic counseling is student centered as each student-athlete is unique in terms of their educational, career and athletic pursuits and therefore, our role is to aid students in all their collegiate endeavors.

- *Disability Resource Center*: Counselors in the Disability Resource Center (DRC) provide academic counseling as well as crisis counseling and if necessary referral to mental health services. The academic counseling includes developing a Comprehensive Student Educational Plan (CSEP), registration assistance, and using Student Success & Support Program (SSSP) checklists. The DRC provides counseling services to students at least twice during each enrolled semester. The DRC also has a separate orientation for both new and returning students each fall to introduce them to the services and expectations. The department provides Alternative Media and High Tech equipment and devices these include MP3 Audio, large print, Braille, tactile graphics, video captioning and e-text.
- *Job, Entrepreneur, and Career Center (JEC)*: The purpose of the Job, Entrepreneur, and Career (JEC) Center is to assist in the development of a strong, competitive, educated workforce for the community by providing information to new job seekers and a venue for employers to advertise and meet with potential candidates. The center provides academic and career coach advising.
- *Early Alert*: Early Alert is a program that provides the opportunity for faculty to identify students with academic and performance difficulties. After being referred, the student will immediately receive counseling assistance. The counselor will discuss the concerns affecting the student's academic progress. The counselor provides information and counseling services based on the student's needs and makes sure to refer the student to other campus support services.

The counselors and education advisors work to provide counseling and advising services to the general student body and categorical populations of the student body to ensure they know the requirements to meet their educational goals. Additionally, the expanded services of the counselors and advisors equip students to cope with personal difficulties and to acquire the skills, attitudes and knowledge that will enable them to be successful at Porterville College and beyond.

#### **II.C.6**

***The Institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)***

#### **Evidence of Meeting the Standards**

Porterville College accepts all students who would benefit from the instruction and the programs offered. The College admits individuals possessing a high school diploma or its equivalent. The College follows District policies on admission of secondary students as special part-time students or special full-time students ([IIC-36](#), page 10). Prospective students apply online and after processing their applications, the Admissions and Records Office informs students about their next steps and how to complete the core services of the Student Success and Support Program (SSSP): orientation, assessment, and counseling and the completion of an educational plan. ([IIC-37](#))

Porterville College Mission states, “with students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual

curiosity and growth, lifelong learning and prepares our students for personal and academic success.” The College has defined pathways for students whose goals are to earn a degree, certificate and/or transfer. The requirements for pursuing these goals are listed in the Schedule of Classes ([IIC-38](#)), in the PC Catalog ([IIC-39](#)), and on the Degrees and Certificates page of the College website ([IIC-40](#)). In addition:

- Students learn about prerequisites and pathways to complete degrees, certificates, and transfer during orientation and counseling sessions
- Counselors use the catalog to advise students on courses required to complete degrees and certificates
- The Transfer Center, which has a designated counselor, provides resources including transfer university catalogs, workshops, campus tours, and university representatives. The website includes information on articulation agreements and transfer requirements. ([IIC-12](#))
- Online orientation is available for all students. Orientations in-person are also available.
- Online counseling appointments are available for distant education students and/or students unable to commute to the campus.

For international Students, they also have specific application deadlines and requirements for admission ([IIC-41](#)).

The PC Health Careers programs have special admission requirements, which are specified in the catalog and on the division web page. Students interested in applying to these programs must complete the requirements and apply by the deadline ([IIC-42](#)). Career and Technical Education (CTE) programs provide several pathways to careers options. The College provides disclosure information for each of its state-approved CTE certificates. Porterville College offers eight Associate in Arts (AA) and eleven Associate in Science (AS) degrees. For students with transfer goals, PC currently provides eight Associate in Arts for Transfer (AA-T), five Associate in Science for Transfer (AS-T) degrees, fourteen Certificates of Achievement, and thirteen Job Skills Certificates program pathways options for students. Porterville College is exploring other potential transfer degree options such as the elementary education and biology.

Current and prospective students will find information about the careers for which each certificate provides training on the college website. As students meet with counselors to declare their educational goals, the counselors review the requirements for the goal stated in the Catalog and provide any additional information available, such as gainful information data from the department webpage. Once the information is provided to the students, the counselors then develop a Comprehensive Student Educational Plan (CSEP), which provides a complete list of prerequisite, major preparation, general education and (if needed) elective courses. This plan serves as a guide that students follow to complete their educational goals.

#### Analysis and Evaluation:

The College admission policy to admit individuals possessing a high school diploma or its equivalent is consistent with the College mission to “provide our local and diverse communities an excellent educational experience.”



The College employs an articulation officer who works with faculty to establish articulation agreements with transfer institutions. Articulation agreements provide students seamless transfer of credit and define pathways to program completion. The articulation officer helps the College define pathways for general education and associate degrees for transfer to four-year colleges and universities. The Student Success Act of 2012 requires all incoming students receive assessment, orientation, counseling, advising, educational planning and follow-up services. With the launch of our Porterville College's student platform, Navigate, students can explore career opportunities and other information. This platform will help students understand majors in relation to career opportunities. This tool will assist students at the beginning of their educational pathway to successfully make informed decisions that will lead to desired careers.

While Porterville College has made tremendous strides to articulate the various degrees and certificate program options, there is still work to be done in this area. Specifically, information on degree and certificate requirements are sometimes not consistent across the campus. Porterville College will work with all divisions to develop and update programmatic information with the applicable educational pathways and the required coursework details.

Career Coach is also available to students. This online platform program is designed to help find a good career by providing the most current local data on wages, employment, job postings, and associated education and training. The Directors of Admissions and Records at each of the Kern Community College District (KCCD) campuses meet once a month at District Office to review policies, procedures and processes. Meeting minutes are taken and distributed to the Vice Presidents of Student Services, Information Technology staff, and the Vice Chancellor of Educational Services at the KCCD Office.

### **IIC.7**

***The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.***

#### Evidence of Meeting the Standards

Porterville College uses the system-wide CCCApply for admissions applications. This application is an initiative through the California Community College Chancellors Office (CCCCO). The CCCApply application is available on the College website ([IIC-43](#)). Besides the general Porterville College application, the other entities requiring its own separate admission application are the Nursing and Psychiatric Technician programs. Eligible students wishing to apply to the Associate Science Nursing, LVN-Associate Degree, LVN-RN 30 Unit, and Psychiatric Technician programs must complete a separate admission application directly with the Health Careers office. Students can apply for either fall or spring admissions after completing a set of requirements and guidelines set forth by the Health Careers division ([IIC-42](#)). The college also uses Multi-Criteria Screening and ATI (Assessment Technologies Institute) Test of Essential Academic Skills as part of the admission process to the nursing program ([IIC-44](#)).

The college uses the College Board's Accuplacer Online system for English and Mathematics placement. Accuplacer is an approved assessment instrument by the California Community College Chancellor's office ([IIC-45](#)). The instrument also meets Title 5 Regulation Section 55522(a) as a means to avoid cultural and linguistic biases. Although Accuplacer is the

assessment instrument used for the general student population the college also uses the Combined English Language Skills Assessment (CELSA) to place English Learners. The Ability to Benefit (ATB) is also used for students who do not have a high school diploma or General Education Diploma (GED) and are applying for financial aid. Porterville College is a partner in the statewide effort to minimize test biases by offering alternative placement strategies by using multiple measures. Multiple measures placement guidelines are established by the English and math division and are used by counselors to determine appropriate placement when advising students ([IIC-46](#)).

#### Analysis and Evaluation

The College admission application (CCCApply) is available online. For students who may need assistance with the application, the staff in the Admissions and Records office and the Counseling Center is available to assist them with submitting the application. In addition, disabled students may also receive assistance in the Disability Resource Center (DRC). For prospective nursing students the application is available in the months of February for fall applicants and September for spring applicants. For prospective psychiatric technician students the applications are available in the months of June for spring applicants and January for fall applicants. Selection to the nursing program is based on a ranking process which has multiple criteria. Admission is offered to the highest ranking whose documentation supports information provided in the application. Specific information about the selection process can be found in the Associate Science Nursing Program information handout ([IIC-47](#)).

Assessment is a core component of the Student Success and Support Program (SSSP). The assessment is offered during the course of the year and prospective students can make appointments to take the assessment through the Counseling Center. Assessment staff members also visit local feeder high schools to administer the test to high school students who may be interested in attending college while in high school. Placement into courses is a multifaceted process approach to eliminate biases in the Accuplacer instrument. Success predictive measures like grade point average, highest course completed, EAP test scores, and other measures are used in conjunction with the Accuplacer score to provide the student the highest possible placement.

Porterville College currently uses Accuplacer as the testing instrument. However, the college will be transitioning to Next Generation Accuplacer within the next year. The Multiple Measures Assessment Project (MMAP) placement model for assessment/placement has been implemented as an improvement strategy. Math and English faculty as well as Institutional Research are involved in MMAP.



**II.C.8**

***The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.***

**Evidence of Meeting the Standard:**

Student records are maintained in Banner, the software utilized by the KCCD. Banner has been set up to comply with Family Educational Rights and Privacy Act (FERPA) and related issues of security. The District Information Technology staff support Banner and the unique customizations that have been made to the baseline system. Access is granted only to specific technology staff to install new modules or upgrade and fix existing modules. The main Banner server is located at the District Office in Bakersfield in a restricted area that only select information technology staff and security personnel may enter. District system backups are performed on an automatic daily and weekly schedule. Data that is backed up is stored in a fireproof vault in a secure location.

Access to Banner requires the user to enter into the system a username and password, which must be updated periodically. Many Banner functions are not available via the Internet to the general campus staff so staff are limited to accessing the system from a college or District location. In addition to login access using a username and password, Banner has a built-in timeout to prevent inadvertent intrusions. Currently enrolled students can access their registration status and academic histories online. To do so, students must also enter a college assigned email address and password to be able to access the system.

**Analysis and Evaluation:**

The College adheres to strict confidentiality standards as stated in FERPA and Title 5 of the California Education Code ([IIC-48](#), [IIC-49](#)). All student records are kept confidential and destroyed in accordance with the guidelines of the Family Rights and Privacy Act of 1974 (FERPA). The Admissions and Records staff is knowledgeable about FERPA and college guidelines related to student record confidentiality. Information is not released to a third party without written authorization from the student. Enrolled students receive the annual FERPA notification electronically each November at the beginning of the month. The Office of Admissions and Records maintains student master files, including cumulative records. All permanent records maintained by the College are kept in this office. Student Records are backed up on the College's server as well as the District Office.

No student records, other than directory information, will be released without written consent of the student except as authorized by the law. In addition, no directory information will be released regarding any student who has notified the Records Offices in writing that such information shall not be released. The College also maintains a confidential and secure housing environment and provision for a secure back up for all records pertaining to student discipline and grade grievances. Porterville College releases student records in accordance with FERPA and District guidelines. Each office has standard procedures that are followed for the release of information. To ensure that staff members are trained in the area of records confidentiality, the

Director of Enrollment Services reviews a FERPA agreement with all new hires at the College prior to the release of their Banner access.

For security of student records and to comply with legislation, the District uses student ID numbers instead of social security numbers. Information on the release of student records is published in the PC Catalog. Admissions and Records documents are scanned through a digital imaging system, Hershey. Transcripts and other key documents are scanned and stored on this protected server. Any modifications or alterations to student records can only be accomplished by authorized staff in the Admissions and Records Office. Student educational plans created in the Counseling Center using DegreeWorks are stored on a protected server. The College uses Banner to review transcripts, pre-requisites, and assessment scores, which are only accessible to appropriate full time classified staff and faculty.

The Admissions and Records Office tracks student requests for transcripts. Students submit a request ([IIC-50](#)) to Admissions and Records either in hard copy or electronically using Credential Solutions software. If the student requests a transcript manually, the request is entered into Banner to document the date of submission, and physical copies are either picked up or mailed as requested by the student. However, if the student selected to use the automated Credential Solutions TranscriptsPlus system, the transcript is processed electronically for pick up or mailing.

#### Evidence for Standard IIC

- [IIC-1](#) Student Services Website
- [IIC-2](#) Program Review Website
- [IIC-3](#) College Mission
- [IIC-4](#) Library Website
- [IIC-5](#) Online Tutoring/Net Tutor
- [IIC-6](#) Disability Resource Center (DRC) Program Review
- [IIC-7](#) May 2018 Job Fair
- [IIC-8](#) Career Center Website
- [IIC-9](#) EOPS/CARE Website
- [IIC-10](#) CalWorks Website
- [IIC-11](#) Disability Resource Center
- [IIC-12](#) Transfer Center
- [IIC-13](#) Financial Aid
- [IIC-14](#) Learning Resource Center
- [IIC-15](#) Porterville College Website
- [IIC-16](#) Admissions & Records/Online Application
- [IIC-17](#) Degree Wor
- [IIC-18](#) Frequently Asked Questions-Online
- [IIC-19](#) Associated Student Porterville College (ASPC)
- [IIC-20](#) Student Clubs
- [IIC-21](#) Athletics
- [IIC-22](#) Kern Community College Board-KCCD Policy 4F2C
- [IIC-23](#) Student Code of Conduct

- [IIC-24](#) ASPC Constitution & By-Laws
- [IIC-25](#) Student Club Procedures and Reference Guide
- [IIC-26](#) KCCD Board Policy 4F6, p. 44)
- [IIC-27](#) Central Valley Conference, California Community College Athletic Association
- [IIC-28](#) Student Athlete Handbook
- [IIC-29](#) Veterans Resource Center
- [IIC-30](#) Early Alert
- [IIC-31](#) Foster Youth
- [IIC-32](#) Ask-A-Counselor
- [IIC-33](#) Assist
- [IIC-34](#) CCSSEE Report
- [IIC-35](#) Online Orientation
- [IIC-36](#) KCCD Board Policy – Admission & Registration, p. 10
- [IIC-37](#) New & Prospective Students
- [IIC-38](#) Schedule of Classes
- [IIC-39](#) Porterville College Catalog
- [IIC-40](#) Degrees & Certificates
- [IIC-41](#) International Students
- [IIC-42](#) Health Careers Application Requirements
- [IIC-43](#) CCC Apply
- [IIC-44](#) Multi-Criteria Screening
- [IIC-45](#) Approved Assessment Instruments
- [IIC-46](#) Multiple Measures
- [IIC-47](#) Nursing Program
- [IIC-48](#) FERPA
- [IIC-49](#) Title 5
- [IIC-50](#) Transcript Request

# **Standard III: Resources**

### Standard III: Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

#### A. Human Resources

##### III.A.1

*The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

##### Evidence of Meeting the Standard

Porterville College adheres and follows the requirements for hiring of faculty and education administrators as per the California Community Colleges Minimum Qualifications Handbook. Moreover, the College adheres to the Kern Community College District (KCCD) policies regarding faculty, classified, and administrative recruitment. In instances where equivalency for faculty positions are necessary, the Porterville College Academic Senate has an established policy and procedure for reviewing and granting equivalency. For all classified and administrative positions, job descriptions reflect the roles and responsibilities for these positions.

##### Analysis and Evaluation

Porterville College has established consistent hiring practices for all administration, faculty and classified recruitments. Faculty recruitment begins with a participatory governance process that determines the faculty needs for the upcoming academic year. Division Chairs work together with the Academic Senate to rank the program needs for each Division. This ranking is then shared with the College President for final decision. This process determines the recruitment requirements for the campus for the upcoming academic year. This process is more fully explained in Standard III.A.7. Recruitment postings include the minimum qualifications for faculty hiring as outlined in the California State Chancellor's Minimum Qualifications Handbook ([III.A-1](#)) and are posted to the campus and district websites. Kern Community College Board policy ([III.A-2](#)) which is available on the district's website, establishes the recruitment process for faculty positions. Classified and Administrative needs are determined through the program review process. Each department is required, on a regular basis, to complete a program review that outlines the needs for that department. The program review analyzes all needs within the department, technology, facilities, as well as their staffing needs. These program reviews are vetted by the Strategic Planning Committee before being voted on by the College Council.

Staffing needs may be noted in the program review, but the need must align with the campus strategic plan and budget availability before they can be fully acted upon.

Classified staff recruitments follow a procedure outlined within the HR Operational Procedures (III.A-3) that ensure a uniform process across the district. Job descriptions for each classification accurately reflect the expectations for each position and stipulate the necessary qualifications for successful candidates. Classified job descriptions are posted to the district's website. The knowledge and abilities for each assignment, as well as the minimum qualifications and desirable qualities are listed on the recruitment announcement for each posting. Per the classified collective bargaining agreement, the district reviews and updates job descriptions to ensure that the details are accurate and in-line with the goal and mission of the district. Administrative recruitments follow the guidelines established by the Board policy (III.A-4), Section 6). Administrative job descriptions are posted to the district's website (III.A-5). All faculty and staff recruitments are advertised locally and in professional publications, as well as targeted advertising websites.

Candidates who do not meet minimum qualifications or equivalency requirements are not moved forward in the recruitment process. District Office staff verify minimum qualifications through application documents, previous work experience, certificates, and degrees. The panel interviews, skills testing, and reference checks further establish that the candidate meets the qualifications of the assignment. Classified and confidential/management applicants who meet the minimum qualifications or equivalency may be selected for an oral interview, and may be required to perform a skills/knowledge demonstration. Faculty applicants must meet minimum qualifications published by the California Community College Chancellor's Office, or equivalent requirements verified through the equivalency process by the division chair and Academic Senate (III.A-6). Steps to ensure faculty members have knowledge of their subject matter include a review of previous experience and transcripts, interviews, a statement of teaching philosophy as well as a teaching demonstration presented at the time of interview. Interview questions allow candidates to describe their experience in promoting student learning. Teaching demonstrations provide verification of skill. Reference checks verify the applicant's previous experience. Educational verification is provided through transcripts, credentials, and other evidence of minimum qualifications.

### **III.A.2**

***Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)***

#### **Evidence of Meeting the Standard**

Porterville College adheres and follows the requirements for hiring of faculty as per the California Community Colleges Minimum Qualifications Handbook. Faculty job postings include information regarding the assignment, the subject area, requirements for the position, minimum qualifications, desirable qualifications, salary and benefit details, and the applicable application procedures. The faculty collective bargaining agreement outlines professional expectations for faculty.

### Analysis and Evaluation

Porterville College's Human Resources Office ensures that faculty hired possess appropriate knowledge of subject matter and skills. Porterville College uses the State Chancellor's Minimum Qualifications Handbook ([IIIA-1](#)) when developing its faculty job postings to ensure that the applicants understand the state mandated degree requirements to provide instruction at a California Community College ([IIIA-5](#)). Faculty professional expectations include development and review of curriculum, as well as assessment of students' learning. Faculty applicants must submit an extensive application packet through our online application process. Completed applications include our online application form, resume, letter of interest, complete set of transcripts, a philosophy of teaching, and a sample syllabus. This packet of materials assists the district staff and selection committee with assessing whether the applicant has the appropriate degree, experience and expertise to effectively support the mission of the campus and district.

The district human resources staff review the application packets to ensure that the faculty applicant meets the minimum qualifications. If the applicant does not meet minimum qualifications, he or she has the opportunity to apply for equivalency ([IIIA-6](#)). In this case, the Academic Senate President convenes an equivalency committee, comprised of two faculty members within the discipline (in which equivalency is requested), two faculty members outside the discipline, the Academic Senate President, and an administrator as a non-voting member. The committee reviews the applicant's application, including college transcripts, resume, and relevant work experience to determine whether the applicant, through relevant experience in the field, should be granted equivalency. Once a decision is made, the Academic Senate President informs Human Resources. Assuming that equivalency is granted, the applicant may then be considered for a given position.

The screening committee, which is made up of an educational administrator recommended by the College President, two faculty members appointed by the Academic Senate, and the Division Chair of the appropriate discipline, review the application packets to ensure that the applicant's professional experience, along with discipline expertise, skills and abilities are best suited to contribute to the mission of the college. Upon completion of the review, the committee selects applicants to interview. The faculty collective bargaining agreement defines the professional expectations for faculty members within the institution. ([IIIA-7](#)), *CBA Article 4, Section C*) Candidates who do not meet minimum qualifications or equivalency requirements are not granted interviews.

### **IIIA.3**

***Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.***

### Evidence of Meeting the Standard

Porterville College refers to California Code of Regulations, Title 5 to establish minimum qualifications for educational administrators ([IIIA-8](#)). Moreover, all administrative job postings include information regarding the assignment, position requirements, minimum qualifications, desirable qualifications, salary and benefit details, and the applicable procedures ([IIIA-9](#)).



Analysis and Evaluation

As noted in Standard III.A.1, administration staffing needs are determined through the program review process. The College administration ensures that all administrative hiring is appropriate for meeting the 50% law obligations of the college.

Porterville College refers to the California Code of Regulations, Title 5, § 53420 Minimum Qualifications for Educational Administrators ([IIIA-8](#)) which are a Master's degree and 1 year of administrative experience as a basis for the minimum standards, and then expands on that minimum related to the requirements of the position. The online job posting ([IIIA-9](#)) also lists any desirable qualifications for specific positions that may have generalized district-wide job descriptions. Key deliverables and examples of duties are also listed on the job posting to ensure that applicants understand the expectations of the assignment.

All applications are reviewed by district office staff to confirm that the applicant meets the minimum qualifications and has submitted a completed application packet. Human resources staff at the college work with the screening committee chair to establish the recruitment calendar. During the initial screening committee meeting, Human Resources conducts the Equal Employment Opportunities training as well as provides training on the roles and responsibilities of the screening committee.

The screening committee uses all the materials supplied in the online application packet to ensure that candidates who are selected to move forward in the recruitment process have the skills and knowledge necessary to meet the qualifications of the assignment as well as the needs of the institution. Screening committees are encouraged to review the position job description and key deliverables when developing their interview questions and designing interview presentations or written exercises to ensure that the candidates possess the qualifications necessary for the assignment. Candidates participate in an initial interview with the screening committee and then a second-level interview with the President. These interviews are used to ensure that the candidate has the knowledge and skills necessary to sustain and advance our educational programs and services.

**III.A.4**

***Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

Evidence of Meeting the Standard

All job announcements note that per California Code of Regulations, Title 5, all transcripts used to verify minimum qualifications must be from an accredited college or university ([IIIA-10](#)).

