

PORTERVILLE COLLEGE



CAREER AND TECHNICAL EDUCATION DIVISION *PROGRAM REVIEW*

Spring 2018

Career and Technical Education Division

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INTRODUCTION

The most effective Career and Technical Education Division is one in which its activities are well coordinated, its programs understood by the general campus community, and its efforts integrated college-wide. This report provided the Career and Technical Education Division with an opportunity to assess their programs, identify strengths and areas of improvement, set goals, and establish a connection with the other programs in the division.

The Career and Technical Education Division's desired outcomes of this report included: the evaluation of program effectiveness; program improvement; looking ahead with established goals; and instilling a division and campus-wide understanding of the strengths and needs of all programs within the Career and Technical Education Division.

In an effort to integrate the Career and Technical Education Division into the operations of the college and local community, this report provides a linkage between the Career and Technical Education Division with the college mission statement and strategic plan. This way, the campus community can see the interrelationship of the programs of the Career and Technical Education Division, the general campus, and local community, and how these programs affect student learning, success, and job placement.

Career and Technical Education Programs

Administration of Justice (Public Safety)

Agriculture (Agriculture Production and Agriculture Business)

Business Education (Accounting, Business, Business Administration, Entrepreneurship, Human Resources, and Logistics Management)

Child Development (Early Childhood Education)

Fire Technology (Fire Fighter I, Structural Fire Fighter and Wild land Fire Fighter)

Human Services

Industrial Technology (Industrial Maintenance, Solar Sales and Power Technician)

Information Systems

Interdisciplinary Studies

The Mission of Porterville College

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.

The Values of Porterville College

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.

The Philosophy of Porterville College

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.
-

The Career and Technical Education Division is committed to the general mission of the college in addition to the vision, mission, and values statements as listed below. The Career and Technical Education Division will maintain its responsibilities, complete its tasks, and serve our students in this spirit and dedication.

Career and Technical Education Division Vision, Mission, and Values Statement

Vision

The Career and Technical Education Division's goal is to provide a quality education for a diverse population of students with all available resources while contributing to the overall enhancement of the institution.

Mission

The Career and Technical Education Division supports the mission of Porterville College by providing programs and instruction for students that will enable them to achieve academic and career goals while meeting the needs of a diverse community. Our programs are continually reviewed and updated to better meet the needs of students whether their aspirations are a certificate, terminal degree, or prerequisites for transfer.

Values

In support of our mission statement, the Career and Technical Education Division is committed to certain core values that define the character of the programs we provide:

- ***Students*** – The Career and Technical Education Division values each individual student and is committed to the College Mission Statement's introductory statement, "With students as our focus..."
- ***Learning*** – The Career and Technical Education Division supports student learning and career development and will provide necessary programs and services designed to enhance the overall learning experience of our students.

- **Professionalism** – The Career and Technical Education Division faculty and staff will work in a professional manner with students, colleagues, and administrators; treating everyone with the respect and dignity they deserve.
 - **Assessment** – The Career and Technical Education Division is committed to an on-going process of assessment designed to monitor and improve the effectiveness of our programs to our students and community.
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Career and Technical Education Division General Student Learning Outcomes

The Career and Technical Education Division supports the expectations of the Accrediting Commission for Community and Junior Colleges (ACCJC) in regards to student learning outcomes and their assessment. The following student learning outcomes are either general, i.e. those shared by all Career and Technical Education Division programs at Porterville College, or program-specific, i.e. those relating specifically to a program within the division.

Career and Technical Education Division General Program Learning Outcomes:

1. Students who actively participate in Career and Technical Education programs will apply ethical decisions related to personal, family, academic, professional, and community issues.
2. Students who actively participate in Career and Technical Education programs will demonstrate personal responsibility and explain the principles of effective leadership.
3. Students who actively participate in Career and Technical Education programs will separate ideas, texts, artistic expression, or data into parts to study interrelationships and articulate an informed response.
4. Students who actively participate in Career and Technical Education programs will create written communication to convey information and express ideas for particular audiences.
5. Students who actively participate in Career and Technical Education programs will examine, understand, question, and integrate new information.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Analysis of Current Performance

Porterville College career and technical education programs provide students with opportunities to obtain an education that reflects the needs of the community and anticipate changes in

demands in business and industry. Students completing CTE programs at Porterville College are in high demand in the job market.