Analysis and Evaluation

All online postings for positions that have degree requirements have a note in the Education and Experience section of the posting advising applicants that degrees and credits must be from accredited institutions per California Code of Regulations, Title 5, Section §53406 ([IIIA-10](#)) and that any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service. Applicants provide foreign transcript

equivalency from recognized foreign transcript evaluation services of their choice. District human resources staff review all application packets to determine that the applicants meet the educational requirements posted in the recruitment. Those applicants who list on their application form that they received their degree(s) outside of the United States must include a transcript evaluation. The human resources staff will review the evaluation services' analysis of the foreign transcripts. In order to move forward in the recruitment process, the transcript evaluation must stipulate that the foreign degree earned matches the degree requirements for the position posted.

### **III.A.5**

***The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.***

#### Evidence of Meeting the Standards

The Kern Community College District (KCCD) Board Policy defines the process for performance evaluations for classified confidential and management employees ([III.A-11](#)). Similarly, the criteria for evaluation of full-time and part-time faculty is also defined in the faculty collective bargaining agreement. ([III.A-12](#)) ([III.A-13](#)). The criteria for evaluation of classified staff is also detailed and explained in the classified collective bargaining agreement ([III.A-14](#)).

#### Analysis and Evaluation

Porterville College follows the KCCD Board Policy to ensure that all personnel are comprehensively evaluated. All employee classifications are evaluated on a scheduled basis. Classified confidential and management employees are evaluated per KCCD Board Policy ([III.A-11](#)), Section 6E). Annual evaluations are conducted during the first two years of employment and every two years thereafter. The Board policy indicates that the evaluation report shall form the basis for recommendations for development. The evaluation process includes a written evaluation from the immediate supervisor, a summary of the evaluation survey responses, and a written self-assessment, which includes accomplishments for the current year and goals for the next evaluation period. The survey tool used for classified confidential and management evaluation shall include faculty input for those assignments that have regular interaction with faculty. A copy of the position job description is included with each evaluation packet to provide insight into the required job duties and expectations as well as assisting with the recommended goals for development and improvement. Section 6E7C describes the process when the evaluation results in an unsatisfactory rating.

Full-time faculty and part-time adjunct faculty are evaluated per the process negotiated with the faculty union and is outlined in the current collective bargaining agreement ([III.A-12](#)) ([III.A-13](#)). Full-time faculty are evaluated each year until they achieve tenure. After tenure, full-time faculty members are evaluated every 3 years. Part-time adjunct staff are evaluated during their first semester employed at Porterville College. Those adjunct staff who receive a satisfactory evaluation rating will be placed on a three-year evaluation cycle. However, at any point, if an adjunct faculty receives a need improvement rating, they will receive another evaluation the

following semester. Regular and probationary classified employees are evaluated per the negotiated process between the KCCD and the CSEA union and is stipulated in the current collective bargaining agreement. (III.A-14), Article 13) Probationary classified employees are evaluated three times during their first year of employment (Article 13, 2B). Regular classified staff are evaluated annually (Article 13, 3).

At the start of each academic year, and each semester for adjunct staff, the college human resources department provides a report to administrators listing the staff members to be evaluated and indicates which evaluation cycle the employee is on. For full-time faculty and adjunct faculty, the evaluation cycle determines the type of evaluation tool that will be used to conduct the evaluation. Completed evaluation documents are submitted to human resources and a copy is scanned to the employee. All full-time faculty, part-time adjunct faculty, and classified confidential and management evaluations must also be signed by District Office administration. Fully-executed, scanned copies are emailed to the employees at the end of the process. Evaluation information is recorded in our database system (Banner) for tracking and reporting purposes.

#### **III.A.6 STANDARD REMOVED**

*The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

Not applicable. Standard Removed

#### **III.A.7**

*The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

#### Evidence of Meeting the Standards

Porterville College determines appropriate numbers of faculty positions through periodic program reviews. Porterville College consistently meets its Faculty Obligation Number (FON). The FON stipulates that districts t increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. Porterville College Human Resources determines that all faculty meet minimum qualifications for employment.

#### Analysis and Evaluation

The process for determining staffing levels starts with program reviews completed on a 3-year rotation cycle within each division. Division Chairs assess the needs of their areas, considering such factors as waitlists, FTES, degrees and certificates awarded, cost of additional positions (including salary and benefits), and types of students affected—specifically, transfer, general education, basic skills, vocational instruction, or student services. Program reviews (III.A-16) are reviewed in the division, as well as in several participatory governance committees on campus. These committees include Enrollment Management, Strategic Planning, and Budget. Each year, the Chief Financial Officer provides the district-wide FON requirement, as well as the FON

allotment of each of the three colleges in the district. The district met its obligation of the FON in 2015 – 2016 (370.8 projected/381 actual) and is currently on track--with its planned 60 additional faculty to be hired in 2017—to meet its FON for 2017 – 2018.

The College President and the Chancellor meet to determine the number of full-time faculty positions (both new and replacement) for each college. In the fall, The College President informs the Academic Senate President and Division Chairs of how many positions will be needed for the following academic year. Divisions submit their requests for full-time faculty positions to the Academic Senate President. Each request is supported by specific program review data to form a fact-based rationale.

After the Academic Senate reviews the requests, a follow-up meeting is held to provide the divisions an opportunity to address the Senate directly on their rationales for requesting positions. The College President is invited to the meeting to gain a first-hand perspective of each division's needs. Academic Senate representatives then share the information with their divisions, after which each division develops a prioritized list of faculty positions—ranked from least to highest importance. At the following Academic Senate meeting, this input is used in developing a final list to be submitted to the College President. The College President, after considering the input of the Divisions, as well as the Academic Senate, makes the final decision on which full-time faculty positions will be filled for the following academic year.

In short, the process for determining an appropriate number of faculty positions at the college is a data-driven, collaborative process. Program reviews are initiated in the divisions and are reviewed in various college-wide participatory governance committees before a final decision is made. Lastly, to assure that a sufficient number of faculty (both full- and part-time) are available to meet student demands, when building a schedule of classes for each semester, the Vice-President of Instruction considers waitlists and enrollment trends of the previous academic year. For example, in building a schedule for the spring of 2018, appropriate data from the spring of 2017 is utilized. The goal is to achieve an 80 – 85% fill rate of classes. The end result of this process, as evidenced from the current year, is that the College met its FTES target and growth projections for the 2016 – 2017 academic year.

Porterville College advertises for part-time adjunct instructors continually. Division chairs review the pools regularly to determine if they would like to interview applicants to be moved forward to the adjunct pool. Staffing of adjunct faculty positions is done based on program need. Once it is determined that there is a need for a position, the Chair will contact applicants from the pool to staff the assignments. The college human resources department works with the candidate to clear their new employee paperwork, or to review for updated paperwork if it is a returning adjunct. The recent Faculty Collective Bargaining Agreement established a taskforce to develop a seniority list for adjunct staff. Once implemented, this seniority list will be referred to when placing adjunct faculty in assignments.

**III.A.8**

***An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.***

Evidence of Meeting the Standard

New part-time and adjunct faculty participate in a one-on-one, new employee orientation with Human resources staff. The Porterville College adjunct faculty resource guide provides relevant information to part-time and adjunct faculty ([IIIA-17](#)). Additionally, each division works with adjunct faculty in their respective areas to provide guidance, assistance, and support. Moreover, Porterville College hosts an adjunct orientation each fall semester. The fall adjunct orientation ([IIIA-31](#)) provides information about services, information, and processes pertinent to their role as part-time employees.

Analysis and Evaluation

Porterville College follows the Board Policies and Procedures 5H regarding part-time and adjunct employment. Article 7 of the faculty collective bargaining agreement outlines the evaluation process for part-time and adjunct faculty.

In addition to a new employee orientation that involves a review of all employment paperwork that is conducted at initial employment, part-time and adjunct staff attend a new part-time adjunct faculty orientation conducted by the Department of Instruction. Part-time and adjunct staff are invited to participate in campus flex day professional development events. Although most adjunct staff members have full-time jobs outside of their position with Porterville College, they are invited to participate on college committees and with student clubs as their schedules allow. There is an adjunct representative that serves on the Academic Senate and there is an adjunct representative on the District-wide negotiations team. Porterville College maintains a website page titled *Adjunct Faculty Resources* that provides information regarding absence reporting, how to contact IT for assistance, and directions to the Technology Learning Center that provides a computer lab for faculty and staff only use.

Division chairs work to ensure that part-time and adjunct faculty assigned to their division are integrated into the college by providing campus tours and division area tours to new staff. Division chairs also encourage their full-time faculty to assist part-time and adjunct faculty with maneuvering within the course roster program. The Language Arts division has created a FAQ document that is distributed to new part-time and adjunct faculty. Division chairs are also integral to the oversight and evaluation process for part-time and adjunct faculty. They check-in regularly with the staff member to ensure that the adjunct staff do not have any questions or issues. The Chair also serves as part of the evaluation team, conducting first year evaluations and subsequent evaluations for returning part-time and adjunct staff members per the collective bargaining agreement. The Division Chair also has an active role in the post-evaluation meeting with the staff member.

**III.A.9**

***The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8).***

Evidence of Meeting the Standard:

Porterville College ensures that the college has a sufficient number of staff with appropriate qualifications to support its programs through a program review process.

Analysis and Evaluation:

Porterville College uses the participatory governance process to develop the Educational Master Plan. This plan is reviewed and revised every four years. This plan follows the goals and mission developed through the District and College level strategic plan. The Educational Master Plan is vetted through the College Council, which is a body made up of students, faculty, classified staff and administrators. Department and programs conduct program reviews during which their staffing needs are reviewed. These program reviews are also vetted through the Strategic Plan Committee and the College Council. If it is determined that additional staff hiring is necessary, a recommendation to increase staffing and funding sources is reviewed during the budget process. The Budget Subcommittee of the College Council reviews any recommended expenditures noted during program review and reports back to the College Council.

**III.A.10**

***The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)***

Evidence of Meeting the Standards

Porterville College ensures that the college has a sufficient number of administrators with appropriate qualifications to support its programs through a program review process.

Analysis and Evaluation

As more thoroughly explained in Standard III.A.1, Porterville College uses participatory governance to determine staffing needs as they relate to the needs of the institution. Program reviews are conducted by departments and programs every three years, during which the staffing needs are reviewed and if determined to be necessary, a recommendation to increase staffing is reviewed during the budget process. The decision to increase administrators impacts the 50% law obligations of the college so that is carefully reviewed to ensure no decisions are made that would negatively impact college programs.



**III.A.11**

***The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.***

Evidence of Meeting the Standards

The KCCCD Policies and Procedures are posted to the District's website. All collective bargaining agreements are posted to the District's website. Additionally, the District prepares and posts its reaffirmation of the District's Non-Discrimination/Equal Employment policy annually ([IIIA-18](#)).

Analysis and Evaluation

The Kern Community College District Board Policy is available on the District's website for information and review. Board policy and procedures are developed to adhere to state and federal regulations as well as the current collective bargaining agreements. These policies and procedures are vetted through a shared governance process to ensure that they are consistently implemented throughout the District.

Porterville College adheres to the personnel policies as published in the KCCCD Board Policy Manual and the faculty and classified collective bargaining agreements. These documents are posted to the District's website and are continuously updated as changes occur. Email notification is sent to all employees of the district by General Council staff when a new Board policy has been approved and posted to the website. All new employees are provided with the website link to access their current collective bargaining agreement. Paper copies of these agreements are also available upon request.

KCCCD annually posts its reaffirmation of the District's Non-Discrimination/Equal Employment policy ([IIIA-18](#)). This notice is posted to the District Human Resources website, on public bulletin boards throughout the District and is included in the new employee packet. New employees are also given information regarding sexual harassment and discrimination, workers' compensation and computer use policy as part of their on-boarding process.

**III.A.12**

***Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.***

Evidence of Meeting the Standards

The District promotes and supports diverse personnel through its Board policy regarding Equal Employment Opportunity ([IIIA-19](#)). The District has developed an Equal Employment Opportunity plan and reviews and revises that plan as appropriate ([IIIA-20](#)). The District has established an Equal Employment Advisory Committee that meets throughout the academic year ([IIIA-21](#)).



Analysis and Evaluation

The Kern Community College District Board Policy ([IIIA-19](#)), Section 7D) addresses Equal Employment Opportunity and diversity. The District's EEO statement is listed on our applicant portal for review. The District also distributes to all campuses for posting on campus bulletin boards, as well as posts to the District's website, its annual letter of reaffirmation of the Kern Community College District's Non-Discrimination/Equal Employment Policy. ([IIIA-18](#)) The District follows the Title 5 regulations regarding equal employment. The Kern Community College District Equal Employment Opportunity and Staff Diversity Plan ("EEO Plan") was originally adopted by the governing board on February 24, 2014. ([IIIA-20](#)) The District-wide EEO committee meets monthly to continue to develop processes and procedures and programs that promote diversity throughout the District ([IIIA-21](#))

Each screening committee is provided with EEO training during their first committee meeting. This training covers their roles and responsibilities as a screening committee member. The training also discusses conscious and unconscious bias and strategies to assist the committee member with conducting a knowledge and skills based recruitment.

The Cultural and Historical Awareness Program (C.H.A.P.) ([IIIA-22](#)) at Porterville College promotes historical and cultural awareness through lectures that are sponsored throughout the academic year. These events are open to students, staff and community members and posted on the campus website. In addition to CHAP sponsored events, there are other clubs and activities that promote cultural awareness. The Disability Resource Center presents Disability Awareness month activities. Each spring the College holds a Multicultural Food Fair for students and staff to experience foods from a variety of different cultures. Additional events are held by MECha, Native American Club and the Veterans Club. Porterville College also holds art shows and concerts throughout the year.

**IIIA.13**

***The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.***

Evidence of Meeting the Standards

The Kern Community College District has an established Board policy that addresses the code of ethics ([IIIA-19](#)). KCCD has an established Board policy that addresses unlawful discrimination ([IIIA-19](#)). The District and College websites contain a link for anonymous, confidential misconduct reporting ([IIIA-23](#))

Analysis and Evaluation

The Kern Community College District Board Policy Manual, Section 7 ([IIIA-19](#)) addresses ethical issues. Section 7E specifically addresses the District's Code of Ethics. Beginning in Fall 2015, with the assistance of The Community College League of California, the Kern Community College District embarked on a major project to update its board policies and administrative procedures and align them with changes in laws, regulations and accreditation standards. As board policies are adopted by the board of trustees and administrative procedures are developed, they will be posted on the District's website. Both the District and College websites have a link

for reporting misconduct that connects with the EthicsPoint server allowing for an anonymous and confidential means for reporting criminal acts or policy violations ([IIIA-23](#)).

### **III.A.14**

***The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.***

#### Evidence of Meeting the Standards

Campus faculty participate in scheduled professional development each spring and fall ([IIIA-24](#)) Flex Day agenda. The faculty collective bargaining agreement provides for faculty to participate in professional development activities to advance on the salary schedule ([IIIA-25](#)). The classified collective bargaining agreement provides for classified staff to participate in professional development activities to advance on the salary schedule. ([IIIA-26](#)). Classified confidential and management employees are encouraged through Board policy to participate in professional development activities to advance on the salary schedule ([IIIA-27](#)).

#### Analysis and Evaluation

Faculty – Flex days are held each semester as an opportunity to provide staff development activities for both full-time and part-time faculty members. ([IIIA-24](#))

There are two days scheduled for Fall and one day in Spring. Full-time faculty may also complete professional development to be used for salary advancement throughout their employment. The CCA collective bargaining agreement outlines the various coursework, activities and outside employment that can be submitted for advancement. Pre-approval is required by the Dean to ensure that the professional development serves the instructional mission and academic needs of our students. ([IIIA-25](#))

Classified – Classified staff are encouraged to continue their education after they have met their probationary period in professional development activities that benefit the employee and the District. The CSEA collective bargaining agreement indicates the guidelines that classified staff must follow regarding their professional development program plan. Full-time classified staff are compensated a one-time payment of \$1,200.00 for each 15 semester units of professional development coursework. Classified staff who work 19 hours or less each week are able to earn \$1,000.00 for each 15 semester units of coursework they complete. Classified staff are able to earn a total of 4 one-time professional development awards during their employment. The District also offers permanent classified staff the opportunity to participate in a retraining program to develop new skills as required for their current or anticipate assignment ([IIIA-26](#))

Classified Confidential and Management employees – Board policy outlines the policy and procedures for classified confidential and management employees to participate in professional development programs after they have served for one continuous year of service with the District. Employees must develop and plan their programs in consultation with their supervisor, selecting courses and programs that are related to their work assignment. Programs must be

finalized by the College President or Chancellor prior to beginning any training or courses. Staff is compensated \$1,200.00 for each 15 semester units to a maximum of 4 one-time payments over the course of their employment with the District ([IIIA-27](#)).

In addition to encouraging staff to continue their education through coursework, Porterville College also offers professional development activities at the campus and access to off-site conferences and training. Porterville College Staff Development Committee is tasked with developing training opportunities for campus staff. The committee uses a survey to determine which training areas are of the most interest to staff members and then uses that tool to set up those requested sessions. Recent training sessions for staff have been held that cover such topics as Independent Contractor processing, Campus Safety and Security, and updates on database system changes. There have been multiple training sessions on Canvas and online teaching strategies offered during the spring and fall semesters and during the summer for all faculty members. The Kern Community College District also provides a Leadership Academy that is open to all staff participation. This academy provides leadership training in all aspects of the district's operations. The training is held from September through May as a series of day-long workshops that involve administrators, Board of Trustee members, state legislators as well as other community leaders.

### **IIIA.15**

***The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.***

#### Evidence of Meeting the Standards

The Kern Community College District has a Human Resources Operational Guideline regarding maintenance and access of employee files ([IIIA-28](#)). The faculty collective bargaining agreement provides information regarding access to employee personnel records ([IIIA-29](#)). The classified collective bargaining agreement provides information regarding access to employee personnel records ([IIIA-30](#)).

#### Analysis and Evaluation

The Kern Community College District Office Human Resources serves as the Custodian of Records for the official personnel files. Campus copies of personnel records are stored in office with door locks. No one outside of HR staff has access to the personnel records. Access by administration to information from the personnel file is allowed based on business need only. Employees can contact the District Office Human Resources to request an appointment time if they, or their union representative, would like to review their personnel file. Both the faculty and the classified current collective bargaining agreements have language that explains the rights of the employees to review their personnel file.

Evidence List for Standard III.A

|                                 |   |
|---------------------------------|---|
| <a href="#"><u>III.A-1</u></a>  | California State Chancellor's Minimum Qualifications for Faculty and Administrators in California Community Colleges  |
| <a href="#"><u>III.A-2</u></a>  | Kern Community College District Board Policy, Section 5   |
| <a href="#"><u>III.A-3</u></a>  | HR Operations Guidelines  |
| <a href="#"><u>III.A-4</u></a>  | Kern Community College District Board Policy, Section 6   |
| <a href="#"><u>III.A-5</u></a>  | Alphabetical Listing of Job Descriptions  |
| <a href="#"><u>III.A-6</u></a>  | Porterville College Academic Senate Equivalency Procedure   |
| <a href="#"><u>III.A-7</u></a>  | CCA Collective Bargaining Agreement, Article 4C   |
| <a href="#"><u>III.A-8</u></a>  | Title 5 Regulations, Section 53420 Minimum Qualifications for Educational Administrators                              |
| <a href="#"><u>III.A-9</u></a>  | Sample Administrative Job Announcement  |
| <a href="#"><u>III.A-10</u></a> | Title 5 Regulations, Section 53406 Requirement for Accredited Degrees and Units; Definition of Accredited Institution |
| <a href="#"><u>III.A-11</u></a> | Kern Community College District Board Policy, Section 6E  |
| <a href="#"><u>III.A-12</u></a> | CCA Collective Bargaining Agreement, Article 6  |
| <a href="#"><u>III.A-13</u></a> | CCA Collective Bargaining Agreement, Article 7  |
| <a href="#"><u>III.A-14</u></a> | CSEA Collective Bargaining Agreement, Article 13  |
| <a href="#"><u>III.A-15</u></a> | CCA Collective Bargaining Agreement, Article 6C2  |
| <a href="#"><u>III.A-16</u></a> | Program Review  |
| <a href="#"><u>III.A-17</u></a> | Porterville College Adjunct Faculty Resource Guide  |
| <a href="#"><u>III.A-18</u></a> | Reaffirmation of District's Non-Discrimination/Equal Employment policy  |
| <a href="#"><u>III.A-19</u></a> | Kern Community College District Board Policy, Section 7   |
| <a href="#"><u>III.A-20</u></a> | Equal Employment Opportunity plan   |
| <a href="#"><u>III.A-21</u></a> | Equal Employment Advisory Committee   |
| <a href="#"><u>III.A-22</u></a> | Porterville College Cultural and Historical Awareness Program (CHAP) website  |
| <a href="#"><u>III.A-23</u></a> | Ethics Point website  |
| <a href="#"><u>III.A-24</u></a> | Flex Day Agenda   |
| <a href="#"><u>III.A-25</u></a> | CCA Collective Bargaining Agreement, Article 11F  |
| <a href="#"><u>III.A-26</u></a> | CSEA Collective Bargaining Agreement, Article 7, Section 9  |
| <a href="#"><u>III.A-27</u></a> | Kern Community College District Board Policy, Section 6D  |
| <a href="#"><u>III.A-28</u></a> | Access to Employee Files by Campus HR Staff   |
| <a href="#"><u>III.A-29</u></a> | CCA Collective Bargaining Agreement, Article 14A  |
| <a href="#"><u>III.A-30</u></a> | CSEA Collective Bargaining Agreement, Article 3   |
| <a href="#"><u>III.A-31</u></a> | Adjunct Faculty Orientation   |

## Standard III: Resources

### B. Physical Resources

#### **III.B.1**

*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

#### Evidence of Meeting the Standards

The Maintenance and Operations Department supports the mission of Porterville College by assuring that the physical resources at all locations where the College offers courses, programs and services are constructed and maintained for compliance of access, safety, security, healthful learning and working environment for all students, staff, faculty and the community at large. The College is located on approximately sixty-five acres and contains adequate grounds to house current programs and services.

The facilities that support the existing educational programs offered at Porterville College include a Library, Learning Resource Center, Theater, Media Center, Trade and Industry building, Career Technology, Child Development Center, Allied Health with a Skills Nursing lab, Fine Arts, Science-Math, and Green House. Physical education and athletics facilities include the Fitness Center a stadium, track, gymnasium, weight room, tennis courts, baseball and softball fields.

Parking has been improved with the renovation of 4 of the 6 parking lots on campus with plans being prepared for the complete renovation of the 5<sup>th</sup> and 6<sup>th</sup> lots (lots A&B). The following projects reported as planned in our last evaluation have been completed.

- Heating Ventilation Air Condition (HVAC) for Science Math, Academic Center, Trade and Industry Buildings ([IIIB-1](#))
- Fire Lane-American with Disability Act (ADA) Parking Lot D ([IIIB-2](#))
- ADA Path of Travel ([IIIB-3](#))
- Fire Lane from the Plano gate to the library ([IIIB-4](#))
- Second Emergency Exit for Learning Resource Center ([IIIB-5](#))
- Roof repair for Science and Math and Child Development Center Buildings ([IIIB-6](#))
- Recondition roofs on Academic Center (AC), Fine Arts (FA), Communication Arts (CA) ([IIIB-7](#))
- Recondition roofs on Trade & Industries (TI), Maintenance & Operations (M/O), Career Technology (CT) Buildings ([IIIB-8](#))

#### Analysis and Evaluation

The Maintenance and Operations Department for Porterville College provides oversight for all Physical Resources on campus. Routine inspections are made for health and safety compliance. The facilities participates in regular Fire Department inspections and has licensed contractors to inspect and maintain the fire protection systems. Security alarms are in place throughout the

College and have been upgraded and expanded to include all buildings on site. Security is provided by two part-time employees and one part-time contracted Porterville Police Department officer. Additional security (III B-9) is provided by the Safety and Security Manager and the College's cadet program. Information is shared between the Porterville College campus and the Kern Community College District (KCCD) District Office and Bakersfield campus public safety departments. The College participates in District Public Safety meetings and conventions. The College also maintains safety and sufficiency of the facilities by ensuring that request for maintenance services are completed and recorded with Maintenance and Operations using the SchoolDude electronic maintenance work order system.

Chemical and hazardous wastes generated from the science program and the maintenance department are properly disposed using the services of North State Environmental. The Maintenance Director meets weekly with the District's Facilities Project Manager to review all projects in planning or construction phases. Areas noted as needed improvement in the last evaluation are noted below.

- Exterior lighting upgrade (III B-10)
- Improve the existing security camera system – complete (III B-11)
- Construct a new chilled water loop with a central chiller plant – complete (III B-12)
- Install a solar panel system on campus property –complete (III B-13)

The College has also installed a new ADA compliant wheel chair lift at Science and Math building plus new flooring and seating in the Theater.

With the passing of Prop 51 and local bond Measure J, Porterville College is preparing for the planning of a new Allied Health facility. Porterville College has generated an updated Scheduled Maintenance Project (III B-14) list which the College started to implement in the winter 2017. These projects consist of HVAC replacements, new flooring and furniture for classrooms. Other projects planned include the renovation of the elevator at the Science Math building which includes the 1<sup>st</sup> and 2<sup>nd</sup> floor men's and women's restrooms that are next to the elevator. An additional ADA compliant wheel chair lift will also be constructed next to the existing staircase to provide additional life and safety related to building evacuations.

### **III.B.2**

***The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission***

#### Evidence of Meeting the Standards

Porterville College continues to maintain, replace, and upgrade its physical resources including facilities, equipment, and materials in order to maximize the effective use of its available support for student learning. Porterville College's most recent Facilities Master Plan was created 2013 (III B-15). A Construction Product Standards for the District was completed December 2013. Additionally, the Porterville College Design Guidelines for construction and modernization was completed 2015. Porterville College is working with Gensler consultants and Porterville College Facilities Planning Committee to prepare an updated Facilities Master Plan. Procedures for



requesting the use of the District facilities are located on the College website. Requestors can submit a Use of Facilities form if they want to utilize any portion of the College facility which includes grounds and athletic fields. The District is exploring improved programs to make the Use of Facilities reservation and calendar more user friendly and improve tracking of events.

### Analysis and Evaluation

The Maintenance and Operation's Department Program Review ([IIIB-16](#)) has been completed, submitted to College Council and approved. Continuing the effort to maintain and upgrade the physical resources the institution has planned scheduled maintenance projects for spring, summer and winter of 2017. Roofing projects are scheduled for summer of 2017 on the Child Development Center and the Science Math building 2<sup>nd</sup> story section. The removal of five (5) high voltage electrical oil switches were completed summer of 2017.

New synthetic turf was installed summer of 2017 on the east end of lot B along College Ave. Parking lots in the back of the College (Lots C, D, and E) and the fire lane were sealed summer 2017. The cooling tower that supports the Science Math chiller plant was reconditioned spring 2017. Lighting retrofit from high amp fixtures to low amp LED's (Phase IV) was completed summer 2017 and into the beginning of the Fall Semester. New campus way finding and directories were installed summer 2017. Parking Lots A and B are being re-engineered for a major renovation which is scheduled for summer 2018. New flooring was installed in the Maintenance and Operations office during summer 2017. New flooring and seating was installed in the theater during the winter 2017. New flooring was installed in the Student Center Conference Room winter 2017. Seating in the Career Technology Forum room CT 1301 was replaced spring 2018. During the 2016-17 year 18 classrooms received new desks and chairs.

The college continues to provide adequate facilities by acquiring, building, upgrading its resources to maintain alignment with current Educational Master Plans ([IIIB-17](#)) meeting the academic needs of the community. The college is currently undergoing the process to update the Facility Master Plan ([IIIB-18](#)) for the campus to insure the needs of instruction and growth. During the academic year, 2019-2020 the institution will seek to improve custodial and grounds services to the campus by enhancing the staffing level. During the academic year 2018-2019, the institution will continue to evaluate improved procedures for managing the facilities use process.

### **III.B.3**

***To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.***

### Evidence of Meeting the Standards

Porterville College Maintenance and Operations attends regular shared governance meetings with College Council, Safety and Security Team, Facilities Committee, Academic Council and other committee meetings to receive and communicate relevant information regarding programs and services offered at the campus. In addition, the Maintenance and Operations Director meets weekly with the District's Facilities Project Manager to discuss, plan and execute projects.



Analysis and Evaluation

Porterville College Maintenance and Operations Department uses reports from the computerized maintenance work order system for tracking a variety of statistics such as: number of work orders completed, types of work orders, equipment maintenance and repair. Porterville College also utilizes data from growth reports provided by the Facilities Master Plan. Each year the institution participates with State of California auditors who conduct a site inspection of the campus and inventories all facilities and equipment rating condition, life expectancy and replacement costs.

During the fall term/academic year, 2018 – 2019 Maintenance and Operations will monitor the Scheduled Maintenance Project list and update as needed. The Maintenance and Operations Department will continue to run a variety of reports to track work order completions. During the 2017-2018 academic year the college has initiated and a new Facilities Master Plan contracting with Gensler and Associates ([IIIB-18](#)).

The College also continues to invite feedback ([IIIB-18](#), [IIIB-19](#)) from community members on its facilities and operations. Feedback from the community will be used to determine actions, priorities, and plans for improvement of the College's facilities and buildings.

**III.B.4**

***Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

Evidence of Meeting the Standards

Porterville College maintains and repairs all facilities regularly based on long-range planning and a strong College communication network. Long-range plans are outlined in a scheduled maintenance project tracking list. Additionally, the Facilities Planning Committee ([IIIB-20](#)) meets regularly to discuss and review projects critical to the College needs. With the passing of Measure J, funds are available to make additional improvements to the college facilities and infrastructure that will support long range planning for the campus.

Porterville College has developed and tracking the Total Cost of Operation (TCO) of the college facilities ([IIIB-21](#)). This report reflects costs associated with Maintenance and Operations employees, and utility costs which are broken down to cost per square foot of campus Assignable Square Foot (ASF).

Porterville College is currently working with Gensler consultants to prepare an updated Facilities Master Plan that is in alignment with our Educational Master plan.

Analysis and Evaluation

Porterville College continues to evaluate plans and improvement goals, projections for the College. Passing of Prop 51 and local bond Measure J is providing financial opportunities to finalize plans for a new Allied Health facility. The institution has also revisited the Scheduled Maintenance list and prioritized projects that best support current programs and facility

requirements. The Maintenance and Operations Department is in the process of updating the College's Facilities Master Plan to be in alignment with our Educational Master Plan.

Evidence for III.B

|                         |  |
|-------------------------|--|
| <a href="#">IIIB-1</a>  | Close out document for modernizing the Science Math HVAC system  |
| <a href="#">IIIB-2</a>  | Close out document for renovation of Parking lot D   |
| <a href="#">IIIB-3</a>  | ADA Path of Travel   |
| <a href="#">IIIB-4</a>  | Fire Lane from the Plano gate to the library   |
| <a href="#">IIIB-5</a>  | Second Emergency Exit for Learning Resource Center   |
| <a href="#">IIIB-6</a>  | Roof repair for Science and Math and Child Development Center Buildings  |
| <a href="#">IIIB-7</a>  | Recondition roofs on Academic Center (AC), Fine Arts (FA), Communication Arts (CA) Buildings                   |
| <a href="#">IIIB-8</a>  | Recondition roofs on Trade & Industries (TI), Maintenance & Operations (M/O), Career Technology (CT) Buildings |
| <a href="#">IIIB-9</a>  | Porterville College Safety & Security  |
| <a href="#">IIIB-10</a> | Exterior lighting upgrade  |
| <a href="#">IIIB-11</a> | Improve the existing security camera system  |
| <a href="#">IIIB-12</a> | Construct a new chilled water loop with a central chiller plant  |
| <a href="#">IIIB-13</a> | Install a solar panel system on campus property  |
| <a href="#">IIIB-14</a> | List of Scheduled Maintenance Projects   |
| <a href="#">IIIB-15</a> | Facilities Master Plan, 2013   |
| <a href="#">IIIB-16</a> | Maintenance and Operations Program Review  |
| <a href="#">IIIB-17</a> | Education Master Plan  |
| <a href="#">IIIB-18</a> | Facilities Planning Website  |
| <a href="#">IIIB-19</a> | Community Feedback on Facilities   |
| <a href="#">IIIB-20</a> | Facilities Committee   |
| <a href="#">IIIB-21</a> | Total Cost of Operation  |

## Standard III: Resources

### C. Technology Resources

#### **III.C.1.**

***Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.***

#### Evidence of Meeting the Standard

Porterville College is devoted to the expansion and development of Information Systems which provide access to technology that support student learning both inside and outside of the classroom. Information Technology (IT) at Porterville College is supported by the local IT department which is headed by the Director of Information Technology ([IIIC-1](#)).

College technology hardware, software and infrastructure support is maintained by the IT support staff consisting of one System Support Specialist II, one System Support Specialist I, one part-time System Support Specialist I, and one Media Technician. The IT department also oversees Web Services which consist of one Website Content Editor. The Commons computer labs are also part of the IT department. Student technology assistance services and Commons Labs monitoring are provided by one full-time and one part-time Computer Lab Assistant. Effective March 2018, the Website Content Editor will be under the supervision of the campus Communications and Marketing Manager.

The College print shop is also part of the IT department. Effective March 2018, the print shop will be under the supervision of the campus Communications and Marketing Manager. Services are provided by one part-time Graphics Technician. Effective February 2018, the Graphics Technician is a full time position. Distance Education support and Educational Media Design services report to the Director of IT. These services are provided by one Educational Media Design Specialist (EMDS). The EMDS provides technical training to faculty, staff, and students in the form of workshops and training sessions. Effective November 2017, the EMDS reports to the Vice President of Instruction. In addition to local support staff, the College also receives IT support from the KCCD IT staff in the form of voice, video, Help Desk Services, Banner support services, web development assistance, Wi-Fi implementation, as well as WAN and LAN support when needed. The IT support staff is responsible for a variety of hardware and software across the entire campus covering all disciplines. IT support staff maintains the Computer Commons Lab of 95 computers and 15 computers in the library for general student use. The staff also monitors and maintains a lab of 40 computers to support Career and Technical Education (CTE) programs and to be used as overflow for the main Computer Commons Lab when it reaches capacity.

The IT support staff maintains a mini-lab equipped with specialized software in the Health Careers Department for students in the nursing programs for testing, assignment and lab practice. Some of the more widely used software programs are also installed in the Commons Labs in order to provide more access for the students of the Health Careers program.

In an effort to provide better student services, the IT support staff is also responsible for a lab of 19 computers to support registration and assessment testing in Student Services. In addition to the Commons Labs and mini labs on campus, the IT support staff maintains three teaching computer classrooms for various classes on campus. There are 30 computers in two of the classrooms and 40 computers in one classroom. One computer classroom is geared toward the Adobe Design Suite for the graphic design, photography, and art classes. However, in an effort to make the lab more versatile, software programs for other classes are also available on these computers. The other two classrooms are equipped with software required for Information System classes and various programs on campus.

IT support staff are also responsible for the maintenance and support of the Learning Center computer lab, which has 30 computers. The Learning Center computers are primarily used for testing and have special web browser locking software which ensures students only remain within the test site when testing, this prevents any unauthorized access to tools or sites which would aid a student in completing an on-line test. The Learning Center also supports student learning through the use of specialized software packages and peer/faculty tutoring. IT support staff ensure that the video conference infrastructure and equipment are working properly when needed for remote video District wide meetings or remote video administrative workshops.

The Disability Resource Center (DRC) maintains a mini-lab of 9 computers with specialized software and hardware to support students with special needs. IT support staff has worked with DRC to designate computers in the library and Commons labs to be dedicated for use by special needs students. Over the past few years, the DRC has expanded their services to support more students by purchasing site licenses for specialized software for deployment on all student computers. The IT Committee ([IIIC-2](#)) is central to the allocation of technology resources on campus. It is comprised of all segments of the campus community, including two administrators, three faculty members, three classified staff members, DSPS representative and one student member. The IT Committee serves as a recommending body to the College Council (CC) ([IIIC-3](#)), which is the main participatory governance body on campus.

Faculty members frequently learn of technology applications in their discussion with colleagues on other campuses or from attending conferences and seminars. Many of these ideas are brought to the IT Committee for discussion, and their reports and recommendations are brought to the CLC. The CLC will vote and make a recommendation to the President. The President will make a decision on the recommendation and notify the Director of IT for implementation. Once a decision is brought to the Director of IT, the director will relay the information and project proposal to the District IT Managers group for discussion and implementation strategy.

With the support of the IT Committee, an IT Plan ([IIIC-4](#)) was developed and updated to help drive technology advancement on the campus. Within the plan, an IT budget that includes the cyclical replacement of instructional computer systems was identified as well as various other policies and procedures that support a student-centered learning environment.

To support student learning and success, the College has established that the advancement of IT

resources is a primary budgetary consideration. An annual IT budget is established for supplies, materials, and licensing, as well as a line item for the cyclical replacement of computers. Emergency funding for catastrophic failure of equipment is allocated as needed.

To standardize systems across the District, the College IT support staff routinely works in coordination with Kern Community College District (KCCD) IT staff on the implementation of various systems in support of student learning programs and services. IT support staff work in coordination with District staff to implement and maintain an Aruba Wi-Fi system throughout the College campus. The Aruba Wi-Fi system provides students, faculty and staff, wireless access both in a secured and unsecured environment in every building on campus.

In the fall of 2015, Porterville College along with Bakersfield College and Cerro Coso College, adopted the new District standard pay-for-print system called Print Manager. This new system allows students to add funds to their printing account directly on the computer they are working on. Students no longer are required to have funds added to a separate pay for print card. In the spring of 2017, the College worked with District IT staff to update a storage area network (SAN) consisting of 64 terabytes of data storage. This storage is available for virtual servers, general network storage, backups and campus security camera video.

In the summer of 2017, IT support staff in coordination with District IT staff, worked to configure a high-speed 20gig backbone fiber infrastructure. This infrastructure will allow higher data rates between campus core network switches. It will also allow for future redundancy in the event of a network equipment failure. The College has established a standard for classroom technology. Each teaching classroom and most conference rooms are equipped with a computer, video projector, and digital document camera. Beginning in the spring of 2017, IT support staff has started to convert computers to the Windows 10 operation system. The standard for classroom computers is Dell computers with i7 processors or better, 8 Gigabytes RAM, 256GB SSD drives, DVD-ROM drive, Windows 10 operating system and all software available in the Computer Commons Lab.

#### Analysis and Evaluation

In January 2017, an Instruction Technology Survey ([IIIC-5](#)) was sent out to college faculty. The survey asked what types of technology faculty are using the classroom for instruction and how technology needs were being met in the classroom.

Porterville College, with the support of the Budget Committee and active participation of the IT Committee, the District IT Managers group, and Director of IT, has ensured that technology is being used to enhance the operational effectiveness of the institution. The IT Committee continues to look at new instructional needs and priorities as needed. The Director of IT continues to seek input from faculty, staff, and students on IT needs, while working with the District Office and other KCCD colleges to bring new technology to the campus.

- On survey question 19:  
*Do you feel that current technology in the classroom is adequate for classroom instruction?*  
39 of the 53 responding faculty agreed technology was adequate.
- On survey question 21:  
*Overall, do you think the Porterville College IT Department meets the demands of technology within the classroom?*  
49 of the 51 responding faculty agreed that the IT Department meets the demands of technology in the classroom.
- On survey question 22:  
*Do you feel that the Porterville College IT Department services technology problems with the classroom in a timely manner?*  
47 of the 52 responding faculty agreed that the IT Department services technology problems in a timely manner.

### **III.C.2.**

***The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.***

#### Evidence of Meeting the Standard

The Porterville College IT Plan (III.C-4) is the leading document for identifying IT needs and requirements of the College. The IT Plan, in support of the Educational Master Plan (III.C-6) and the Strategic Plan (III.C-7), was renewed in 2015 and is due to be updated again in the 2017-2018 academic year. The IT plan describes the IT organization structure; the participatory governance groups the IT staff participates in help to identify college-wide technology needs as they arise. The IT plan and the IT Program Review (III.C-8) outline the IT budget in support of campus-wide technology equipment replacement. The IT plan also outlines the process for providing new/upgraded equipment and software, as well as the process for repairing technology equipment, and the development of the wireless network infrastructure, and board policy guidelines and procedures.

The IT Department purchases, maintains, and supports all campus IT hardware and software. The IT Department maintains an inventory log of all IT equipment (III.C-9). The inventory log is used by the Director of IT for planning equipment replacements and identifying future budget needs. All technology purchases are made through the IT Department to ensure the District and campus standards are maintained and to take advantage of bulk pricing through preferred vendor contracts. The College and the District (III.C-10) work collaboratively to develop and implement District-wide infrastructure equipment standards. Once deployed, the IT support

staff manages and maintains the local network infrastructure equipment and software. The IT Department maintains all data, video, media services, the campus website, computer classrooms, Computer Commons Labs, graphics center, and all other campus information systems hardware and software.

The Director of IT serves on the Budget, Strategic Planning, Facilities Planning, College Council and Administration Council committees in order to facilitate communication about current and proposed projects and IT resource allocations. Through these committees the Director of IT receives feedback on various projects via committee members, as well as program reviews and budgetary request. Depending on the information provided, the Director of IT will either maintain or adjust the resource allocation to better meet institutional requirements. Any technology requests will then be taken to the IT Committee for review. If projects or requests involve district resources, this information is presented to the District IT Managers group for further discussion and direction. This planning, communication, and evaluation process ensures the institution is effectively using IT resources at all levels.

For technical support on equipment or software, all faculty, staff, and students are directed to submit a Help Desk request. The Help Desk is an outsourced 24/7 service. To submit a request, users can call the Help Desk directly or submit a request on-line ([IIC-11](#)). An email job request details is sent to an assigned IT support staff member who will then complete the Help Desk request. They will then log their solution within the work order system and close the ticket. An email of the job solution is then automatically sent to the user requesting the service.

### Analysis and Evaluation

The use of technology plays a critical role in every aspect of the campus. The College continually upgrades systems and infrastructure in order to ensure that services are not interrupted. The College has integrated technology planning with institutional planning and regularly assesses the effective use of technology resources. Program reviews are developed by all programs and service areas on the campus. Program reviews are used to identify requests for technology resources by departments and programs. The District IT Managers group ensures communication about District-Wide projects are discussed and communicated to the appropriate participatory governance groups.

### **III.C.3.**

***The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.***

### Evidence of Meeting the Standard

The IT Department purchases and maintains all computers and infrastructure on the campus to support the development and maintenance its programs and services. Infrastructure includes wiring from standardized Intermediate Distribution Frame (IDF) wiring stations to computers, optical fiber connections from IDF to Main Distribution Frame (MDF), and the Data Center located in the Learning Resource Center (LRC). During the summer of 2017 a backbone fiber upgrade was installed to allow 20Gps connections between core network switches on campus.



---

In the fall of 2017, a third core network switch will be installed on the backbone for redundancy in the event of other core network switch failure.

In addition to the thoroughly interconnected infrastructure of physical wiring, the campus also maintains a state-of-the-art Aruba wireless network for all faculty, staff, and students. The Wi-Fi network is used in all areas of the campus for general internet access as well as connectivity to network resources for mobile laptop carts used in Science and Math classes and connectivity for systems in the Health Careers Department. Internet access is provided to Porterville College via a 300Mbps (1Gbps capable) data circuit to the District Office in Bakersfield, CA. The District Office has a 1Gbps internet connection to the CENIC ([IIIC-12](#)) statewide education network. There is a backup 25Mbps Microwave based WAN connection from Porterville College to the District Office for failover purposes.

The District Office provides IT Security services ([IIIC-13](#)) to help ensure the data network and end point computers are protected against malicious security issues. Services include, firewall protection, anti-virus protection, security monitoring, incident response, DoS protection, vulnerability scanning, single sign-on and security awareness. Porterville College is designated as a disaster recovery site for the District Office. The connection to the District Office is via a separate 1Gbps data circuit. As disaster recovery site, the College can provide some access to critical Banner functions and allows for authentication services for the cloud hosted Canvas Learning Management system. The Canvas authentication service ensures that students and staff have access to the learning management system when the District Office is experiencing downtime.

A computer commons lab was developed for general computer use for all students. The lab is composed of two areas, Commons A and Commons B. All computers in the commons areas are loaded with software needed to support all instructional programs and services on campus. Commons A can be reserved for any program or service as a training lab, testing center, lecture hall, etc. In the event that Commons A is not reserved for any of the above events, it may also be used as overflow for Commons B when it reaches capacity.

Computer systems in the classrooms and Computer Commons Labs are on a campus-wide replacement budget as described in the budget section of the IT plan and Program Review. In order to support the advancement of technology requirements of student programs within the classroom, additional funding was identified to purchase extra replacement computers for two computer classrooms. As a result, all student computer systems on the campus support the latest Windows operating system, Windows 10. All computer systems for faculty, staff and students are protected by the Trend Endpoint Anti-Virus Protection. This protection helps to prevent computer viruses and malware from being installed on local computer systems.