Research indicates that over 75% of all new jobs require post-secondary education, making vocational training more important than ever.

General Summary of Strengths and Areas of Improvement

The following are the strengths and areas of improvement that are shared by the majority of programs as indicated in the individual program reviews. Since the areas of improvement listed below were consistent across the division, these are considered priorities within the Career and Technical Education Division. As college/program staffing, equipment, and facilities plans are being developed for the future the areas of improvement listed below should be considered.

Strengths:

- The faculty and staff of the Career and Technical Education Division are dedicated to their jobs and to the success of our students.
- The Career and Technical Education Division is actively working toward building partnerships within the community and with local high schools to develop a solid pathway to college by serving on advisory boards and participating in continuing outreach activities such as High School Senior Day, Career fairs, and College night.
- The division is committed to student learning and the assessment of outcomes in an effort to improve and enhance overall programs offered to the students. All programs in the division are actively assessing Student Learning Outcomes. All programs have completed Program Learning Outcomes. All programs have established timelines for Student Learning Outcomes and Program Learning Outcomes.
- The division is actively involved in new curriculum development, program development, and course and program modifications to meet the needs of the growing college and local community. Two new Associate of Science for Transfer degrees, two Certificates of Achievement, and one new Job Skills Certificate have been added since spring 2012. In addition, the Early Childhood Education transfer degree is in progress and the Agricultural Business transfer degree is being developed.
- A Career and Technical Education Program Manager was implemented full-time in spring 2012; thus, the significant increase in Certificate of Achievement completions. Additionally, CTE outreach efforts and a new Job, Entrepreneur, and Career Center were developed with the assistance of the CTE Program manager, increasing student success in all programs.
- Programs within the CTE division are looking at developing strategic plans that are in line with student success measures.
- The CTE division has expanded online offerings and now have courses offered online in Accounting, Business Administration, Information Systems, and Child Development.

Areas of Improvement:

- All programs have staffing concerns and are in need of additional full-time, part-time, and additional support staff. The CTE division is currently staffed with five full-time faculty to oversee 14 programs and a Job, Entrepreneur, and Career Center.
- Continued new program development is a concern for the division as high school pathways continue to expand into new areas.
- Perkins funding is a major financial resource for the CTE programs. As programs meet Perkins target requirements, this funding will be reduced which will require programs to rely more on campus general funds.

Program-Specific Mission Statements, Program Reviews, and Student Learning Outcomes

It should be noted that the goals listed below for each program are not all encompassing, but rather they are highlighted or priority goals during the next program review cycle. Each program has a variety of goals they intend to accomplish each academic year as part of their regular activities, so not all program-related goals are listed in the following program reviews. In addition, the Student Learning and Program Level Outcomes may be modified as assessments are completed reviewed and programs modified accordingly.

Job, Entrepreneur, and Career Center (JEC)

Program Mission Statement:

The Job, Entrepreneur, and Career Center (JEC Center) assists in the development of a strong, competitive, educated workforce for our community by providing information to new job seekers and a venue for employers to advertise and meet with potential candidates. The center also offers academic/career coach advising, and a variety of job/business skills related workshops to new job seekers, entrepreneurs, and employers. These populations include and are not limited to Porterville College's Career and Technical Education students, alumni, entrepreneurs, employers, and community members. The center is available to individuals who are living with disabilities; from economically disadvantaged families, including foster children; preparing for non-traditional fields; single parents (including single, pregnant women); displaced homemakers; or challenged by limited English proficiency.

Analysis of Current Performance:

In March 2013, we discovered an immediate need to offer career resource information, as well as job placement opportunities to students. The Entrepreneurship Program was thriving and those students need access to additional services and information, as do the students with an undeclared major. Therefore, by opening a Job, Entrepreneur, and Career Center on campus we are meeting these needs and becoming an information hub for the community.

Since the last CTE Program Review, the JEC Center has held a total of 259 workshops and classroom presentations, 5,529 students have attended the workshops and presentations, and 1,594 students have received services available at the JEC Center.

From July 1, 2015 – June 30, 2016 the JEC Center held 156 workshops and classroom presentations, 3,238 students attended these workshops and presentations. During this academic year 584 students received services available at the JEC Center.

From July 1, 2016 – June 30, 2017 the JEC Center held 103 workshops and classroom presentations, 2,291 students attended these workshops and presentations. During this academic year 1,010 students received services available at the JEC Center.

Program Strengths and Areas for Improvement:

- Create and maintain an online employment site for new job seekers, students, entrepreneurs, alumni, employers, and community members
- Offer career and academic advising to assist in identifying career goals and objectives through career exploration and education
- Offer students, entrepreneurs, alumni, and community members' employment resources for finding temporary, part-time and full time jobs in our community
- Develop and maintain a list of business partners willing to council/mentor new entrepreneurs
- Develop and maintain a list of funding sources for entrepreneurs
- Offer community education classes and free workshops in business planning
- Provide entrepreneurial assistance
- Develop relationships with business leaders to provide mentoring and internship opportunities for PC students and local high school students

The JEC Center has additional partnerships (below) that assist with the function of the center, by providing workshops, individual student assistance and the like.

- **Porterville Unified School District:** “Pathways connect learning with students’ interests and job preparation lead to higher graduation rates increased postsecondary enrollments, higher earning potential and greater civic engagement.” Former California State Superintendent, Jack O’Connell
- **Porterville Chamber of Commerce:** Developing relationships with local business leaders to provide mentoring and internship opportunities.
- **Tulare County Health and Human Services**
- **The City of Porterville Community Development Department**
- **P8 Coalition-PUSD Pathway Advisory Boards**
- **Tulare County Office of Education**
- **Walmart Distribution Center**
- **Smee Builders**
- **Del Taco**
- **Subway**
- **Tulare County Federal Credit Union**

Goals:

Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Business, Industry, and Community Partners to the JEC	Spring/Fall 2017/2018/2019 Summer workshops (2017, 2018, 2019)	Funding/Staff	None noted

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 X Item 3 X Item 4 X Item 5 Item 6 X

Progress on Goal

 Completed (Date)
 Revised (Date)

- a. Comments: Increase the usage of JEC by Business & Industry Partners**
- Partners to conduct informational events
 - County of Tulare agencies (e.g. Health & Human Services, Community Development, etc.)
 - City of Porterville agencies
 - Walmart Distribution Center
 - Local Businesses
 - Staffing/Employment Agencies, etc.
 - Partner with employers/community agencies to host or provide workshops through the JEC

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Mobile JEC Services to the Community	Spring 2019	Funding/Staffing	None noted.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 X Item 3 X Item 4 X Item 5 X Item 6 X

Progress on Goal:

 Completed (Date)
X Revised (Date Spring 2018)

Comments: Increase the visibility of Porterville College and the JEC in the community

- Provide services (workshops, activities, etc.) in the community based on need
- Provide workshop and academic/career advising to high schools and adult schools in the area
- Offer career trainings (soft skills, computer skills, etc.) at local schools and places of employment
- Partner with local businesses to provide multiple work based learning opportunities for our students

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Job Placement and Recruitment	Spring 2019	Funding/Staff	None noted

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 X Item 3 X Item 4 X Item 5 Item 6 X

Progress on Goal

 Completed (Date)
 Revised (Date)

Comments: Students will be connected with potential employment opportunities by hosting employers and staffing agencies (onsite recruitment)

- Career Fair/General Recruitment
- VITA tax prep working with CTE accounting students
- Provide work based learning opportunities to students in specific career fields
- Hold annual CTE Open Houses with industry partners

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
4. Marketing/Outreach	Spring 2019	Funding/Staff	None noted

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 X Item 3 X Item 4 X Item 5 Item 6 X

Progress on Goal

 Completed (Date)

 Revised (Date)

Comments: Increase/enhance the visibility of the JEC

- Additional signage around campus directing students and community members to the JEC
- Publication materials with JEC logo out in community and around campus

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
4. Host 1-2 Business/Industry Driven Annual Events	Spring 2019	Funding/Staff	None noted

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 X Item 3 X Item 4 X Item 5 Item 6 X

Progress on Goal

 Completed (Date)

 Revised (Date)

Comments: To engage business/industry/community leaders to discuss topics of concern and interest as it pertains to economic, government, education, and workforce and community development. To showcase the PC campus, programs, and services to the community.