Computers used by students in the classroom, commons areas and library are locked down with Faronics Deep Freeze solution. If a student makes any changes to the functionality of the computer, such as uninstalling a program, deleting system files or installing a program with malware, once the computer is rebooted, the Deep Freeze solution will restore the computer back to the original state as it was when it was installed in the classroom or lab. This solution greatly reduces the number of maintenance issues for the computers. It also helps to ensure

the next student will have access to a fully functioning computer.

### Analysis and Evaluation

The Director of IT works closely with the District IT Managers group to ensure any changes to data networks, security implementations and other district wide infrastructure changes, are fully reviewed and evaluated as to the impact it will have on College and end users. The Director of IT will bring this information to the local IT Committee for input and review. If there are questions or concerns, these are brought forward to the District IT Managers group prior to changes being made and then the project is moved forward through the participatory governance process. The local college infrastructure of network switches is maintained by the IT support staff. If a network switch fails, local staff will evaluate the issue and determine if the problem is a configuration issue or a hardware failure. In the event of a configuration issue, local IT support staff can usually reconfigure the unit quickly. If the issue is a hardware failure, local IT support staff has backup replacement units available for installation. This ensures that there is minimal network connection downtime for users. The bad unit will then be sent to the vendor for repair.

For local maintenance of local college computers and peripheral devices, the first step is for the user to input a Help Desk request, which is then sent to the IT support staff to schedule maintenance for the request. Hardware maintenance requests usually will be initiated by staff or faculty, however students may also notify the Help Desk if they observe equipment which needs service. Staff, faculty and students can contact the Help Desk if they experience problems logging into the network or have password issues.

### **III.C.4.**

***The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.***

### Evidence of Meeting the Standard

The training needs of staff and faculty are addressed in various ways. The Porterville College Technology Learning Center (TLC) ([IIIC-14](#)) delivers high quality technical training, resources, and services to faculty and staff. The TLC is maintained by the campus Educational Media Design Specialist (EMDS). The EMDS delivers one-on-one and workshop based trainings for faculty and staff. Emphasis is placed on using technology to increase teaching effectiveness and student learning.

The EMDS assists with employee use of the lab equipment by appointment and as needed. There is also a binder in the TLC with step-by-step instructions for the most commonly performed functions, in the event that the EMDS is unavailable. On the TLC Website, employees can find job-aids, technology tips, and links to a wide variety of technology training resources. Previous training which the TLC has offered to faculty and staff has covered use of Turnitin, Microsoft Office, Canvas, Clicker use, CCConfer, 3CMedia, Flipped Classroom, Professional Learning Network, and ADA accessibility for Online and Hybrid Courses. Each

summer a Teaching 'n' Technology (TNT) Summer Intercollegiate Institute workshop is coordinated between the district college campus technical trainers and is available to all faculty and staff ([IIIC-15](#)).

Student training on technology occurs in the library; the Computer Commons; the Disability Resource Center, and the Learning Resource Center. Instructional assistants provide support for each of these student labs. Students often receive technology training through courses offered each semester. These may be basic computing courses such as INFS P001 Introduction to Computers, or INFS P052 Introduction to Web Design. In addition to the training opportunities previously mentioned, all employees and students of the College can get immediate assistance with basic technical questions by contacting the help desk, which is available by phone or the Web, 24 hours a day, 7 days a week.

#### Analysis and Evaluation

Clear communication exists between the EMDS, and the Director of IT on the many areas of training required to support student learning. Training is developed based on new technology trends and requests from faculty, staff, and students specific to their needs. As new technology is applied to the classroom either through the direction of the Director of IT or at the request of the faculty, training programs are developed to support the specific technology. At the end of every training program, the Educational Media Design Specialist provides a survey in order to measure if the training program meets the needs of the attendees ([IIIC-16](#)). The IT Committee also discusses campus training needs and will make training recommendations to the Director of IT, who will work with the EMDS on the development of training.

### **III.C.5.**

***The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.***

#### Evidence of Meeting the Standard

Porterville College follows the Kern Community College District board policies regarding the appropriate use of technology in both the teaching and learning process. These include but are not limited to the following:

#### Analysis and Evaluation

Porterville College follows the KCCCD board policies regarding the appropriate use of technology both in the teaching and learning processes. There are numerous policies guiding the appropriate use of technology. The district is currently in the process of re-numbering and organizing the board policies; conforming and streamlining policies.

Policies cover such issues as computer use in distance education, web accessibility, policies and procedures regarding student and employee access. As well as confidentiality (FERPA), nondiscrimination, copyright, dissemination and user acknowledgment, computer and network use agreements ([IIIC-17](#)), and legal disclosure. Porterville College meets this standard.

Evidence for III.C

|                                 |  |
|---------------------------------|--|
| <a href="#"><u>III.C-1</u></a>  | Porterville College Information Technology (IT) Department |
| <a href="#"><u>III.C-2</u></a>  | Porterville College IT Committee                           |
| <a href="#"><u>III.C-3</u></a>  | College Council  |
| <a href="#"><u>III.C-4</u></a>  | IT Plan  |
| <a href="#"><u>III.C-5</u></a>  | IT Survey  |
| <a href="#"><u>III.C-6</u></a>  | Education Master Plan                                      |
| <a href="#"><u>III.C-7</u></a>  | Strategic Plan   |
| <a href="#"><u>III.C-8</u></a>  | IT Program Review  |
| <a href="#"><u>III.C-9</u></a>  | IT Inventory Log   |
| <a href="#"><u>III.C-10</u></a> | Kern Community College District (KCCD) IT Department       |
| <a href="#"><u>III.C-11</u></a> | IT Online Help Request                                     |
| <a href="#"><u>III.C-12</u></a> | Cenic  |
| <a href="#"><u>III.C-13</u></a> | IT Security Service  |
| <a href="#"><u>III.C-14</u></a> | Technology Learning Center                                 |
| <a href="#"><u>III.C-15</u></a> | TNT Summer Institute                                       |
| <a href="#"><u>III.C-16</u></a> | IT Media Specialist Survey                                 |
| <a href="#"><u>III.C-17</u></a> | Network Use Agreement                                      |

## Standard III: Resources

### D: Financial Resources

#### **Standard III.D.1**

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

#### Evidence of Meeting the Standard

Financial resources at the College are sufficient to support and sustain student-learning programs and services and improve institutional effectiveness.

The Kern Community College District (KCCD) distributes the majority of its unrestricted general financial revenues based upon an internally developed allocation model ([IIID-1](#)). The distribution to the colleges mirrors the allocation model (base+centers+FTES) implemented by the State Chancellor's Office following the passage of SB 361. Allocation of funds related to enrollment growth are allocated in the year following the growth. This avoids allocating funds that may not actually materialize. The colleges are then charged back for district-wide expenses based on each college's proportion of funded FTES generated in the previous year.

If the College has unused funds from the previous year, those funds are carried-over to the new fiscal year. This Budget Allocation Model is regularly reviewed by a district-wide Budget Allocation Model Committees since its implementation in the 2007-08 fiscal year. The most recent Budget Allocation Model Committee ([IIID-2](#)) met in 2016 and recommended that the District establish a District-wide Budget Committee ([IIID-3](#))

Since the inception of the model, Porterville College has been able to provide program offerings and services that have maximized the allowable funded FTES for the District. This has allowed the colleges to build up sufficient reserves unanticipated one-time costs and provides funding for anticipated short-term deficits. The College reserves are being utilized to 1) stabilize operations during periods of significant state funding reductions, 2) set aside funding for deferred capital maintenance projects, and 4) one-time expenditures (i.e. emergency repairs).

| <b>Fiscal Year</b> | <b>Beginning Reserve Balance</b> |
|--------------------|----------------------------------|
| 2013-2014          | 4,429,011.40                     |
| 2014-2015          | 5,694,214.00                     |
| 2015-2016          | 6,682,879.75                     |
| 2016-2017          | 7,175,773.40                     |

Porterville College has implemented an integrated planning process leading to resource allocation as explained in described in Standard I.B.9. The College manages its financial affairs

with integrity as detailed in a Budget Process Narrative ([IIID-4](#)). The College follows defined budget oversight procedures and budget development processes outlined in a Budget Development Calendar ([IIID-5](#)). The College budget process requires that all budget unit requests identify alignment with the College Mission ([IIID-6](#)), Strategic Plan ([IIID-7](#)), California's core mission areas, and program review goals ([IIID-8](#) and [IIID-9](#)).

Also, the College's Core of the Core Task Force's recommendation ([IIID-10](#)) to annually review key fiscal indicators. The Budget Committee implemented this recommendation and utilizes the Fiscal Crisis and Management Team's (FCMAT) Fiscal Health Risk Analysis for Community Colleges ([IIID-11](#)) as a tool to manage the College fiscal affairs in a manner annually ensures fiscal stability.

In addition to the general fund allocation, the College receives restricted categorical funds and seeks grants. Categorical and other grant funds are allocated based upon the respective program plan and aligned with institutional and program review goals.

### Analysis and Evaluation

Minor revisions to the budget timeline and budget review documents have clarified the process and strengthened the relationship between budget decisions and program review. Prudent planning and oversight have permitted the College to maintain a modest and fiscally responsible reserve. Annual meetings with the district CFO have engendered clear communication, healthy dialogue, and a reasonable level of trust between the District Office and those responsible for the College budget process, financial decisions, and fiscal health.

The College Budget Committee has some concern about district-wide long-term financial planning, primarily related to growth, the 50% law, and the Full-time Faculty Obligation Number (FON). One concern is that rapid growth in district enrollment and FON may not be sustainable for the District over the long-term. For this reason the College welcomed the institution of a district-wide budget committee in fall 2017 as recommended by the Budget Allocation Model Committee. This committee is needed to enhance "communications and input about the District budget premises and assumptions used to guide the development of College budgets and better understand and vet the District Operations budgets".

As one of the two smaller colleges in the KCCCD, Porterville College recognizes that its budget is necessarily impacted by choices made by budget decisions made by the District Office and Cerro Coso and Bakersfield colleges. The College Budget Committee is confident that the District-wide Budget Committee dialogue will enhance the College's ability to accurately forecast and plan for its future.

As faculty salaries comprise one of the major expenditures of the college, the decision of which positions to replace, as well as the disciplines of incrementally new faculty members is an important consideration for long-term budget planning. Since the College's last accreditation, the Faculty Senate has revised the process through which faculty positions are recommended, reviewed, and prioritized. The Faculty Senate's attention to how any replacement or incrementally new faculty position impacts college goals and enrollment growth have increased

campus awareness of the implications (including budget implications) of faculty hiring decisions

### **Standard III.D.2**

***The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.***

#### Evidence of Meeting the Standard

Porterville College's mission and strategic plan are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. As described above in Standard I.A.3 and Standard III.D.1, this regular review ensures that goals for institutional improvement are kept updated for every annual budget cycle to guide decision making about resource allocation.

As mentioned in Standard I.B.9, the building of the yearly budget begins in the fall after budget managers completing their Annual Program Review Update and Budget Worksheet ([IIID-12](#)) for the next fiscal year. As stated immediately above in Standard III.D.1, the College budget process requires that all budget unit requests identify alignment with the College mission, strategic plan, and program review goals. Annual Program Review Update and Budget Worksheet allows budget managers an opportunity to present data to update student learning outcomes, service area outcomes or program goals and budget requests since the unit's last program review. After the section and division review, worksheets are uploaded to a virtual drop box. At this point, technology requests included in program budgets are retrieved by Institutional Technology (IT) for further review and analysis (the resource request analyses). IT will prioritize requests and confirm alignment with the College IT Plan ([IIID-13](#)). The Budget Committee also reviews management's recommendation for additions, deletions, and/or restructuring of classified and management positions to ensure they are based on documented and long-term institutional needs and plans.

At this point, requests are considered by the Budget Development Committee. A participatory governance committee, this group is composed of management, faculty, classified, and student representatives ([IIID-14](#)). The Budget Committee's charge ([IIID-15](#)) is to annually review and recommend a tentative budget to College Council for discussion. The Budget Committee reviews requests using a rubric ([IIID-16](#)). This process generally takes place from mid-February to mid-April ([IIID-46](#)).

Additionally, the Faculty Senate reviews and prioritizes all new and replacement faculty position requests and forwards recommendations to the President ([IIID-17](#)). In April, the college budget recommendation is submitted to College Council for review ([IIID-18](#)). The College Council includes representatives of all employee groups, as well as students ([IIID-19](#)). If endorsed by College Council, the president submits the recommendation to the KCCD board of trustees for adoption. Ultimately, the president has final authority in approval of the budget, at the college level.



Evaluation of this process for effectiveness is both formal and informal. Formally, the Budget Committee self-reviews the Budget Calendar at each meeting to make recommendations for revisions, adjustments, and streamlining. An improvement that came out of that review in 2017 was to modify the Budget Committee's rubric to create an instructional and non-instructional rubric to aid in budget review. Informally, the College website has included a Budget Suggestion Drop box ([IIID-20](#)) through which any member of the campus community can ask a question or make a budget-related suggestion. These suggestions are reviewed at the Budget Committee meetings, where, when appropriate, responses are formulated, and responsibility for response is assigned. This budgeting process assist the institution in effectively utilizing its allocation and other fiscal resources to ensure sound financial practices and financial stability.

Upon approval by the KCCD board of trustees, budget information is distributed back to Budget Committee and campus ([IIID-21](#)) by the Vice-President of Finance and Administrative Services. Budget managers receive monthly financial reports electronically based on their assigned budget responsibility ([IIID-22](#)). These reports give detailed variance analysis between budgeted, expended, and encumbered funds indicating remaining budget balance by account. Training for budget preparation ([IIID-23](#)) and monitoring ([IIID-24](#)) are provided to new budget managers and to current budget managers on an as-need-basis. Additional reports are available for campus administrators and the KCCD managers. Also, financial reports are disseminated to update the campus on categorical programs and economic conditions at the state, district, and local level (Fall Flex Day ([IIID-25](#)) and Mid-Year Budget Newsletters ([IIID-26](#)). The Budget Committee reviews and frequently assist in preparing these fiscal presentations and publications. Also, the Budget Committee invites the District CFO to campus each spring to an open forum ([IIID-27](#)) to address questions and concerns related to the College budget, the KCCD budget, and/or long-term financial indicators To ensure the productivity of these meetings, the committee provides the CFO and/or Chancellor with a list of questions and concerns developed by the Budget Committee. These meetings with the CFO and/or the Chancellor are typically open to the campus community.

As stated above in Standard IIID-1, Porterville College has gradually built an unrestricted reserve. The Budget Committee reviews the reserve each year to maintain the campus at a sustainable level in terms of course offerings and student services ([IIID-28](#)). The College encourages staff and faculty to develop grants and contracts as a means to supplement program funding. Additionally, the board of trustees has established minimum level of reserves, district-wide, at 15% of unrestricted expenditures ([IIID-29](#)).

#### Analysis and Evaluation

In response to former weaknesses in this area, the College has made a number of changes to integrate budget and planning. These changes are evidenced further in following sections.

**Standard III.D.3**

*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets..*

Evidence of Meeting the Standard

The institution clearly defines and follows its guidelines and planning for budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

At the district level, KCCD follows board policy 3A Budget Development in its financial planning and budget development. Each year, following board of trustee approval, the District issues a budget development calendar that identifies key due dates for budget development ([IIID-30](#)). The Chancellor's Cabinet and the KCCD Consultation Council ([IIID-31](#)) are presented with and given an opportunity for input on the district operations budget prior to submission to the board of trustees. Consultation Council is the district-wide participatory governance committee and includes representation from all constituent groups. Further opportunity for input from constituency groups is afforded at the tentative and adopted budget workshops held immediately prior to their respective budget adoption ([IIID-32](#)).

At the college level, as outlined above, Porterville College guidelines and integrated planning ([IIID-33](#)) for budget development are delineated in the Porterville College Budget Planning Calendar ([IIID-5](#)) and described in the Porterville College Budget Narrative ([IIID-4](#)). Both documents are reviewed and updated annually along with all other budget forms that are included in the Budget Committee New Member Orientation Packet ([IIID-34](#)). Fiscal presentations are provided to the campus and all employee groups are encouraged to attend these presentations ([IIID-35](#)).

Analysis and Evaluation

The College meets this Standard. Several changes in the budget process adopted by the College Council have closed the planning loop to ensure that all campus units recognize the importance of linking budget to planning. One change is the requirement that the Annual Program Review Update and Budget Worksheet be reviewed by the appropriate administrator to determine that the program review goals and budget requests are in alignment with institutional planning prior to submission to the Budget Committee. The Annual Program Review Update and Budget Worksheet adopted in fall 2017 is the latest of several iterations, the College anticipates that its use will effectively integrate financial and institutional planning.

After the College has completed the 2018-19 budget cycle, the Budget Committee will review and assess the extent to which the current process succeeds in integrating financial and institutional planning and recommend to the CLC any needed changes. The Budget Committee will conduct this review and assessment on an annual basis.

**Standard III.D.4**

***Institutional planning reflect realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements***

Evidence of Meeting the Standard

To expand on Standard III.D.1, the District distributes the majority of its unrestricted financial resources based upon an internally developed allocation model that mirrors the allocation model utilized by the CCCCO. This model was collegially developed with all district stakeholders and has been evaluated regularly since its inception. The model was evaluated in 2015-2016 and the District-wide Budget Committee recommended another review if a new funding formula is approved in 2018 (IIID-3). At the time of the writing of this self-evaluation report in spring 2018, the model includes an initial allocation based upon the size of the college and of state-recognized educational centers. The remaining majority of funds are allocated based upon funded FTES generated at each college. The District's operating costs are budgeted based on functional service needs are charged back to the colleges based upon projected funded FTES (IIID-1).

The district operations that provide centralized services to the colleges develop their budgets based upon their functional service role. The services provided are based upon college-specific functional service needs and requirements in the areas of Chancellor's Office, Business Services, Information Technology, Educational Services, Human Resources, and Facilities (IIID-36). As stated above, the colleges provide input into the District operations budget through the Chancellor's Cabinet and chancellor's Consultation Council (IIID.31).

Porterville College historically has taken a conservative approach when developing revenue and expenditure projections with respect to the budget. The College has consistently placed student learning and student success for transfer, basic skills, and career and technical education students at the center of budget planning and prioritization. Thus, the need to link financial planning to state and institutional goals has become paramount. The Budget Development Committee considers support of college strategic plan, historical expenditures, level of explanation in the unit/section/division plan, progress towards previous initiatives, and other available funding sources. Also, the Budget Committee is kept apprised of all state, District, and administrative decisions that impact the current and future college budgets. This allows the Budget Committee to make recommendations to the College Council based on the most up-to-date and accurate assessment of financial resources and expenditure requirements. Consideration is made for on-going commitments versus one-time costs. This can clearly be seen in the Budget Committee's April 2015-2017 open forum presentation that outline the College's budgeting processes. These presentations were delivered to several campus units (IIID-37).

Restricted program funds are typically allocated based upon the rules and regulations associated with the specific categorical program, grant requirement or specific designated purposes. The College budget managers monitor these budgets to ensure balanced budgets.

### Analysis and Evaluation

With prudent spending and forward thinking, KCCD and the College has done an exemplary job in managing its financial resources. However, the Budget Committee and the College Council must continue to evaluate the sustainability anticipated fiscal commitments. The College must also continue its search for grants and partnerships, always keeping in mind the long-term financial obligations created by these means of developing financial resources.

During the last several years, the College made the decision to utilize college reserve to fund one-time expenses or other identified areas of need on both qualitative and quantitative data drawn from program reviews and other relevant sources. However, with the projected CalSTRS and CalPERS obligations and increasing benefit cost this may not be sustainable. The Budget Committee will request that the District-wide Budget review best practices that address the ongoing increases in labor and benefit costs. Along with each year's budget, a Sustainability Report will be prepared for College Council that provides recommendations to effectively utilize fiscal resources in pursuit of the college mission.

### **Standard III.D.5**

***To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decisions making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems***

### Evidence of Meeting the Standard

The Kern Community College District (KCCD) has established fiscal controls in place for all financial transactions. Board policies 3A2 through 3A12 outline specific control policies for all district operations ([IIID-37](#)).

The District utilizes Banner, an administrative software application, as its official system of record. Banner Finance, using appropriate internal controls, maintains and tracks all financial activity. An organizational hierarchy structure is in place to secure data ([IIID-38](#)) and properly route financial transactions through approval queues and obtain spending approvals at appropriate budget levels. Segregation of duties occurs at both the district office and at the colleges. Bank fund transfers (i.e. electronic wires, ACH, etc.) and check distributions (B-warrants, Payroll-warrants) require written approval and review by the Director of Security. Financial transactions are posted daily and allow District accounts to be viewed in a timely fashion. This process allows for multiple levels of review and data security. Employees may also extract various financial reports from Banner or the KCCD website.

Porterville College oversees its financial processes in conjunction with the KCCD Business Services department. Improvements in the system occur in a number of ways. The three college vice presidents of finance & administrative services, the District Director of Accounting Services, and the District CFO meet weekly to review current fiscal issues at the colleges and district operation. Once a month, a face to face meeting is conducted to review issues in depth ([IIID-39](#)). Also, the College works with the District Office to implementation compliance and

audit recommendations to strengthen internal controls. College budget managers have access to regular (monthly) budget reports for fiscal program review.

An annual audit ([IIID-40](#)) of the KCCD financial statements is conducted by an independent CPA firm. The financial statements are the responsibility of the District's management. For the year ending June 30, 2017, the KCCD received an unqualified opinion. The financial statements presented fairly, in all material respects, the respective financial position of the business-type activities of the KCCD, as of June 30, 2017, and the respective changes in financial position and cash flows, for the year then ended in conformity with generally accepted accounting principles. Procedural changes have been implemented as a result of the annual external audit to strengthen internal controls or to reflect new regulations (i.e. travel guideline and claim for travel reimbursement) ([IIID-41](#)).

#### Analysis and Evaluation

The Banner Finance system enables all fiscal managers to track financial activity such as purchase orders, budget transfers, and expenditure transfers. The District and College monitors financial transactions regularly to ensure compliance with regulations and policies. The District and College financial management practices provide an adequate internal control structure.