- Host a Porterville Chamber Mixer event
- Elevator Pitch Competition
- JEC Connect

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
4.Infrastructure (facility, equipment, supplies) Needs	Spring 2019	Funding/Staff	None noted

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 X Item 3 X Item 4 X Item 5 ___ Item 6 X

Progress on Goal

___ Completed (Date)

___ Revised (Date)

Comments: Comfortable seating for students to review materials at the JEC Center

- Relocate the JEC Center to a more central and welcoming environment on campus
- Have private room(s) available for mock interviews, tax prep, job interviews, etc.
- Have a designated spot for workshops to be held within the JEC Center
- Update computers at the JEC Center
- Have a check-in computer with SARS

Staffing Request:

<u>Staff Resources:</u>			
<u>Current Staffing Levels</u>			
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>	
Faculty		Faculty	
Temporary		Temporary	1
Classified		Classified	1
Management	1	Management	

<u>Request for New/Replacement Staff</u>				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Program Coordinator	Classified	Full-Time	New
Position 2	Educational Advisor	Classified	Full-Time	New
Position 3	Department Assistant Level 1	Classified	Full-Time	New
<p>Justification:</p> <p>In order to meet the needs of the students and community members seeking career advising the current Educational Advisor position needs to be modified to be full-time with two new positions added. These new positions need to be a Program Coordinator and a Department Assistant Level 1.</p> <p>The JEC Center is currently staffed with one 20 hour Educational Advisor and a Short-Term Temporary Program Technician who be hired for the Spring 2018 semester. In order for the Center to be operating at the optimal level a full-time Educational Advisor is necessary to meet with students, community members, visit classrooms on site and at local high schools. Plus, they need to be able to meet with multiple faculty members regularly to discuss their specific programs. These tasks cannot all be completed well within the current part-time timeframe. Also, even though we are in the process of hiring a Short-Term Temporary Program Technician to help monitor the JEC Center for the Spring 2018 semester, the current responsibilities for this position are better suited for a full-time Program Coordinator. This position would be responsible not just for the daily tasks of the JEC Center, but also for our Community Education courses, our internship program, and visiting classes to hold career related workshops. If time allows this position would also be responsible for coordinating a training program run out of the JEC Center. Lastly, since the Program Coordinator and Educational Advisor need to have flexibility to visit classes, be off campus for monitoring students, visiting with employers, or for academic advising, there is a need to have a constant employee in the JEC Center during operating hours. This need would be filled by a full-time Department Assistant Level 1 who would be overseen by the Program Coordinator.</p>				

Budget:

	Current Budget	Amount of Increase	Revised Total
4000	0	5000.00	5000.00
5000	0	5000.00	5000.00
Other			

Justification:

Currently, this program is funded by Carl Perkins funds, Strong Work Force, and CCPT grant funding. In the future, restrictions on these funds will reduce this likelihood. Since the JEC center is a campus wide effort, some of the costs associated with the center need to be moved into the general budget.

Administration of Justice

Program Mission Statement:

The Administration of Justice program is a two-year course of study designed to prepare students for employment upon graduation from Porterville College or for transfer to a four-year college or university offering an upper division major in Administration of Justice. The program offers the student an Associate of Science for Transfer degree, an Associate of Science for Public Safety, a Certificate of Achievement option and various vocational training programs in law enforcement.

Student Learning Outcomes:

The Administration of Justice program offers an Associate of Science for Transfer degree and Certificate of Achievement in Administration of Justice. There are a collective total of 23 courses in this program. All scheduled courses and programs have approved student learning and program level outcomes. All active courses have had at least one student learning outcome assessed along with completed timelines to complete the assessment of all course level student learning outcomes within the four year cycle.

The curriculum surveys the history, development, theory and practical application of knowledge in areas of law enforcement, probation and parole. Curriculum is kept current by continuous contact with other colleges and criminal justice agencies. The training program is certified by the California Commission on Peace Officers Standards and Training (P.O.S.T.). Administration of Justice Associate in Arts and Certificate of Achievement

Program Learning Outcomes:

1. Identify the procedures involved in the justice system from arrest to release;
2. Identify how the criminal justice system works as a system;
3. Identify the importance of the inter-cooperation of all three parts of the criminal justice system;
4. Identify the steps that are taken from the point of arrest by the police officer to the release of the defendant from prison.

How Assessed:

A 50 question comprehensive final exam is administered for assessment purposes in all Administration of Justice classes. Students are required to take quizzes, a final exam and write papers. Some students chose to give oral presentations. The presentations can relate to real life experiences.

Students were well informed as to the importance of attendance and completing of assignments in achieving acceptable grades in the class. I also allowed students to make up work with no penalty if they made arrangements to do so ahead of time. Only a few students took advantage of this and chose instead to place no value on make-up work. In the future, I will more often address the students with regard to the value of studying and encourage group study for the final.

Timelines for assessment have been completed so that the program learning outcomes may be assessed within a four year period.

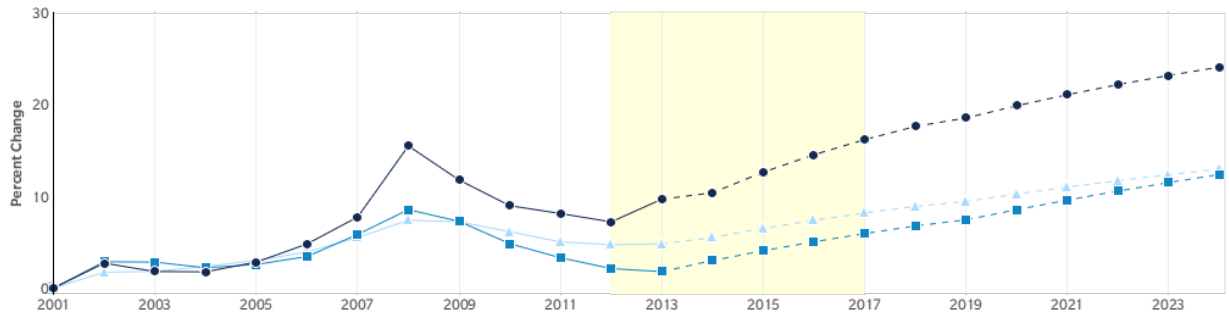
Analysis of Current Performance:

The Administration of Justice/Public Safety training programs prepare students for employment upon graduation or for transfer to a four-year college or university. The Administration of Justice program offers students an Associate of Science degree or a certificate option. The Law Enforcement program offers training courses in Arrest/Firearms and academies for Police Reserve levels III and II. The Commission on Peace Officers Standards and Training (P.O.S.T.) certifies the training courses.

The Administration of Justice program has continued to show substantial growth with an offering of 23 sections per year as of Spring 2012. The total census for the past three year period is 3,302 students with an FTES of 109.8 in 2014-2015, 114.2 FTES in 2015-2016 and 105.7 FTES in 2016-2017. The retention rate average is 89% and the success rate average is 82%. The program represents the diverse demographics of the Porterville College campus. There have been 60 Associate degree awards and 52 AS-T degrees in the last three academic years 2014/2015, 2015/2016, 2016-2017 which is an increase of 33 degrees over the previous three academic year's total of 79. The diversity of the program is also reflected in the 53 Certificates of Achievement that have been awarded during the same period.

Occupational forecast for Administration of Justice programs:

EMSI data indicates that police and sheriff’s patrol officer occupations are projected to grow within the four-county region by 8.4% 2012-2017. Police and sheriff’s patrol officers specifically expect a projected five-year growth of 8.4% regionally, 3.7% state-wide, and 3.3% nationally. Average hourly earnings for 2012-2017, police and sheriff’s patrol officers are \$32.65 regionally. State average hourly earnings for 2012-2017 are \$32.65 and \$26.99 Nationally.



The diversity of the program for 2014 – 2017(3 Year Period) is reflected in the Associate degrees and Certificates of Achievement as follows:

Ethnicity	Gender	Associate degrees	Certificates
Asian/Filipino	Female	0	0
	Male	2	0
Hispanic/Latino	Female	48	25
	Male	50	23
Unknown	Female	1	0
	Male	1	0
White	Female	2	1
	Male	5	2

New Public Safety Degree:

Associate of Science in Public Safety

Program Goals and Objectives

The Associate of Science in Public Safety is a two-year course of study designed to prepare students for entry-level employment upon graduation from Porterville College. The Associate of Science Degree offers the student vocational training programs in law enforcement, corrections and fire. The goal of this degree is designed to meet local community needs as addressed in attached advisory board minutes.