#### **Standard III.D.6**

***Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflects appropriate allocation and use of financial resources to support student learning programs and services.***

#### Evidence of Meeting Standard

Porterville College's budget process accurately reflect allocation and use of financial resources that have been approved through the planning process to improve student learning and support the mission and strategic goals. As explained above, the college Budget Development Committee uses this information to tie resource requests to initiatives and develop an annual budget to recommend to College Council. The College and the District provide training to staff regarding purchasing, budgeting, and fiscal management of funds complying with appropriate best practices/procedures.

As explained in Standard III.D.7, the College's financial records are audited as part of the comprehensive annual KCCD external audit. In addition, KCCD's external financial reports and 311Q/311A reports document all of the District's financial transactions ([IIID-42](#)). The 311Q reports are reported to the board of trustees quarterly. The 311A and the annual external audit are presented to the board in respectively ([IIID-43](#))

#### Analysis and Evaluation

Financial management is sound and credible as seen in the fiscal financial audits of Porterville College and the Kern Community College District. The Banner financial management system serves well in documenting appropriate transactions for financial allocations and resources utilized to support student learning programs and services. Porterville College follows policies and procedures set by the KCCD to ensure internal controls are effective and various levels of budget/spending authority are established to provide multiple reviews of financial transactions.

**Standard III.D.7**

***Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.***

Evidence of Meeting the Standard

Porterville College, as part of the Kern Community College District (KCCD), undergoes an annual external audit each fiscal year (IIID-40). In addition to the overall opinion of the District's fair presentation of the financial statements and tests of internal controls, the scope of the audit includes individual campus activities and tests of compliance with laws, regulations, contracts and grant agreements. The external auditors communicate their findings to the Director of Accounting Services of the KCCD. To the extent that audit recommendations strengthen internal controls and/or improve financial procedures, the College or District implements corrective action if they are feasible, reasonable, and cost effective. The College's responses are included in the publicized financial statements. (IIID-44)

Analysis and Evaluation

Annual external audits are used to identify any shortcomings within the internal controls and the Chief Financial Officer and Director of Accounting Services notify appropriate programs to prepare corrective action plans when required. External audits have not warranted a response over the past several years. Audits demonstrate the integrity of financial management practices.

**Standard III.D.8**

***The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of the assessment are used for improvement.***

Evidence of Meeting the Standard

As indicated in Standard III.D.5, to evaluate financial management processes on a regular basis, the College's Vice President of Finance & Administrative Services, District's Director of Accounting Services, and the District CFO meet weekly to review current fiscal issues impacting the operations of the colleges and the District (IIID-45). In addition, the District's Director of Accounting Services meets with the colleges' accounting managers weekly to further discuss and review financial matters. Recommendations and concerns that are identified by the accounting managers group are forwarded to the CFO and Vice Presidents of Finance & Administrative Services for action or information. For another independent and objective source, the KCCD will periodically contract with external entities to conduct operational evaluations of Business Services functions. This provides another means of evaluating the financial management processes.

Annual audits (IIID-40) serve as primary external sources for evaluating the financial management processes of Porterville College and the District. The District and the College use any findings and feedback from these audits to improve financial management systems.

The KCCD Board of Trustees approves both a tentative budget and an adopted budget each fiscal year. The District files annual and quarterly financial reports with the State Chancellor's Office (IIID-42).



Although the College’s Budget Committee meets regularly to develop and plan the College’s annual budget, part of this committee’s charge is also to review and update processes and procedures to make recommendations on the development of the College budget. The committee identifies potential areas for analysis of cost savings or effective use of resources and evaluates the fiscal impact of proposed institutional plans and other policy-level actions. As indicated the Budget Committee also reviews financial information for the purpose of monitoring and assessing the College’s fiscal condition ([IIID-46](#)).

### Analysis and Evaluation

The College, along with the KCCD, undergoes an annual fiscal audit not only to receive a review and opinion on the District’s financial statements, but to use the results of the audit to make improvements and changes to its financial management processes. Budget managers, the Budget Committee, and the entire Porterville College community receive timely and comprehensive financial data to make sensible budgetary decisions. The College’s Vice President of Finance & Administrative Services and Accounting Manager meet weekly with their respective District and college-campus counterparts to discuss financial matters, evaluate the financial management systems, and make improvements as needed.

### **Standard III.D.9**

***The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.***

### Evidence of Meeting the Standard

The institution has sufficient cash flows and reserves at the college and district level to maintain stability.

Following Board Policy 3A1A6 ([IIID-29](#)), the District maintains unrestricted general fund reserves of at least 15% based on Government Finance Office Association (GFOA) Best Practices. The colleges within the KCCD shall also maintain a minimum reserve of 3%. The purpose of these reserves is to provide resources for cash flow management, unfunded liabilities, risk mitigation, significant emergencies, and a buffer against future budget reductions. Additionally, in developing the annual budgets, KCCD has historically taken a conservative approach by implementing worse-case scenarios in state funding projections.

The District’s historical reserve balance, as adopted by the Board of Trustees is as follows:

|                       | 2013/14     | 2014/15     | 2015/16     | 2016/17     | 2017/18     |
|-----------------------|-------------|-------------|-------------|-------------|-------------|
| Adopted Reserve       | 11,569,774  | 14,045,865  | 27,269,792  | 26,328,129  | 27,779,204  |
| Adopted Expense       | 105,528,815 | 110,831,965 | 120,664,535 | 128,131,276 | 139,504,199 |
| Percentage of Reserve | 10.96%      | 12.67%      | 22.60%      | 20.55%      | 19.91%      |



In addition to using reserves, the District can utilize Tax Revenue Anticipation Notes and certificates of participation (COP) debt repayment funds to manage cash flow. Should the need arise, the District has access to these short-term borrowing vehicles to meet financial obligations and maintain stability.

To manage risk, KCCD participates in three joint ventures under joint powers agreements (JPAs) with the Self-Insured Schools of California Workers' Compensation Program (SISC I), the Self- Insured Schools of California Property and Liability Program (SISC II), and the Self-Insured Schools of California Health Benefits Program (SISC III). Coverage includes health, property, liability/auto, crime and boiler/machinery insurance. In addition, the District requires all contractors who provide on-site services to submit insurance certifications and indemnification coverage to insure against risk.

Porterville College historical reserve balance, as adopted by the Board of Trustees is as follows:

|                       | 2013/14    | 2014/15    | 2015/16    | 2016/17    | 2017/18    |
|-----------------------|------------|------------|------------|------------|------------|
| Adopted Reserve       | 3,544,499  | 6,063,283  | 6,009,446  | 5,878,714  | 6,286,073  |
| Adopted Expense       | 17,860,945 | 18,558,361 | 20,124,649 | 20,502,513 | 21,419,426 |
| Percentage of Reserve | 19.8%      | 32.7%      | 29.9%      | 28.7%      | 29.3%      |

Porterville College maintains a larger unrestricted general fund reserve balance than is required by Board policy to ensure funds are available to meet operational needs and provide needed programs and services to students. The College has intentionally maintained a reserve balance that permits for proactive planning as opposed to reactionary fiscal management. Annually, the Budget Committee analyzes the reserve and identifies potential fiscal risks (IIID-47).

#### Analysis and Evaluation

The institution's level of unrestricted fiscal reserves is adequate to meet financial emergencies and unforeseen occurrences.

#### **Standard III.D.10**

***The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations for foundations, and institutional investments and assets.***

#### Evidence of Meeting the Standard

Budget managers continually monitor allocations, income, and expenditures from all internal and external funding sources. The vice-presidents, deans, directors, and the District Accounting Office provide additional oversight. The District coordinates with the colleges in overseeing the institutions various financial reporting and management obligations.

Porterville College's Director of Financial Aid and Scholarships oversees the College's financial aid programs. As required by law, the financial aid program undergoes an annual

compliance audit. The District is responsible for drawing down and distributing the financial aid funds. Part of this process includes reconciliations between distributions and the awarding process. Any overpayments or reversals of awards are communicated to the Business Service and the College's Business Services Office is responsible for collecting student debts and over payments.

The Porterville College Foundation (PCF), an auxiliary 501(c)(3) corporation, receives donations and charitable gifts for the support of college programs and students. The Finance Committee, operating under the Board of Directors, meets monthly to monitor the PCF's operational budget, approve expenditures, authorize the creation of new funds and endowments, and review financial statements. The Investment Committee, also operating under the Board of Directors, meets monthly to review the Foundation's investments and cash reserves. Furthermore, the PCF has an annual fiscal audit performed by an independent CPA firm ([IIID-48](#)), separate from the KCCD review and annual audit. The majority of funds raised by the PCF go toward providing scholarships for students and other items that the College may not be able to afford, e.g. benches around the campus, and instructional equipment or supplies. Each spring the PCF coordinates with the College in hosting the annual "Academic Scholarship and Awards Ceremony." At the last awards ceremony 119 individual scholarships were awarded that were worth a total of \$164,650.

The College also maintains a Grant Oversight Committee, which is a subcommittee of the College Council. The charge document ([IIID-49](#)) of that committee states that its mission is to "identify the needs of the College and match those needs to available grants. In recent years, the Vice President of Finance & Administrative Services provides College Council with an update of grant initiatives, program/division requests to apply, and awards ([III.D50](#)). The District Accounting Office distributes a monthly grant status report ([IIID-51](#)) to budget managers notifying them of reporting timelines. In coordination with the District's Accounting Office, the College prepares expenditure reports and submits them to the granting agencies as periodically required.

#### Analysis and Evaluation

The College works diligently to ensure all funds—from financial aid to auxiliary organizations—are used to support student learning and programs. Appropriate approval processes are in place to protect the College's integrity and maintain fiduciary responsibility. College budget managers, program coordinators/directors, deans, and vice presidents oversee and manage funding sources to make sure funds are utilized to support the institution's mission and goals. Evidence of proper fiscal management and internal controls may be found in the annual fiscal audit for both the KCCD and the Porterville College Foundation.

Recently, the College has been very conservative in its approach to grant writing due to long-term fiscal sustainability concerns. The subcommittee will scrutinize the feasibility of sustaining and/or institutionalizing grant activities.

**Standard III.D.11**

*The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies plans and allocates resources for payment of liabilities and future obligations.*

**Evidence of Meeting the Standard**

The District Chief Financial Officer directly oversees liabilities and other long-term obligations. The District maintains adequate reserves to ensure financial solvency. In addition to the state required 15% minimum reserve, the District has an obligation to fund post-retirement benefits. The annual Adoption Budget reflects compliance with external standards, including but not limited to GASB, other post-employment benefits (OPEB), the Education Code, Title 5 regulations, Full-Time Faculty Obligation Number (FON), the 50 percent law, EPA funding, etc. Throughout the past six years, the District and College have shown diligence and discipline in budget management.

The College and District operations review and allocate funding to meet their banked load and accrued vacation liabilities ([IIID-52](#)). The internal Kern Community College District budget allocation model allows for stability funding for at least one year when enrollments decline or allocation reductions result in a decline to a college's allocation. This allows sufficient time for the impacted college to evaluate their process and make adjustments. The District Budget Allocation Model ([IIID-2](#)) review provided several recommendations to address short-term and long-term financial priorities to assure financial stability. These recommendations are being discussed at the District-wide Budget Committee ([IIID-3](#)) and financial best practices have been forwarded to Consultation Council and Chancellor.

**Analysis and Evaluation**

At Porterville College, the Vice President of Finance & Administrative Services regularly forecasts short-term financial resources through monitoring enrollment, labor costs, and planned campus expenditures. Following the recessionary practices of previous years, the College has continued to control its discretionary spending even during periods of increases in state funding. Federal, State, and local trends and projected changes are discussed with the Budget Committee. Cost increases are factored into the College budget.

**III.D.12**

*The Institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

**Evidence of Meeting the Standard**

The District follows the employer rates that have been statutorily set for STRS and PERS. At June 30, 2016, the District's proportionate share of net pension liability was \$51.7 million for STRS and \$29.4 million for PERS, for a total net pension liability of \$81.1 million.

The District provides postemployment healthcare benefits for eligible employees who retire with CalSTRS or CalPERS pension benefits immediately upon termination of employment from the District through the Kern Community College District Postretirement Health Benefits Plan (the Plan). The Plan is a single employer Other Post-Employment Benefit (OPEB) plan and obligations of the Plan members and the District are based on negotiated contracts with the various bargaining units of the District.

Actuarial studies are performed every two years. The most recent actuarial study for post-retirement benefits was performed in November 2016, estimating the amount that should be accumulated under the requirements of GASB 45. The District's long-term liability was estimated at \$87.7 million.

In order to reduce the overall cost to the District and to assist with the funding of the obligation, in 2008 the District issued \$85,880,000 in OPEB bonds for the partial funding of that liability and established revocable and irrevocable trust funds.

As a means of supplementing the accrued amount required under GASB 45, the annual required contribution (ARC) is assessed as an employer expense of 0.98 percent on each full-time employee payroll dollar. This fringe benefit rate is assessed to all eligible employees' salaries in all funds, including categorical, grants and contracts, and auxiliary services.

Vacation leave for classified and management employees are capped at a maximum accrual. Load bank activities for certificated employees also have a maximum balance based on the collective bargaining agreement. The District reviews and has fully accrued obligations for employees relating to compensated absences and load banking.

#### Analysis and Evaluation

The District allocates resources to the payment for its long-term OPEB liability through the establishment of revocable and irrevocable trusts. The District fully funds its annual OPEB obligation.

#### **III.D.13**

***On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.***

#### Evidence of Meeting the Standard

The Kern Community College Safety, Repair and Improvement District (SRID) was formed following a public hearing in August 2002. Measure G was placed on the ballot for November 2002 and the electors of the Improvement District approved \$180 million for the construction and rehabilitation of facilities.

The Kern Community College District Facilities Improvement District No. 1 (the "Improvement District") includes all portions of the District located in Kern, San Bernardino, and Tulare Counties. Measure J was placed on the ballot for November 2016 and the electors of the

Improvement District approved \$502,821,000 for the construction and rehabilitation of facilities.

In accordance with Education Code Section 15278, a Citizens' Oversight Committee ([IIID-53](#)) was established to inform the public concerning the District's expenditure of bond proceeds. The committee has oversight for both Measure G and Measure J funds. The committee provides oversight ensuring that 1) bond revenues are expended only for the construction, reconstruction, rehabilitation or replacement of college facilities, including the furnishing and equipping of college facilities or the acquisition or lease of real property for college facilities, and 2) no bond revenues are expended for any teacher or administrative salaries or other college operating expenses.

#### Analysis and Evaluation

The institution determines the level of locally incurred debt and makes appropriate plans to address the debt. The institution ensures that locally incurred debt repayment schedule does not have an adverse impact on meeting all current fiscal obligations.

#### **Standard III.D.14**

***All financial resources, including short-term and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.***

#### Evidence of Meeting the Standard

To ensure the integrity and compliance of financial resources, Porterville College and the KCCD undergo an annual fiscal audit ([IIID-40](#)) that includes an audit of special funds, the Porterville College Foundation (PCF) ([IIID-48](#)), and the Associated Students of Porterville College (ASPC).

Due to a significant increase in the size of grants awarded KCCD and Porterville College, the District has added resources to assist grant directors and managers in complying with ongoing fiscal monitoring, compliance, and other administrative requirements of these grants. District accounting services coordinates and compiles all fiscal reporting to the various agencies administering financial aid, categorical and grant funding ([IIID-51](#)). This report maintains the current status on all reports due to the reporting agency. The purpose of the report is to track the ongoing reporting and to act as a reminder on report due dates. The District often is sometimes unable to timely submit categorical and grant report. However, the College is working with the District on procedures to improve the timeliness of categorical and grant reports.

Through fundraising activities, donations, and other revenue, the PCF resources serve to promote the general welfare of the College by providing instructional support, scholarships to students, and other college support. The ASPC generates financial resources through the sale of student identification cards and other associated student activities. The ASPC expends these funds in accordance with procedures and policies established by the ASPC, the KCCD, and the FCMAT ASB Accounting Manual and Desk Reference ([IIID-53](#)).

In 2017, the KCCD on behalf of Porterville College entered into an agreement with Barnes & Noble College Booksellers LLC ([IIID-55](#)) to operate its bookstore. Barnes & Noble operates the bookstore in a manner that supports the mission and vision of the College. The resources the College receives for the bookstore operations are used to support student development and tutoring costs.

The KCCD on behalf of Porterville College terminated the agreement with the Porterville Unified School District (PUSD) in 2015 to provide food service operations to Porterville College's on-campus population, guests, and visitors. Temporary staff is presently used to operate the food service operations in a manner that supports the mission and vision of the College.

#### Analysis and Evaluation

The institution ensures that the financial operations of all auxiliary activities are appropriately monitored.

#### **Standard III.D.15**

***The Institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.***

Not applicable. Porterville College does not participate in student loan program.

#### **Standard III.D.16**

***Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services and operations.***

#### Evidence of Meeting the Standard

All agreements that the institution enters into are reviewed by college and district management for appropriateness. The KCCD Board Policy Manual 3A4A through 3A4F and Board Procedure 3A4A ([IIID-37](#)), delegates to the Chancellor or designee the authority to enter into contracts on behalf of the District and to establish administrative procedures for contracts and awards. College management reviews all contracts entered into to make sure they are consistent with the College's mission and goals. Before submitting a contractual agreement to the District and the Board of Trustees for approval, a review by Legal Counsel is completed, proper insurance requirements are met, indemnification provisions are secured, and terms and conditions are settled. For contracts that exceed \$88,300, a formal bid process is followed.

The District's purchasing policies define bidding and expenditure limits of purchasing activities. The District Purchasing Coordinator/Analyst coordinates the purchasing process for the entire KCCD. The Purchasing Coordinator/Analyst is in charge of coordinating, researching, preparing, and typing formal bids, quotations, service agreements, and leases. This position also maintains a bidding calendar; puts together invitations to bid packages; and ensures that the District remains in compliance with applicable rules, regulations, and policies.



Following District-wide procedures for purchasing, College personnel submit purchase orders through Banner. Each purchase order routes through an electronic approval process for authorization. Before routing through the appropriate approval queues, the College's Business Services Office reviews purchase orders for proper account coding, sufficient funds availability, reasonableness for purchase, and specific documentation if required through the Compliance Queue. Once purchase orders have successfully routed through the approval queues, the KCCD Accounting Office prints and submits them to respective vendors.

### Analysis and Evaluation

Porterville College, in coordination with the KCCD, ensures that all contractual agreements with external entities are consistent with the institution's mission and goals. KCCD requires that contracts contain termination language that allows for termination of contracts. All contracts are managed in a manner to ensure that Public Contract Code requirements and compliance with federal guidelines.

### Evidence for III.D

|                                |  |
|--------------------------------|--|
| <a href="#"><u>IIID-1</u></a>  | KCCD Budget Allocation Model   |
| <a href="#"><u>IIID-2</u></a>  | KCCD Budget Allocation Model Final Recommendations   |
| <a href="#"><u>IIID-3</u></a>  | KCCD District-wide Committee Recommendation  |
| <a href="#"><u>IIID-4</u></a>  | Porterville College Budget Process Narrative   |
| <a href="#"><u>IIID-5</u></a>  | Budget Development Calendar  |
| <a href="#"><u>IIID-6</u></a>  | Porterville College Mission  |
| <a href="#"><u>IIID-7</u></a>  | Porterville College Strategic Plan   |
| <a href="#"><u>IIID-8</u></a>  | Program Review FAQ   |
| <a href="#"><u>IIID-9</u></a>  | Program Review Process Chart   |
| <a href="#"><u>IIID-10</u></a> | Core of the Core - 2012-13 End of Year Budget Committee Report                                 |
| <a href="#"><u>IIID-11</u></a> | FCMAT Fiscal Health Risk Analysis for Community Colleges Open Forum                            |
| <a href="#"><u>IIID-12</u></a> | Annual Program Review Update and Budget Request Worksheet                                      |
| <a href="#"><u>IIID-13</u></a> | PC Technology Plan   |
| <a href="#"><u>IIID-14</u></a> | Participatory Governance at Porterville College  |
| <a href="#"><u>IIID-15</u></a> | Budget Committee Charge and Composition  |
| <a href="#"><u>IIID-16</u></a> | Budget Request Prioritization Rubric   |
| <a href="#"><u>IIID-17</u></a> | Request for New/Replacement Faculty Position (2015-2016, 2016-17, 2017-18)                     |
| <a href="#"><u>IIID-18</u></a> | College Council minutes showing review of budget, 5/4/17, 5/15/17, 5/15/17, 5/4/2015, 9/15/14) |
| <a href="#"><u>IIID-19</u></a> | College Council Charge and Composition   |
| <a href="#"><u>IIID-20</u></a> | Budget Suggestion Drop Box   |
| <a href="#"><u>IIID-21</u></a> | Budget Committee Minutes (9/15/17, 9/2/16, 4/1/16)   |
| <a href="#"><u>IIID-22</u></a> | Sample Monthly Budget Status Report (Email from Juzar Roopawala and Budget Status Report)      |
| <a href="#"><u>IIID-23</u></a> | Budget Preparation Training  |



---

|                         |   |
|-------------------------|---|
| <a href="#">IIID-24</a> | Budget Monitoring Training  |
| <a href="#">IIID-25</a> | Flex Day Presentations  |
| <a href="#">IIID-26</a> | Mid-Year Budget Newsletters   |
| <a href="#">IIID-27</a> | Open Forum Presentations 2014, 2015, and 2017   |
| <a href="#">IIID-28</a> | Fiscal Sustainability Analysis  |
| <a href="#">IIID-29</a> | KCCD 3A1A6 Board Reserve Policy   |
| <a href="#">IIID-30</a> | KCCD Budget Development calendar  |
| <a href="#">IIID-31</a> | KCCD Consultation Council Agendas   |
| <a href="#">IIID-32</a> | Annual Tentative and Adopted Budgets  |
| <a href="#">IIID-33</a> | Integrated Planning Document (IPAA)   |
| <a href="#">IIID-34</a> | Budget Committee New Member Orientation   |
| <a href="#">IIID-35</a> | Campus Presentation Email Sample  |
| <a href="#">IIID-36</a> | 2018 KCCD Adopted Budget 2018 - District Operations – Centralized Services ,<br>(pages 55-56) |
| <a href="#">IIID-37</a> | KCCD Board Policy 3A2 through 3A12 Fiscal Controls and Procedure 3A4A                         |
| <a href="#">IIID-38</a> | Porterville College Organization Codes  |
| <a href="#">IIID-39</a> | Vice President of Finance & Administrative Services Meeting Minutes Sample                    |
| <a href="#">IIID-40</a> | KCCD Reports Webpage  |
| <a href="#">IIID-41</a> | KCCD Travel Guidelines & Claim for Travel   |
| <a href="#">IIID-42</a> | KCCD Annual Financial & Budget Reports and 311Q Quarterly Financial Status                    |
| <a href="#">IIID-43</a> | KCCD November 2016 Board minutes - Annual Audit and 311A Presentation                         |
| <a href="#">IIID-44</a> | KCCD June 30, 2016 Audit Report (pages 84-87)   |
| <a href="#">IIID-45</a> | Business Manager Weekly Meetings - 2018   |
| <a href="#">IIID-46</a> | Budget Committee Minutes (4/6/18, 2/5/16)   |
| <a href="#">IIID-47</a> | Budget Committee - March 2017 Open Forum Handout  |
| <a href="#">IIID-48</a> | Porterville College Foundation June 30, 2017 Audit Report                                     |
| <a href="#">IIID-49</a> | Grant Oversight Subcommittee Charge   |
| <a href="#">IIID-50</a> | KCCD College Council Agendas (2/5/18 and 10/2/17)   |
| <a href="#">IIID-51</a> | KCCD Categorical/Grant Report Status  |
| <a href="#">IIID-52</a> | KCCD Budget Premise   |
| <a href="#">IIID-53</a> | KCCD Bond Oversight Board Committee Reports   |
| <a href="#">IIID-54</a> | FCMAT ASB Accounting Manual Website   |
| <a href="#">IIID-55</a> | Barnes & Noble Contract   |

# **Standard IV: Leadership and Governance**

## Standard IV:

### Leadership and Governance

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

#### A. Decision-Making Roles and Processes

##### IV.A.1

*Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

##### Evidence of Meeting the Standard

The governing structure of Porterville College is intended to be facilitative, inclusive, and collaborative. Therefore, the College practices participatory governance by making sure that all parts of the campus—students, classified staff, faculty, and administrators—participate in decision-making processes. Committees such as College Council, Budget, Academic Senate, Student Success, Basic Skills and other ad hoc and districtwide committees ensure that members of the entire college can be involved and informed and can contribute their expertise and their insights for the benefit of students, the institution, and the district. A list of campus committees is available on the employee section of the College website ([IVA-1](#)). Student clubs also contribute to our campus community representation and can be found on our website ([IVA-2](#)). Students from clubs are appointed to committees throughout the campus and district so that students can participate and offer their perspective during decision-making.

##### Analysis and Evaluation

Porterville College utilizes constituent participation to ensure collaboration, planning, review, and implementation of programs and services. Through Academic Senate, the College Council, and the Associated Student Body-ASB, and various related subcommittees, there is a cross-sectional participation in discussions and institutional decision-making processes. A recent example of effective planning and participation is evident from the hiring recommendation process conducted by Senate in Nov. 2017 ([IVA-3](#)). Division meetings and program reviews were used for analysis of student needs in each area. Division Chairs then used this data to prepare statements presented at an Academic Senate meeting. These statements were also

recorded for other interested parties. At the second November Academic Senate meeting each division turned in a voting ballot numbered according to importance. The final rankings expressed the faculty needs of the campus in a document that the Senate accepted and then submitted to the college president. The President then made final decisions taking into account the Senate rankings and other budgetary needs of the campus. This was a truly participatory experience—one that is indicative of the Porterville College culture.

#### **IV.A.2**

***The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.***

#### Evidence of Meeting the Standard

Participation in institutional governance occurs through various committee and council representation. All members of the campus community through their respective constituency groups and committees relevant to their role in the College have the opportunity to participate in decisions related to planning, program reviews, budget, student success, and accreditation. Administrators, faculty, staff, and students play a vital role in our campus governance. On our small campus, many are involved with several committee responsibilities so that we can also see the interconnectedness and work together in our administrative, faculty, or classified roles. Student representatives are invited to participate in committees such as the Academic Senate, Curriculum Committee, College Council, and Budgeting. Students are appointed and often participate. Sometimes students struggle with time constraints and may not attend every committee meeting.

#### Analysis and Evaluation

The Porterville College Council includes membership from all aspects of institutional operations: that include the academic senate, classified union, faculty union, administrative unit, student services, enrollment management, education services, and the student body association. This committee uses the concerns and information that has been shared by all constituents in other committees as foundation for the decision-making process.

#### **IV.A.3**

***Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.***

#### Evidence of Meeting the Standard

Porterville College administrators and faculty through policy, procedures, and practice are part of the institutional participatory governance structure. Administrators and faculty collaborate and participate in discussions related to institutional policies, budgeting, and planning specific to their respective areas of responsibility and expertise.

### Analysis and Evaluation

Porterville College currently has a committee structure that includes voices and perspectives across the constituencies. The deans hear fundamental issues from their respective faculty and balance these concerns against state and budgetary constraints. The Budget Committee ([IVA-4](#)) and College Council ([IVA-5](#)) also contribute to a better understanding for divisions and deans overall. In addition, the President, Vice-President, and deans often attend other meetings to present or gain information or perspectives. Clear communication between faculty and administration is key to serving students. In addition, area directors and managers in student services and other areas maintain close contact with the employees they supervise, but also with faculty and student clubs or various committees in their area. For example, when our vice-president of student services recently left for another job, members of that area stepped forward to provide a seamless educational experience for students. When a class for students is needed, administrators and faculty work together to find a reasonable and fiscally responsible solution. The recent development of our music program also demonstrates that faculty listen to student needs and are able to communicate those needs effectively in the current committee structure to administration who seeks to act in ways benefitting students.

#### **IV.A.4**

***Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.***

### Evidence of Meeting the Standard

Porterville College consists of eight academic divisions plus a student services division. The academic divisions include:

1. Career Technical Education
2. Fine and Applied Arts
3. Health Careers
4. Kinesiology
5. Language Arts
6. Mathematics
7. Science
8. Social Science

Each division has a faculty division chair who coordinates the work for the division. Porterville College has three academic administrators who provide oversight of the divisions. Divisions meet on a regular basis with peers to discuss and review topics related to curriculum, program review, and student success. Furthermore, faculty meet with administrators to discuss their respective areas, faculty needs, student needs, and relevant issues.

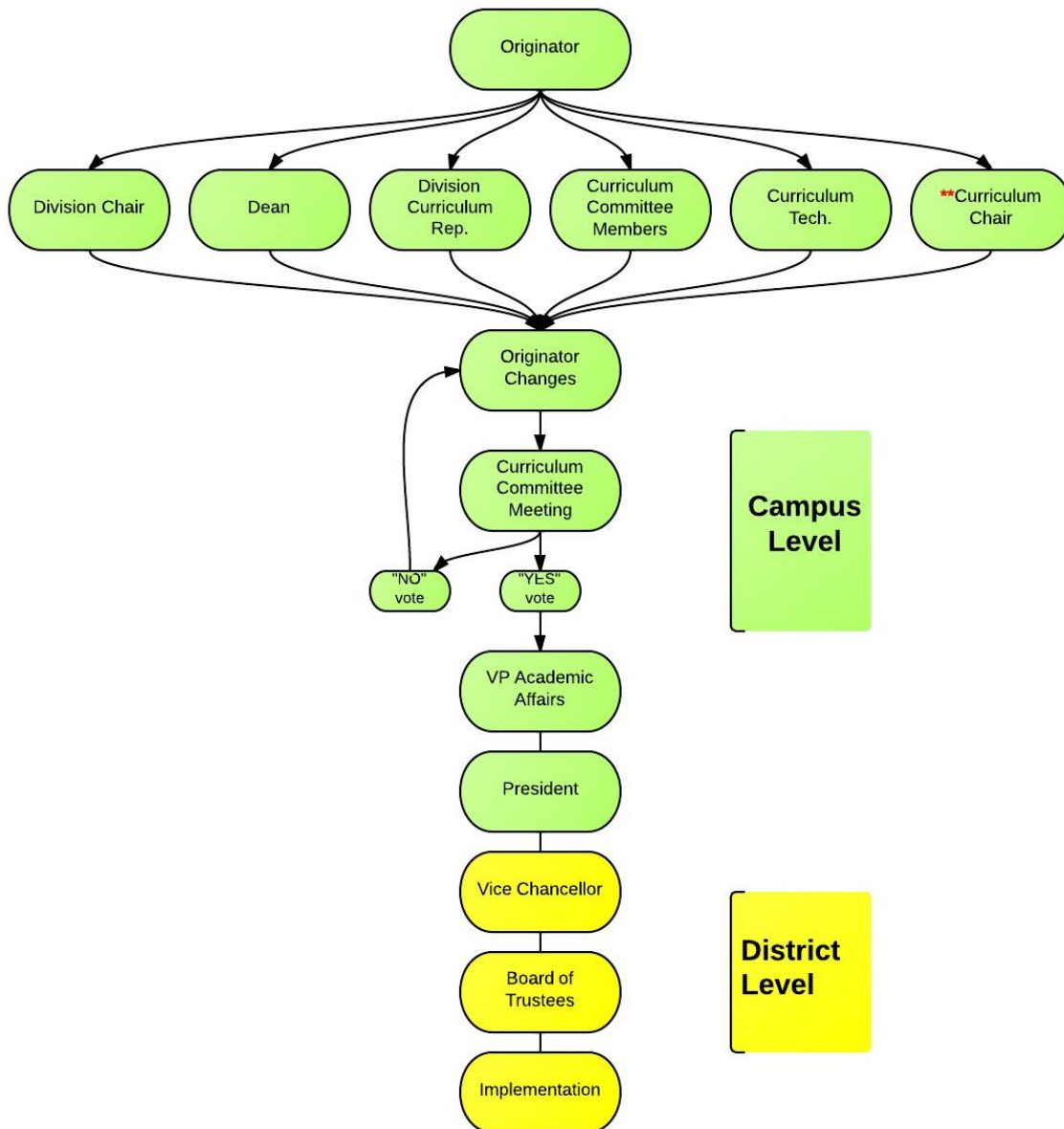
The Enrollment Management Committee ([IVA-6](#)) consisting of all division faculty chairs, deans/associate dean of instruction, vice president of instruction, vice president of student services, director of admissions and records, and institutional researcher meet bi-weekly to discuss relevant topics related to scheduling, enrollment, and student success. The College's Curriculum Committee ([IVA-7](#)) is a sub-committee of the Academic Senate. The Curriculum Committee consists of representation from all academic divisions. The academic administrators serve on an "advisory" capacity on the Curriculum Committee. All instructional courses and

programs are reviewed and approved by the Curriculum Committee prior to submission to the KCCD Board of Trustees and the Chancellor’s Office for approval.

Analysis and Evaluation

The Curriculum Committee meetings are open to the public and agendas and minutes are posted on the college website. The Curriculum Handbook (IVA-8) outlines the requirements and procedures for the review and submission of course and programs for review and approval by the committee. The curriculum review process provides structure for faculty and administrators to review, provide recommendations, and approve for curricular for student learning programs.

**Curriculum Review Process**



**IV.A.5**

***Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations***

Evidence of Meeting the Standard

Porterville College values the input and expert recommendations from constituent groups.

Through the various groups, councils, and committees, Porterville College ensures the appropriate consideration of relevant perspectives and that decisions are aligned with the College mission, needs, resources, and relevant expertise. Curricular changes and development are based on key considerations of student needs, relevant data, university transfer requirements, community, and career options.

Analysis and Evaluation

Through the various councils, teams, and committees, Porterville ensures that input of relevant constituents are heard and considered. For example, Porterville College has adopted multiple measures as another measurement for placing students into college courses. The English and Math faculty worked with counseling staff at Porterville College to identify and develop multiple measures plan for English and Math placement ([IVA-9](#)). Consideration was given based on the information from the high schools and relevant state data on the multiple measures initiative. Both the English and Math plan for multiple measures were vetted and presented to the Curriculum Committee for review and approval ([IVA-10](#)). Additionally, the College's Success and Equity Committee ([IVA-11](#)) includes a wide participation of key constituents from across the campus. The work of the committee helps to guide College efforts in equity, student success, and the Achieving the Dream (ATD) initiative ([IVA-12](#)).

**IV.A.6**

***The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.***

Evidence of Meeting the Standard

Porterville College makes a concerted effort to communicate decisions across the institutions. All key committees of the college document their respective meeting discussions through minutes. The results of the decisions that the committees have discussed and adopted are posted to each committee webpage ([IVA-1](#)).

Analysis and Evaluation

Committee agendas and minutes are posted on the Porterville College website. Through the various organizational structures, departments, divisions, and committees; College faculty, staff, and administrators work together to disseminate information to the respective groups and bodies across campus. The College Council is the coordinating body that communicates college-wide planning, budgeting, and reporting. The decisions that are adopted by the College Council are posted to the Council webpage ([IVA-5](#)). Membership of the council members ensures dissemination of information adopted is disseminated throughout the institution ([IVA-13](#)).



**IV.A.7**

***Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.***

Evidence of Meeting the Standard

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness.

Analysis and Evaluation

Committee structures and processes evolve from time to time. Such structures and processes are continuously reviewed. Changes to structure are reviewed and approved by the appropriate college committees and bodies. The Strategic Planning Sub-Committee ([IVA-14](#)) reports to the College Council and is responsible for defining and evaluating the process of college-wide planning, monitoring the completion of the goals and objectives within the college's Strategic Plan, and assuring the alignment of other planning documents as related to the Kern Community College District Strategic Plan ([IVA-15](#)). The committee is charged with regularly evaluating the processes, procedures and decision making policies to ensure their integrity and effectiveness ([IVA-16](#)).

Evidence List for Standard IV.A

|                        |   |
|------------------------|---|
| <a href="#">IVA-1</a>  | Porterville College Committees                              |
| <a href="#">IVA-2</a>  | Campus and Student Clubs                                    |
| <a href="#">IVA-3</a>  | Academic Senate Meeting Minutes, November 2017              |
| <a href="#">IVA-4</a>  | Budget Committee  |
| <a href="#">IVA-5</a>  | College Council   |
| <a href="#">IVA-6</a>  | Enrollment Management Committee                             |
| <a href="#">IVA-7</a>  | Curriculum Committee meeting minutes                        |
| <a href="#">IVA-8</a>  | Curriculum Handbook   |
| <a href="#">IVA-9</a>  | Multiple Measures   |
| <a href="#">IVA-10</a> | Curriculum Committee – April 24, 2018 Meeting               |
| <a href="#">IVA-11</a> | Success and Equity Committee                                |
| <a href="#">IVA-12</a> | Achieving the Dream Initiative                              |
| <a href="#">IVA-13</a> | Participatory Governance at Porterville College             |
| <a href="#">IVA-14</a> | Strategic Planning Sub-Committee                            |
| <a href="#">IVA-15</a> | Porterville College Alignment with KCCD Strategic Plan      |
| <a href="#">IVA-16</a> | Kern Community College District Elements of Decision Making |

## Standard IV:

### Leadership and Governance

#### B. Chief Executive Officer

##### **IV.B.1**

*The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

##### Evidence of Meeting the Standard

The president participates in all aspects of the operation of the College. The president sits on the following committees and attends the majority of the meetings in order to maintain a good understanding of the various issues and available options before making any final decisions.

- A. The President meets with the Administrative Council ([IVB-1](#)) once every other week in order to bring each administrator up-to-date on district and campus issues, concerns and/or projects and programs. Administrative Council includes: executive level (Dean and above); Information Technology Director & Human Resources Manager.
- B. The President meets with the Extended Administrative Council ([IVB-2](#)) a minimum of twice a semester to discuss administrative processes and procedures; share information and explore solutions to various areas who are facing a problem. Extended Administrative Council includes all administrators Director level and above.
- C. The president is a non-voting member of College Council ([IVB-3](#)) and attends this meeting every other week providing a report regarding district and campus issues.
- D. The president is a member of the campus facilities committee ([IVB-4](#)), the district facilities committee, consultation council and Chancellor's cabinet.
- E. The President invited representatives from the community to review the Educational Master Plan for the future of the College ([IVB-5](#)).
- F. The President sits in on every second interview for any full-time faculty and staff and the President makes sure that reference checks are completed before the hiring of any full-time permanent position. The Vice President and a member of the hiring committee are consulted before final hiring decisions are made.
- G. The President meets with the Vice President of Administrative Services and reviews the overall campus budgets in all areas of the college to assure fiscal responsibility and accountability.
- H. The Institutional Researcher reports to the President and meets with the President monthly to discuss various projects ([IVB-6](#)).

##### Analysis and Evaluation

The President participates in the development of institutional vision, goals, policies, and processes. The President leads the College in the development of the education master plan and oversees all of the College operations. Moreover, the President also participates in Kern Community College District (KCCD) Chancellor's Cabinet and Consultation Council.

The President participates in various conferences and activities to stay abreast of latest trends and leadership in higher education. These conferences and activities include in part the California Community College League Conference and San Joaquin Valley Higher Education Consortium.

#### **IV.B.2**

***The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate..***

#### Evidence of Meeting the Standard

The President empowers each of the senior level administrators and holds them accountable for the areas that they supervise. In turn, each senior level administrator also holds the managers who report to them accountable for each of their areas of assignment.

- A. Changes to the Administrative organizational charts are vetted prior to making any official changes.
- B. The Assistant to the President makes the final changes on the College's organizational charts and submits the organizational charts to the Chancellor of the District.
- C. Due to the size of the college and the total number of sports, multiple administrative responsibilities were combined into one administrative position. The Athletic Director also serves as the Director of Student Programs.
- D. The State Chancellor's Office has taken a new direction for student advocacy to promote student success. Additional funds have allowed the College to hire additional staff to implement specific initiatives and work directly with students. For example, the College's Equity, Student Success, and Basic Skills Integrated Plan is a demonstration of the collective work between student services and instruction to develop a plan to meet the needs of the students. ([IVB-7](#))
- E. The Porterville College Budget Committee reviews every personnel request and assures that the new personnel requests have been included in Program Reviews (IVB-8). The Budget Committee also reviews the availability of funds, etc. This Budget Committee then takes their proposal and recommendations to the College Council.
- F. The Administrative Council reviews new faculty position requests and recommendations submitted by the Academic Senate. The Administrative Council reviews the requests along with supporting documents which may include Program Reviews, Educational Master Plan and the PC Strategic Plan before making a recommendation to the President. ([IVB-9](#))
- G. Once the number of faculty is identified for hiring for the next academic year (to maintain the District-wide FON and the number of retirees is used to calculate the number of hires), the divisions review their current educational programs and review labor market data for the local businesses and industry in the surrounding area of the College). The College President then advises the KCCD Chancellor regarding the faculty requests from the Senate and decision by the President in a formal memo to the Chancellor with all documentation to reach this decision. ([IVB-10](#))

#### Analysis and Evaluation

The Executive Administrative Council meets weekly. This council includes the President, Assistant to the President, Vice President of Administrative and Finance, Vice president of

Student Services, Vice President of Academic Affairs, Deans of Instruction, Human Resources Manager, and Director of Information Technology. This weekly meeting allows for discussions pertaining to challenges, issues, and areas that need attention. Moreover, the Extended Administrative Council includes all of the rest of the managers on campus and meet at least once a semester (more if needed) share and learn about each other's programs, challenges, opportunities, and operational processes. Furthermore, the President also meets with their team of Vice Presidents weekly to discuss items pertaining to operations and structures.

Through existing structures of the Executive Administrative Council, Vice President meetings, and Extended Administrative Council meetings; the President is kept abreast of changes and challenges at the College. Through these meetings a review of the administrative structures, staffing, and operations are reviewed and discussed. Moreover, the President participates in the College Council and through this body, the President is able to participate in discussions pertaining to operations and processes at the College.

### **IV.B.3**

***Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:***

- establishing a collegial process that sets values, goals, and priorities;***
- ensuring the college sets institutional performance standards for student achievement;***
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;***
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;***
- ensuring that the allocation of resources supports and improves learning and achievement; and***
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.***

### **Evidence of Meeting the Standard**

The Mission Statement includes the statement "Students are our Focus". Every discussion and requests centers around the question "How will this benefit students". The College does not focus on any one department, division or area of the college without prioritizing the needs for students first. Therefore, the President works with the campus constituents by:

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring the college sets institutional performance standards for student achievement;
- Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- Ensuring the educational planning is integrated with resource planning and allocation to support student achievement and learning;
- Ensuring that the allocation of resources supports and improves learning and achievement; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution

Analysis and Evaluation

At Porterville College every administrator sets specific goals for his/her area and is evaluated every two years. Program Reviews identify goals and objectives for their respective areas. These reviews are data driven and are reviewed every year during the budget process and every three years comprehensively. Additionally, Porterville College continues to participate in the Achieving the Dream Program and instituted a Data Team that constantly gathers, updates and reviews various data information. This Data Team identifies what needs to be researched and/or compared and gathers and reviews the data prior to making any formal presentations.

- A. The President sets timelines and assigns a lead administrator to develop the Five-Year Educational Master Plan, the short and long-term Facilities Plan, a Technology Plan, the Porterville College Strategic Plan, the department/division program and the District Strategic Plan in order to assure all of the plans are moving forward in the same direction and relate to one another.
- B. These plans are vetted through the various college committees and councils on campus and are specifically used by the Budget Committee for every budget request being reviewed for consideration.
- C. No one request is approved by itself without being reviewed by the Division Chairs, Budget Committee, College Council, Administrative Council, and Academic Senate.

**IV.B.4**

***The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.***

Evidence of Meeting the Standard

The Accreditation Liaison and the President meet regularly to discuss the status of the accreditation goals, accomplishments and identify what committees still need to work on which tasks.

- A. Committees are formed for each standard that consists of faculty, classified and administrators to work on the various Accreditation Standards.
- B. The various accreditation committees meet regularly to discuss the status of their assignments in gathering information for the self-study.
- C. The accreditation liaison shares updates or concerns at the bi monthly College Council meetings and based on status the concerns are then discussed at the Administrative Council meeting.

Analysis and Evaluation

The President is involved in the accreditation process to ensure the college is meeting the standards, policies, and requirements as outline by the Accrediting Commission for Community and Junior Colleges (ACCJC). The President's role is to support and affirm the work of the Accreditation Steering Committee.

**IV.B.5**

***The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.***

Evidence of Meeting the Standard

To ensure the College is addressing statutes, regulations, and governing board policies, the president works to ensure that every request must include a justification with data to back up the request and/or proposal. This assurance also means the Budget Committee reviews the request against the planning documents, such as the program reviews, educational master plan, technology and/or facilities plan to make sure that the request is included in the long-term planning.

- A. Every budget request goes through a vetting process of each of the campus-wide committees and councils.
- B. The President then reviews the entire packet of information, reviews budget availability and ultimately sends the final request to the Chancellor, where other offices at the District Office also verify for sufficient funds, regulations, etc.
- C. No request is forwarded to the Chancellor without the review and approval of the College President.

Analysis and Evaluation

The President maintains primary role in oversight, management, and budget and works to ensure the College is in compliance with federal and state laws including education code requirements and KCCD policies.

**IV.B.6**

***The CEO works and communicates effectively with the communities served by the institution.***

Evidence of Meeting the Standard

The Porterville College President works to ensure that communication occurs with the community. Therefore:

- A. The President and other administrators send out emails to everyone at least once per month to keep all PC employees informed of activities or programs that are taking place at the college.
- B. The President talks on the local radio station every Monday at 12:20 for five minutes and highlights college activities.
- C. The local newspaper highlights most of the activities at PC such as the art shows, CHAP events, the five sports and specific games, career pathways, etc.
- D. The College enjoys many on-going partnerships with various community agencies and organizations: Sierra View Medical Center; Porterville Unified School District; Burton School District; Porterville Developmental Center; the Porterville Police Department; the Porterville Fire Department; The City of Porterville; The Porterville Fair; the Porterville

---

Chamber of Commerce; Porterville Sheltered Workshop (PSW Cares); Tulare County Office of Education.

### Analysis and Evaluation

The President is in regular contact with community. Through participation in the City of Porterville, Porterville Chamber of Commerce, Porterville Unified School District, Burton School District, and other organizations, the College is able to keep the community abreast of the activities, services, and programs offered at the College.

### Evidence List for Standard IV.B

|                               |   |
|-------------------------------|---|
| <a href="#"><u>IVB-1</u></a>  | Administrative Council, April 30, 2018 Meeting Agenda         |
| <a href="#"><u>IVB-2</u></a>  | Extended Administrative Council, April 2, 2018 Meeting Agenda |
| <a href="#"><u>IVB-3</u></a>  | College Council   |
| <a href="#"><u>IVB-4</u></a>  | Facilities Committee  |
| <a href="#"><u>IVB-5</u></a>  | Education Master Plan   |
| <a href="#"><u>IVB-6</u></a>  | Institutional Research  |
| <a href="#"><u>IVB-7</u></a>  | Basic Skills/SSSP/Equity Integrated Plan                      |
| <a href="#"><u>IVB-8</u></a>  | Program Reviews   |
| <a href="#"><u>IVB-9</u></a>  | Academic Senate Faculty Rankings for 2018-2019 hiring         |
| <a href="#"><u>IVB-10</u></a> | Memo to Chancellor on Faculty Requests                        |



## Standard IV:

### Leadership and Governance

#### C. Governing Board

##### **IV.C.1**

***The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7).***

##### Evidence of Meeting the Standard

The authority of the Kern Community College District (KCCD) Board of Trustees (BOT) is described in Board policy 2A1 ([IVC-1](#)). The BOT is charged with: a) approving and adopting policies for the operation of the District, b) determining that adequate funds are available to enable the staff to execute these policies, and c) determining policies for the general supervision of the District.

The Board Policies (BP) and Administrative Procedures (AP) describe and demonstrate the governing board's role in upholding the academic quality, integrity, and effectiveness of learning programs and student services ([IVC-2](#)), maintaining financial stability of the institution ([IVC-3](#)), and setting policies regarding the chief administrator ([IVC-4](#)). All Board Policies and Administrative Procedures are posted at the KCCD website.

Once Board Policies are approved by the Board and Procedures are approved by the Chancellor, all District and College employees are alerted of updated policies and procedures by email ([IVC-5](#)). The Policies and Procedures are uploaded to BoardDocs, which is linked to the District website. The District understands that it is critical to communicate the approval of updated and new policies and procedures in order to ensure that each college catalog is up to date and so that the constituent groups have access to policies and procedures for decision making.

##### Analysis and Evaluation

The institution has a policy manual and policy documents that details the governing board's authority and role for academic quality, integrity, the effectiveness of learning programs and services, and institution's financial stability. The institution's board policies address quality improvement and adherence to the institution's mission and vision. The Board exercises authority and fulfills the responsibilities specified in policy in the conduct of regular business, as evidenced in Board meeting calendars, meeting agendas, information packets, reports, and minutes ([IVC-6](#)). The Board regularly reviews and approves curriculum, including the development of new student learning programs, revisions to existing programs, course development ([IVC-7](#)).

**IV.C.2**

***The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.***

Evidence of Meeting the Standard

KCCD Board Policy 2B6 affirms that the board shall act as a whole in all matters ([IVC-8](#)). The Board debates and sometimes has difficult discussions at meetings. However, once the Board reaches a decision, board members will act in support of the decision. Board policy 2H1 Statement of Ethics outlines the standards of practice for the board of trustees to fulfill their roles, including basing their individual decisions on available facts and upholding the final decisions of the Board ([IVC-9](#)).

Analysis and Evaluation

Board policy provides a framework for collective action that effectively guides board discussions, voting, and actions. Board members are able to engage in debate and present multiple perspectives during discussions but still come to collective decisions on all matters and support those decisions once reached. Most final votes are unanimous.

**IV.C.3**

***The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system..***

Evidence of Meeting the Standard

The District has a clearly defined process for selecting and evaluating the District Chancellor. The Board of Trustees follows the set Board Policies and Administrative Procedures. For the selection of the District Chancellor, the BOT follows BP 2A2 ([IVC-10](#)), and 6A5A2 ([IVC-11](#)). The process includes the establishment of criteria for a chancellor profile, the appointment of a hiring committee which includes representatives from each internal constituency group and the three colleges. The Chancellor is the only employee selected directly by the Board of Trustees even though the Board is also involved in the selection of college presidents in conjunction with the Chancellor.

The process to evaluate the Chancellor is described in the Chancellor's contract ([IVC-12](#)) and also guided by BP 2A2 ([IVC-10](#)). This evaluation occurs annually.

Analysis and Evaluation

The KCCD Board of Trustees just hired the new Chancellor in January of 2017 and the selection process was conducted following the Board policy. The Chancellor was evaluated on January 22, 2018 in accordance with the processes and procedures defined in Board policy and their associated regulations.

**IV.C.4**

***The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7).***

Evidence of Meeting the Standard

The seven members of Board of Trustees are elected by the public within the five geographic areas of the college district. They are an independent group of elected officials that represent the public's interest to ensure education quality at all three colleges of the District. A student board member is selected each year by the three colleges, as detailed in BP 2B1A ([IVC-13](#)). The Board advocates for, defends the District and the three colleges, and protects them from undue influence or political pressure. Current Board members serve 4-year terms and election is staggered to ensure continuity. Two of the Board of Trustees member seats are up for election in November 2018. The Board also includes a non-voting Student Trustee, elected by the student body, who services a one-year term, with membership rotated annually by each college.

Public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. There is a standing item on every regular meeting agenda for public comment, and minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board. BP Section 2CA provides that each Board agenda contains two opportunities for public comment: one for comment on items from the closed session and the other on items not covered as agenda items in the open session as well as the opportunity to submit written comments prior to the Board meeting ([IVC-14](#)).

Analysis and Evaluation

The manner in which the Board is elected ensures that the Board is representative of the public throughout the District.

**IV.C.5**

***The governing board established policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.***

Evidence of Meeting the Standard

The Board of Trustees takes leadership in developing the mission of the District ([IVC-15](#)). All policies and procedures are consistent with the District's mission to ensure the quality, integrity, and improvement of student learning programs and services. The duties and responsibilities of the Board of Trustees are clearly delineated in BP 2A1 Board General Functions *Authority* ([IVC-1](#)). The responsibilities include the establishment of policies for comprehensive academic and facilities plans; courses of instruction and educational programs; and academic standards and graduation requirements. They are charged with employing all personnel with established employment practices. They are to determine budget within legal constraints, and the needs for tax and bond elections. They are responsible for the management and control of all District

properties. They must ensure the District's financial stability and sustainability necessary to support student learning programs and services consistent with the District's mission.

#### Analysis and Evaluation

The board has approved and established policies and processes consistent with the mission of the District to ensure the quality of student learning programs and services. The board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability for the District. The Board exercises the authority outlined in policy to oversee all District and College operations, including instructional and curriculum quality, financial stability, and legal protection.

#### **IV.C.6**

***The institution or the governing board published the board bylaws and policies specifying the board's size duties, responsibilities, structure and operating procedures.***

#### Evidence of Meeting the Standard

The District publishes the Board policies specifying the Board's size, duties, responsibilities, structure, and operating procedure on the District's website ([IV-16](#)). The duties and responsibilities are clearly delineated in the Board policy 2B. *2B2 Election of Members of the Board of Trustees*, clearly sets forth the election of the members of the Board, *BP 2B3 Elections of Officers*, the election of officers, *2B5 Officers*, the duties of the Officers, and *2C Meetings* the operating procedures ([IV-17](#)).

#### Analysis and Evaluation

The College meets this standard, based on the board policies and administrative procedures being published and available on the board's website.

#### **IV.C.7**

***The governing board acts in a manner consistent with its policies and bylaws. The board regularly assess its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.***

#### Evidence of Meeting the Standard

The Board and District Consultation Council has begun to review each Board policy every other year in addition to any ongoing required changes. This included adopting the Community College League of California format. The Board has been working on updating Board Policy with regularly scheduled revisions as evidenced in District Consultation Council Minutes ([IVC-18](#))

#### Analysis and Evaluation

The board adheres to its published policies and procedures. The Board acts in a manner consistent with its policies and bylaws, referring to them for all decisions. Its policies and practices, like all of those within the District, undergo a regular cycle of review and revision.

**IV.C.8**

***To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality).***

**Evidence of Meeting the Standard**

The Board regularly reviews key indicators of student learning and achievement along with institutional plans for improving academic quality. The Board receives information about student achievement and institutional effectiveness on a regular basis. The KCCD Office of Institutional Research and Reporting prepares three reports for the Board each year, along with others done on an ad hoc basis or upon request.

The most significant example is the Student Success Scorecard, a state report in which Board review is mandated by state law. KCCD goes significantly beyond state requirements, with the Office of Research and Reporting providing a detailed review of how each of the three colleges are doing on each of the student success measures, trends over time, and demographic breakdowns. The KCCD Director of Institutional Research and Reporting provides an oral presentation to the Board, along with the written report summarizing the data. Board members ask questions to clarify their understanding of the data, including definitions and changes over time. College administration are present to answer questions about policies and practices designed to improve student success ([IVC-19](#)).

Another mandated report is the Institutional Effectiveness Partnership Initiative (IEPI). Within this program, the district and each of the three colleges establish both short and long-term goals designed to improve institutional effectiveness and student success ([IVC-20](#)). The Office of Institutional Research and Reporting also provides an annual report on distance education (DE), including enrollment trends, demographic breakdowns, and student success measures for distance education students, including comparisons between DE students and those taking traditional coursework in course retention and success ([IVC-21](#)). Other reports are often presented to the Board, either based on College or District discussions or upon Board request. One recent presentation was a report on trends in dual enrollment, showing how each of the three college's dual enrollment programs have grown in recent years and how those programs impact student success ([IVC-22](#)).

The Board also engages with student success data through the Strategic Planning Process. The District Strategic Plan ([IVC-23](#)) emphasizes student success, with three of the five goals being student centered. These include: Maximizing Student Success, Advancing Student Equity, and Ensuring Student Access. All five of the strategic goals are measured annually in a report produced by the KCCD Office of Institutional Research & Reporting, called Common Measures.

**Analysis and Evaluation**

The Board is regularly and effectively informed of key indicators of student learning and achievement. Reports presented by the KCCD Office of Institutional Research & Reporting and College and District leadership are used to promote the student success agenda. The KCCD

Board of Trustees regularly interacts with these data, asking questions and holding College and District staff accountable for focusing on the improvement of student outcomes.

#### **IV.C.9**

***The governing board has an ongoing training program for board development, including new member board orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.***

#### Evidence of Meeting the Standard

The Board of Trustees participates in a variety of training programs for board development, new member orientation, study sessions, and committees in order to remain familiar with the programs and services provided to students. Board of Trustees members have participated in a number of training sessions sponsored by the various entities including board study sessions with consultants. The board has an annual retreat to provide additional training, and to set goals for future professional development. (IVC-24). Board members serve 4-year terms and election is staggered to ensure continuity.

Board Policy 2F (IVC-25) describes board development that include new member orientation, in-service training, and biennial board development. Topics for in-service training may include student access and success, education and facilities planning, human resources, technology, accreditation, emergency preparedness, and government relations.

#### Analysis and Evaluation

The Board of Trustees has an ongoing program for professional development which all members participate.

#### **IV.C.10**

***Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.***

#### Evidence of Meeting the Standard

The Board of Trustees is committed to assess its own performance as a Board directed by Board Policy. Board Policy 2E provides that, “the evaluation process is designed to provide constructive feedback to individual Board members about the performance of the Board as a whole, not individual Board members. It is the evaluation process of the overall effectiveness of the Board as a group making decisions and the results of those decisions. During the evaluation process, the integrity and rights of individuals must be respected and as such, the product of this evaluation process and all instruments attendant thereto shall be confidential”. The board policy also describes the process to follow for the Board self-evaluation and establishes the goals of the Board Self-Evaluation (IVC-26)

Analysis

The Board has polices and processes to conduct and review a Board evaluation. The results are used to improve institutional effectiveness and education quality.

**IV.C.11**

***The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.***

Evidence of Meeting the Standard

The KCCCD Statement of Ethics articulates the code and standard for practice for board members. The Statement of Ethics stipulate that board members will perform duties in accordance with their oath of office and commit to serving the educational needs of the citizens of the District in both educational and employment environments. The Board follow these policies in their conduct. These policy-level practices include holding the educational welfare of the students of the District as their primary concern, maintaining confidentiality on all District matters, basing each decision on available facts, upholding the final decisions of the Board, and conducting personal relationships with District staff and members of the community base that they have no legal authority outside the Board meetings. The Statement of Ethics is published online ([IVC-27](#)) and enumerated in Board Policy 2H ([IV-28](#)). Additionally, each year, the members of the Board of Trustees file Statements of Economic Interests Conflict of Interest Code – Form 700: Statement of Economic Interests) with the District.

Analysis and Evaluation

District policy demonstrates that the Board follows its own statement of Ethics. Those standards are outlined and Board Policy 2H1 describes in detail a process to follow if any ethical standard is violated ([IVC-28](#)).

**IV.C.12**

***The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively..***

Evidence of Meeting the Standard

Board Policy 2A2 provides for the delegation of authority from the Board to the Chancellor. ([IVC-29](#)). The Board and the Chancellor set performance targets for the Chancellor, based on Board goals. The Chancellor is held responsible through an annual evaluation by the Board. The Chancellor provides regular reports and updates pertaining to the performance and status of the District.



Analysis and Evaluation

The Board delegates authority to the Chancellor through BP 2A2 through this policy ([IVC-29](#)). The board sets expectations for information on institutional performance to ensure that it is able to fulfill its responsibility for instructional quality, financial stability and integrity, and legal matters pertaining to the District.

**IV.C.13**

*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and function in the accreditation process.*

Evidence of Meeting the Standard

The Board members participate in training via the League of California Community Colleges, the District-sponsored workshops on accreditation standards and process, and periodic self-studies during BOT meetings. The Board participates in self-evaluation of their roles and functions in the Colleges' accreditation process and the various outcomes that may affect the Colleges' status to serve the students. The Board members have participated in training and study sessions regarding the upcoming accreditation of the three college campuses and are supportive of the tasks that the colleges and the District are undertaking in preparing for the upcoming accreditation visit ([IVC-30](#))

Analysis and Evaluation

The Board receives regular updates and works with the Board Accreditation Committee. The Board of Trustees is very knowledgeable of the Eligibility Requirements, the Accreditation Standards, Commission policies, and the colleges' accredited status and supports through policy the colleges' and the District's efforts to improve and excel.

Evidence List for Standard IV.C

|                        |  |
|------------------------|--|
| <a href="#">IVC-1</a>  | KCCD Board Policy 2A1 – Board of Trustees                        |
| <a href="#">IVC-2</a>  | KCCD Board Policy 4B – Programs and Instruction                  |
| <a href="#">IVC-3</a>  | KCCD Board Policy 3A - Fiscal                                    |
| <a href="#">IVC-4</a>  | KCCD Board Policy 6A5 – Responsibilities, Chancellor, Presidents |
| <a href="#">IVC-5</a>  | Email to District Employees on Policy Change                     |
| <a href="#">IVC-6</a>  | KCCD Board Meetings  |
| <a href="#">IVC-7</a>  | KCCD Board Meeting on Approval of Curriculum – Dec 14, 2017      |
| <a href="#">IVC-8</a>  | KCCD Board Policy 2B6  |
| <a href="#">IVC-9</a>  | KCCD Board Policy 2H – Statement of Ethics                       |
| <a href="#">IVC-10</a> | KCCD Board Policy 2A2 – Management of the District               |
| <a href="#">IVC-10</a> | KCCD Board Policy 6A.5A2 – Responsibilities of the Chancellor    |
| <a href="#">IVC-12</a> | KCCD Chancellor Contract   |
| <a href="#">IVC-13</a> | KCCD Board Policy 2B1A - Student Board Member Selection          |
| <a href="#">IVC-14</a> | KCCD Board Policy BP 2C5A – Public Comments                      |
| <a href="#">IVC-15</a> | KCCD Mission Statement   |
| <a href="#">IVC-16</a> | KCCD Board Policies, Contracts, Goals, Membership, Meetings      |
| <a href="#">IVC-17</a> | KCCD Board Policy 2B – Board of Trustees, Election, Officers     |
| <a href="#">IVC-18</a> | District Consultation Council Meetings                           |
| <a href="#">IVC-19</a> | Institutional Research Presentation to Board – November 9, 2017  |
| <a href="#">IVC-20</a> | IEPI Indicators  |
| <a href="#">IVC-21</a> | Distance Education Report  |
| <a href="#">IVC-22</a> | Dual Enrollment Report   |
| <a href="#">IVC-23</a> | Strategic Planning   |
| <a href="#">IVC-24</a> | Board Retreat  |
| <a href="#">IVC-25</a> | KCCD Board Policy 2F2 – Board Professional Development           |
| <a href="#">IVC-26</a> | KCCD Board Evaluation  |
| <a href="#">IVC-27</a> | Statement on Ethics - Online                                     |
| <a href="#">IVC-28</a> | KCCD Board Policy 2H – Violations of Ethical Standard Process    |
| <a href="#">IVC-29</a> | Delegation of Authority, Chancellor                              |
| <a href="#">IVC-30</a> | Board Training on Accreditation                                  |

## Standard IV:

### Leadership and Governance

#### D. Multi-College Districts or Systems

##### **IV.D.1**

*In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.*

##### Evidence of Meeting the Standard

The Kern Community College District (KCCD) is a multi-college district comprised of three colleges, Bakersfield College, Cerro Coso Community College, and Porterville College. The Chancellor is the CEO of the district and the Presidents the CEO of the college. The Chancellor, working with the Board of Trustees (BOT) and the Presidents, provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district and assures support for effective operation of the three colleges. The Board of Trustees communicates the expectation of educational excellence and integrity through goal-setting and the review of each College's student success measures, such as the annual review of the Student Success Scorecard ([IVD-1](#), [IVD-2](#)).

Section 2A of the Board Policy Manual ([IVD-3](#)) establishes the administrative organization of KCCD and Section 6A ([IVD-4](#)) states the responsibilities of the Chancellor, College Presidents, Management Staff and Confidential Employees. The Elements of Decision Making-EDM was developed ([IVD-5](#)), to clarify the delineation of the roles and responsibilities within the district. This document is reviewed regularly and is currently being reviewed ([IVD-6](#)). The Board of Trustees approves the KCCD Strategic Plan and the individual College strategic plans ([IVD-7](#), [IVD-8](#)). These are linked and as the KCCD plan is updated every three years, each college plan is updated concurrently.

##### Analysis and Evaluation

The KCCD Mission, Vision, Values, and Strategic Goals ([IVD-9](#)) exhibit the expectations of educational excellence and integrity throughout the district. Further communication from and to the Chancellor happens at Chancellor's Cabinet, Chancellor's Administrative Council, the Chancellor's Presidents meeting and District Consultation Council (DCC). The Chancellor makes regular visits to each college to address specific issues and answer questions ([IVD-10](#))

The District Office works closely with the three colleges to provide support and ensure that services are provided to meet the operation needs of each campus. Human Resources, Physical Resources, Technology Resources, and Financial Resources are all housed at the District Office with ancillary services at the colleges. In each category the District Office and the three colleges work to maintain an organizational structure that maximizes and balances efficiency and

effective services to the various constituencies. A districtwide committee with representation from the District Office and the three colleges developed the Unrestricted Fund Budget Allocation Model (BAM) tool in 2007 to equitably allocate District Office expenditure and distribute the apportionment received from the State using a consistent methodology based on FTES generated at the colleges. Task forces for evaluating and revising the BAM tool as needed and recently, an ongoing district budget committee was created ([IVD-11](#))

Two standing committees of college representatives work with District Administrators: District Consultation Council (DCC) and Chancellor's Cabinet. Membership of the DCC consists of the various constituencies within the colleges and the District Office. Membership of the Chancellor's Cabinet consists of College Presidents, the Vice Chancellors, and some other District Administrators. Vice presidents from each of the campus are also part of the Chancellor's Cabinet as ad-hoc members. The Cabinet has the authority to make recommendations of changes to the Board Policies. Eight other standing committees advise the vice-chancellors

KCCD hired a new Chancellor in January 2017 who has publicly identified the improvement of services as one of his goals ([IVD-12](#)).

#### **IV.D.2**

***The district/system CEO clearly delineates, documents, and communicates operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.***

#### Evidence of Meeting the Standard

The Kern Community College District (KCCD) decision-making document, The Elements of Decision Making, clearly defines roles, authority and responsibilities between the colleges and the District Office ([IVD-5](#)). In addition, these roles and responsibilities are clearly defined in the KCCD Board Policy Manual posted on the KCCD Board Policy & Contracts website ([IVD-13](#)).

Four ways used in KCCD for evaluating the services provided by the District Office (DO) are: (a) District Unit Reviews; ([IVD-14](#)) (b) KCCD Climate Survey; ([IVD-15](#)) (3) State of the College report to the BOT ([IVD-16](#)) and (4) informal feedback and evaluation through the KCCD Chancellor's Cabinet, District Consultation Council, and meetings of the college vice-presidents ([IVD-17](#)).

The District Office and each College continue to work together to strengthen its working relationship with each other. Through this, the Cabinet, the Consultation Council, and the Vice Presidents, as well as other relevant constituent groups which have staff and responsibilities at both the colleges and the district office, including Information Technology and Institutional Research, Human Resources, and Business areas work together to address concerns and issues related to services and operations throughout the District. Directors and other representatives,

including District office staff, from groups such as Enrollment Services and Financial Aid also meet regularly to address issues related to student support services. .

#### Analysis and Evaluation

The District Office (DO) initiated the first data-gathering process for evaluating district services in late fall 2014 called the *District Annual Unit Review (DAUR)* and results were posted late fall 2015. The DAUR was repeated in late fall 2016 and results were posted in early 2017 ([IVD-14](#)). The DAUR form includes places for end-user data to get feedback from the end-users at the colleges on the effectiveness of services provided to the colleges by the DO. No college end-user feedback data were collected for the 2014 DAUR. Only the Educational Services unit at the DO collected college end-user feedback for the 2016 DAUR. The Human Resources unit at the DO conducted a survey of DO employees only for its 2016 DAUR which resulted in some suggestions for improvement. The Educational Services unit at DO collected college end-user feedback data using two surveys. The first survey of five of the college vice-presidents revealed that all agreed or strongly agreed that:

- The Educational Services Unit supports the colleges;
- Responds to college requests in a timely manner;
- Attempts to effectively resolve educational issues that may involve other district units.

In the 2018-19 academic year, the District Annual Unit Review Process will include formal and/or informal methods of gathering college feedback on the performance of the units.

#### **IV.D.3**

***The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.***

#### Evidence of Meeting the Standard

Section 3A of the Kern Community College District (KCCD) Board Policy Manual ([IVD-18](#)) details District fiscal policies, including budget, budget income and expenditures, and budget control. Particular policies relevant to this Standard are:

- BP 3A1A3: “The annual Budget shall not exceed estimated revenues for the Budget year excluding District wide or College reserves.”
- BP 3A1A6: “Unallocated District-wide unrestricted general fund reserves shall be no less than fifteen percent (15%). The budgeted unrestricted general fund reserves calculation will be based upon the projected unrestricted expenditures multiplied by fifteen percent (15%). College budgeted reserves will not be considered as part of District-wide reserves. Each of the colleges shall maintain a minimum reserve of three percent (3%). These reserves will be established as unrestricted reserves for obligations and contingencies. The college reserves shall be calculated on the same basis as the District-wide reserves and will be applied to each institution.”

A districtwide committee with representation from the DO and the three colleges developed the Unrestricted Fund Budget Allocation Model (BAM) tool in 2007 to equitably allocate District Office expenditure and distribute the apportionment received from the State using a consistent methodology based primarily on FTES generated at the colleges. Task forces for evaluating and

revising the BAM tool as needed met in 2010 and 2015/2016. The final report from the 2016 evaluation was completed in May 2016 and the Chancellor communicated which recommendations he would accept, defer, or reject in March 2017 ([IVD-19](#)).

#### Analysis and Evaluation

KCCD has consistently ended each fiscal year with balances well exceeding the minimum fifteen percent set by policy—the minimum reserve maintained by KCCD since the 2011-12 fiscal year was over 26%. The Independent Auditor’s Report expresses an unqualified opinion on the financial statements of KCCD for the fiscal year ending June 30, 2016 ([IVD-20](#)). The 2016 BAM evaluation task force made seven recommendations, including two that recommended no change to particular parts of the BAM. The Chancellor accepted all the recommendations but some will be deferred to later. A Districtwide Budget Committee was formed in July 2017. Recommendations to study the implications of the current reserve level policy and changes in the stabilization mechanism will be implemented in the 2017-18 fiscal year. The recommendation to have a neutral third party vendor to study various cost drivers for use in allocating District Office costs was deferred to 2018-19.

#### **IV.D.4**

***The CEO of the district or system delegates’ full responsibility and authority to the CEO’s of the college to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.***

#### Evidence of Meeting the Standard

Section 2A of the Kern Community College District (KCCD) Board Policy Manual includes details about the management of the district ([IVD-3](#)). The particular policy of this section relevant to this Standard is:

- BP 2A2: “The Board shall determine the administrative organization necessary to execute District policies. It shall elect a District Chancellor *and such other officers as may be required* and fix their compensation and terms of office. The Board shall hold the Chancellor responsible for the efficient administration and supervision of the entire system and shall evaluate the District Chancellor.

The College President's administrative organization shall be the established authority on campus. Staff members should report to the designated administrator on specific problems. The College President is the final authority at the College level.” Section 6A of the KCCD Board Policy Manual ([IVD-4](#)) includes details about the powers and duties of the District Chancellor and College President: section 6A5A covers the Chancellor and section 6A5B covers the College President.

#### Analysis and Evaluation

The Elements of Decision Making document ([IVD-5](#)) gives function maps for the various sections of the district office. The function maps show that some services are centralized at the District Office and others are decentralized to the Colleges. A few, such as information technology and institutional research, use hybrid systems with some staff at both the district office and the colleges. Some functions decentralized to the Colleges are coordinated by the District Office or reviewed by the District Office for compliance reasons while other decentralized functions are controlled solely the Colleges.



The new Chancellor is reviewing the Elements of Decision-Making document and the role of various services and the level of centralization and decentralization of each, including how effective each area is in providing service to the colleges. In 2013, the district undertook a survey of the decision-making process, including the understanding of, participation in, and perception of the effectiveness of the decision-making process, as described in the Elements of Decision-Making document. Survey results showed various levels of understanding and participation in various constituency groups in the decision-making process and respondents were roughly evenly split in their perception of its effectiveness ([IVD-15](#)).

#### Action Plan

In the 2018-19 academic year, the Chancellor will complete his review of the decision-making process, group input, and the level of centralization of various functions, and make plans for whatever changes he feels are necessary.

#### **IV.D.5**

***District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.***

#### Evidence of Meeting the Standard

District planning begins with the District Strategic Plan. In 2015 the Kern Community College District (KCCD) finalized its most recent three-year strategic plan through a three-step process ([IVD-7](#)). In Fall 2014, a districtwide taskforce with representation from the three colleges in KCCD plus the District Office updated the KCCD Mission, Vision, Values, High Level Goals and Key Objectives. The plan is evaluated according to an agreed upon set of Common Measures, which are focused largely on student success and equity and which are updated annually ([IVD-21](#)). The college strategic plan ([IVD-8](#)) uses the same framework and set of goals as the KCCD plan. While there is some difference in implementation and strategy, each college used the district plan as a guide and the two work seamlessly together.

Work is underway in the development of the 2018-21 KCCD Strategic Plan. The process began with the alignment of the 2017 Board of Trustees' Goals with the 2015-18 Strategic Plan. The process is being implemented using the same process as the 2015 plan and is expected to be complete in fall 2018.

#### Analysis and Evaluation

The main way the district and college evaluates student learning and achievement and institutional effectiveness in the planning process is through Common Measures, a set of forty-six metrics tied to the goals established in the 2015 KCCD Strategic Plan and updated annually. Of the five goals in the plan, the first three deal with student success, access, and equity, while the remaining two deal with institutional effectiveness. These goals are as follows:

- Student Success
  - Increase Completion
  - Improve Milestone Achievements
  - Increase Student Engagement



- Equity
  - Close Achievement Gaps
- Access
  - Optimize Student Enrollment
  - Be the Higher Education Option of First Choice
- Community Connections
  - Provide Workforce and Economic Development Programs that Respond to Local Industry
  - Reflect the Communities We Serve
- Organizational Effectiveness
  - Provide Effective Professional Development
  - Meet and Exceed External Standards and Requirements
  - Increase Trust and Create a Collaborative Culture
  - Improve Facilities and Maintenance

#### **IV.D.6**

***Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.***

#### Evidence of Meeting the Standard

Communication between the colleges and the District happens through governance, administrative, and operational groups.

Governance committees/councils: The District Consultation Council (DCC) includes representatives of all constituency groups, classified, faculty and administration (Faculty Senate, CSEA, CCA, College Presidents, and Vice Chancellors) whose roles are to communicate ideas, concerns, and provide feedback regarding DCC agenda items ([IVD-17](#)).

Administrative groups: The monthly Chancellor's Cabinet includes the Chancellor, Vice Chancellors and college Presidents. As of June 2017, all three Vice Presidents from each of the colleges are included as ad hoc members. The items discussed are proposals by the Chancellor and/or Vice Chancellors and/or the College Presidents. Those proposals are communicated through the Presidents to College departments and constituency groups and feedback is gathered for further discussion. The Chancellor and the College Presidents also meet monthly to discuss issues and make decisions.

Operational groups: The Vice Chancellor of Educational Services meets monthly with the College vice presidents of instruction and vice presidents of student services. Agenda items include topics from the Vice Chancellor and Colleges. This groups reviews procedures and policy and makes recommendations regarding instruction and student services. The District Chief Information Officer meets regularly with College Information Technology staff to review the status of various projects and to obtain feedback about any Information Technology. There are also Information Technology ad hoc districtwide taskforces. A current one is the Banner 9 update taskforce that is tasked with sharing status and feedback to the District IT staff about the

implementation of the Banner 9 upgrade. The DO has also established an intranet website that includes all current IT projects and status.

Other groups also meet regularly to review common projects and procedures. The District Institutional Research Team, comprised of the researchers at the district office and each of the three colleges, meets monthly, as do the directors of both Enrollment Services and Financial Aid, and deans of career technical education.

### Analysis and Evaluation

The timeliness, accuracy, and completeness of communication between the College and the District Office is evaluated using the KCCD Climate Survey administered districtwide ([IVD-15](#)). The Communication section of the KCCD Climate Survey measures the perception of the effectiveness of the communication process at each location and that between the colleges and the district office. The number below reflect responses from the Porterville College employees who participated in the 2016 survey.

- Porterville College 66% from page 23 to 25 of report of the respondents marked “agree” or “strongly agree” to the statement “Relevant information affecting the district as a whole is communicated throughout the district.” In the 2011 and 2013 surveys, the positive responses were 43% and 71%, respectively.
- Porterville College 70% responded that “I understand the decision making process for decisions affecting the district as a whole.” In the 2013 survey, the response was 54%. (This question was not included in the 2011 survey).
- Porterville College 49% responded that “the district wide decision making process is effective.” In the 2013 survey, the response was 49%

The new Chancellor took steps in 2017 to improve communication. The creation of the Districtwide Budget Committee as recommended in the Spring 2016 evaluation of the Budget Allocation Model, the addition of the college vice-presidents to the Chancellor’s Cabinet and more frequent meetings of the District Consultation Council have improved communication. These venues have encouraged-thoughtful and productive discussions and provided opportunities for feedback.

### **IV.D.7**

***The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district /system widely communicates the results of these evaluations and uses them as the basis for improvement.***

### Evidence of Meeting the Standard

In April 2012 KCCD developed its decision-making document, *The Elements of Decision Making (EDM)*, which delineates the role and responsibilities within KCCD. The decision-making flowchart was revised in February 2016 to incorporate feedback loops in the decision-making process ([IVD-5](#)). The Chancellor evaluates the delineation of district-college roles, governance, and decision-making processes to assure their integrity and effectiveness. The

District's Unit Reviews ([IVD-14](#)), the KCCD Climate Survey ([IVD-16](#)), as well as feedback and evaluation from the KCCD Chancellor's Cabinet, the District Consultation Council, and the district vice-presidents meeting, all inform the Chancellor's assessment. Unit reviews are now scheduled annually and the Board annually reviews its goals. In 2017, the Trustees added goals that direct the evaluation of effectiveness for district Human Resources and Educational Services, and Districtwide Budget Allocation Model implementation. ([IVD-11](#)).

#### Analysis and Evaluation

In 2013, guided by the Elements of Decision-Making document, the District undertook an extensive survey of the decision-making process. Survey results showed various levels of understanding and participation on the part of various constituency groups in the decision-making process and respondents were roughly evenly split in their perception of its effectiveness. The EDM specifies that it shall be reviewed on a three-year cycle by Chancellor's Cabinet and the District Consultation Council. According to that schedule, the EDM should have been reviewed during spring 2017 but during that period KCCD had a change in Chancellor; as a consequence, the EDM review was postponed until spring 2018.

The District Office (DO) initiated the District Annual Unit Review in 2015 (DAUR) and results for 2015 and 2016 are posted on the District website. The Educational Services unit includes college end-user feedback; in their 2016 DAURs the Human Resources unit at the DO also conducted a survey of DO employees and posted this data as well.

As a result of the Climate Survey's findings that there was a disconnect and lack of trust between the colleges and the District office, both the District and the colleges have taken measures to improve communication. We believe that our efforts have resulted in enhanced understanding of the districtwide decision-making processes, and have in turn lead to greater trust; we look forward to evaluating the effectiveness of our measures in the next Climate Survey. In order to meet the Board's goal to "develop and strengthen a collaborative culture amongst the District and Colleges" and to meet the requirements of Standard IV.D.4, the Chancellor continues to carefully evaluate procedures and practices in order to determine which decisions are best taken by the colleges and which are best taken by the District Office, and which should be taken collaboratively.

The Chancellor, working with his Cabinet and Consultation Council, will review the Elements of Decision-Making document in spring 2018 and consider changes and clarifications.

---

Evidence List for Standard IV.D

|                               |   |
|-------------------------------|---|
| <a href="#"><u>IVD-1</u></a>  | Student Success Score Card, 2016  |
| <a href="#"><u>IVD-2</u></a>  | Student Success Score Card, 2017  |
| <a href="#"><u>IVD-3</u></a>  | KCCD Board Policy, 2A administrative organization of KCCD and Section 6A      |
| <a href="#"><u>IVD-4</u></a>  | KCCD Board Policy, 6A Responsibilities of the Chancellor, College Presidents, |
| <a href="#"><u>IVD-5</u></a>  | The Elements of Decision Making   |
| <a href="#"><u>IVD-6</u></a>  | Consultation Council  |
| <a href="#"><u>IVD-7</u></a>  | KCCD Strategic Plan   |
| <a href="#"><u>IVD-8</u></a>  | Porterville College Strategic Committee and Plans                             |
| <a href="#"><u>IVD-9</u></a>  | KCCD Mission, Vision  |
| <a href="#"><u>IVD-10</u></a> | Porterville College Budget Committee Meeting Agenda – District Office Forum   |
| <a href="#"><u>IVD-11</u></a> | Budget Allocation Model   |
| <a href="#"><u>IVD-12</u></a> | KCCD Chancellor Contract  |
| <a href="#"><u>IVD-13</u></a> | KCCD Board Policy & Contracts website   |
| <a href="#"><u>IVD-14</u></a> | District Unit Reviews   |
| <a href="#"><u>IVD-15</u></a> | Climate Survey  |
| <a href="#"><u>IVD-16</u></a> | Porterville College “State of the College”                                    |
| <a href="#"><u>IVD-17</u></a> | District Consultation   |
| <a href="#"><u>IVD-18</u></a> | KCCD Board Policy, 3A – Fiscal  |
| <a href="#"><u>IVD-19</u></a> | Budget Allocation   |
| <a href="#"><u>IVD-20</u></a> | Financial Audit   |
| <a href="#"><u>IVD-21</u></a> | Common Measures   |

## Quality Focus Essay

### Introduction/Background

Porterville College strives to continually strengthen and enhance student learning and success. It is core to our institutional mission. The measures articulated herein were generated in response to a number of important sources. These sources include, A) The Institutional Self-Evaluation Report, B) The Guided Pathways Plan, C) Employee Feedback, D) Accreditation Steering Committee Input. These reports enabled the College to identify areas for further exploration, development, and improvement.

### Identification of Projects

- 1) Outcomes: The Institutional-Evaluation Report highlights areas of strength, as well as, areas for improvement. The work with basic skills acceleration, multiple measures assessment placement, dual enrollment, and the Achieving the Dream (ATD) initiative are identified as particular strength at Porterville College. The College, in response to the Institutional-Evaluation Report has also made significant improvements in terms of outcomes work. Particular progress that has been made in meeting the accreditation standard for outcomes includes the development of the Outcomes Handbook, the work of the Outcomes Committee (to review outcomes progress, plan for activities to be conducted, and assessment of the process), and formulation of an internal database for outcomes. The College has also added rigor and accountability to the assessment of its outcomes. Nevertheless, there is still work to be done with outcomes at Porterville College specifically service areas outcomes for non-instructional programs, general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). While the faculty and staff have primarily focused on the development and assessment aspect of outcomes, rather than on instituting remedies, the institution and review of remedies has been sporadic. Although the assessments have not yet been applied, the responsibility for assessing and reviewing the general education and institutional learning outcomes have been identified.
- 2) Program Maps-Course Sequence/Schedules: Porterville College's Guided Pathways Plan focuses on clarifying course sequences for programs of study and creating predictable schedules so students will know what they need to take, plan their course schedules accordingly, and make informed decisions (about course/program requirements, completion, transfer to university, and/or careers). The overarching goal is to ensure students attain their personal, professional, academic, and/or career goals in a timely manner.
- 3) Staff/Professional Development: Input from the Accreditation Steering Committee and feedback from the Flex Day Activity on January 12, 2018 also identified important programs that can be further enhanced at Porterville College. One area that the College is currently enhancing and enriching is staff and professional development. While the College encourages and continues to provide opportunities for staff development, we will more formally systematize and coordinate these programs.

## Scope of Work

### PROJECT 1: OUTCOMES

|   |   |
|---|---|
| <b>Objective:</b>                       | Faculty/ and staff are consistently applying each step of the Outcomes Assessment Cycle within their respective courses and programs.   |
| <b>Desired Outcome/Result:</b>          | Course and program outcome assessments are current; specifically, outcome assessments are being collected and analyzed, and actions for improvement identified and implemented.   |
| <b>Activity</b>                         | <ul style="list-style-type: none"> <li>a) Divisions/ and departments have on-going dialogues concerning learning outcomes or service outcomes each semester.</li> <li>b) Exploration and/or adoption of an outcomes database that is practical, easy, and user-friendly.</li> <li>c) The Curriculum Committee will assess/review general education outcomes.</li> <li>d) The College Council will assess/review institutional learning outcomes.</li> </ul> |
| <b>Responsible Party/Resources</b>      | <ul style="list-style-type: none"> <li>a) Division Outcomes Representatives and/or Division Chairs</li> <li>b) Outcomes Coordinator, Outcomes Committee</li> </ul>  |
| <b>Timeline:</b>                        | <ul style="list-style-type: none"> <li>a) Each semester</li> <li>b) 2018-2019</li> <li>c) 2018-2019</li> <li>d) 2018-2019</li> </ul>  |
| <b>Accreditation Standard Reference</b> | Standard IB.1, IB.2, IB.6<br>Standard IIA.1, IIA.3, IIA.5, IIA.9, IIA.10, IIA.11, IIA.12, IIA.13, IIA.16<br>Standard IIC.2  |

#### Project 1 - Review/Assessment:

The work involved in this project is intended to be ongoing and will involve an annual review. The benchmarks identified below will be used by the College to assess the value of this project.

- Engagement and discussions regarding outcomes cycles (collection, analysis, actions, implementation) are a standard aspect of division/department/areas meetings and reviews (on-going).
- Ease of inputting (and reviewing) data into the outcomes management or database system (on-going)
- Linkage of course, program, general education (as appropriate), and institutional level outcomes data (on-going)
- The Curriculum Committee will begin the work of assessing general education outcomes by end of Fall 2018

- The College Council will assess all of the institutional learning outcomes by the end of Spring 2019.

## PROJECT 2: PROGRAM MAPS

|   |  |
|---|--|
| <b>Objective:</b>                       | Clarify course sequences for programs of study and create predictable schedules to enable students to: a) know which courses to take, b) plan their course schedules, and c) understand their requirements for completion. |
| <b>Desired Outcome/Result:</b>          | Students will be able to understand and make informed decisions concerning course schedules for their program of study.  |
| <b>Activity</b>                         | Develop program road maps/ and course sequences  |
| <b>Responsible Party/Resources</b>      | Deans of Instruction, Faculty*, Marketing Manager,   |
| <b>Timeline:</b>                        | 2018-2019  |
| <b>Accreditation Standard Reference</b> | Standard IA.1, IA.4<br>Standard IIA.1, IIA.5, IIA.6, IIA.9, IIA.11, IIA.12, IIA.13, IIA.14,  |

### Project II - Review/Assessment:

In order to assess the value and effectiveness of this project, the following benchmarks will be used by the College. There will be an annual review of this project to ensure that:

- Program requirements are clearly identified in applicable print/digital publication (annually reviewed)
- Faculty/staff are familiar and aware of the program requirements in their respective disciplines and fields of study (on-going)
- Program two year schedules are available online to students (by end of Fall 2018)
- Annual course offerings are visible online (2019-2020 academic year)



**PROJECT 3: STAFF/PROFESSIONAL DEVELOPMENT**

|   |  |
|---|--|
| <b>Objective:</b>                       | Develop and implement staff/professional development plan that is coordinated and supported for faculty, classified staff, and management.     |
| <b>Desired Outcome/Result:</b>          | Faculty/staff/management will be able to participate in staff/professional development activities to support personal and professional growth. |
| <b>Activity</b>                         | a) Develop a staff/professional development plan<br>b) Implement a staff/professional development that is coordinated and supported.           |
| <b>Responsible Party/Resources</b>      | Vice Presidents, Deans, Directors, Division Chairs, Human Resource Manager, Classified Union, Faculty Union                                    |
| <b>Timeline:</b>                        | a) 2018-2019<br>b) Implemented by end of Spring 2019.  |
| <b>Accreditation Standard Reference</b> | Standard IIA.2, Standard IIC.5, Standard IIA.14  |

**Project III - Review/Assessment:**

This is an on-going project that will include an annual review. The following benchmarks will be used by the College to determine the effectiveness of this project.

- Staff development survey administered (by end of Fall 2018)
- Staff/Professional Development Plan developed (by end of Spring 2019)
- Resources are reviewed and identified to provide staff-professional development opportunities (on-going)
- College is able to bring training and other learning events to the campus (on-going)
- General engagement in staff-professional development opportunities (on-going)
- New ideas are considered and implemented to support student learning and success (on-going)

\*Faculty (instructional & non-instructional)