The curriculum surveys the history, development, theory and practical application of knowledge in areas of law enforcement, corrections and fire. Curriculum is kept current by continuous contact with other colleges, criminal justice agencies and fire organizations. The training programs are certified by the California Commission on Peace Officers Standards and Training (P.O.S.T.), the State Board of Fire Services and the California Fire Chief's Association.

There is a growing need for well trained and educated individuals in all segments of public safety. Employment opportunities exist for men and women in law enforcement, corrections and fire at both the state and local levels. The Associate of Science in Public Safety at Porterville College offers course work in all of these areas. These employment opportunities generally offer excellent starting salaries, benefit packages and retirement programs.

The Associate of Science in Public Safety prepares students for careers in law enforcement, corrections, and fire. They can also work in multiple specialty areas including detectives, S.W.A.T., narcotics, and K-9 handler. In the area of fire they can also work in multiple specialty areas including Arson Investigator, Fire Engineer, and Fire Specialist. Career opportunities are expected to continue to be strong in these areas.

Program Strengths and Areas for Improvement:

- The Administration of Justice program is in strong demand and regarded highly by professionals in the field.
- Enrollment is consistently strong and retention rates are good because graduates of the programs are successful in finding employment.
- Our continuing growth comes from the hiring needs in law enforcement and corrections in the central valley.
- Future growth, in part, comes from the newly developed Law, Justice and Education pathway at Porterville Unified School District. The full-time faculty member and CTE Dean are members of the advisory board for this pathway and are working hand in hand with industry and the high school to polish the new pathway that will feed approximately 100 students into the Administration of Justice Program at Porterville College each year.
- Currently, the program is staffed with one full-time faculty member and four adjunct faculty members. This is an area for improvement. As the program continues to grow and with the graduation of pathway students entering into the program, we will not be able to meet the demand and offer all necessary courses required for graduation from Porterville College in a timely manner.
- This program had two full-time faculty members and for the past nine years has been staffed with one. It is imperative to the continued success of this program to hire another full-time faculty member within the next three years.

- In order for the Administration of Justice program to continue in the growth process the program needs to offer a wider range of classes. The replacement faculty will help add more expertise and diversity in the class offerings.
- The scarcity of qualified part-time faculty to teach Administration of Justice courses has been difficult and this problem would be alleviated by hiring a full-time instructor.

Staffing Request:

<u>Staff Resources:</u>				
<u>Current Staffing Levels</u>				
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty	1	Faculty	6	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<u>Request for New/Replacement Staff</u>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replace
Position 1	Administration of Justice Instructor	Faculty	Full-Time	Replace
Justification: (Address each position requested)				
Position 1				
<ul style="list-style-type: none"> • In order for the Administration of Justice program to continue in the growth process the program needs to offer a wider range of classes. The replacement faculty will help add expertise and diversity in the class offerings. • The scarcity of qualified part-time faculty to teach Administration of Justice courses has been difficult and this problem would be alleviated by hiring a full-time instructor. 				

Budget Request

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	\$1,700.00	\$800.00	\$2,500.00
5000			
Other			

Justification:

Currently, the program is being funded heavily with Carl Perkins and Strong Workforce funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.

Agriculture

Program Mission Statement:

The Agricultural Department supports the mission of Porterville College by providing instruction for students that will enable them to achieve their academic and career goals while addressing the needs of the community. These programs will enhance educational opportunities that lead to increased employment prospects in the technical fields in agricultural. We are committed to a continuous process of evaluating our program to better meet the needs of students whether their aspirations are a certificate, an AA Degree as a terminal degree or preparation for transfer to a four year institution.

Student Learning Outcomes:

Course Level: Please list here (1) the number of active courses in your division and (2) the number and percentage of those courses that have identified student learning outcomes that have been approved by the Curriculum Committee.

Program Level: Please list here (1) the programs that exist in your division and (2) which of these programs have identified program-level student learning outcomes.

- Agriculture (Production Emphasis)
- AST- Agribusiness

Program Level Student Learning Outcomes will be evaluated on a four year cycle with each SLO for each course and a Program Level SLO being evaluated during that time frame. A minimum of one SLO for each course will be evaluated annually.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Analysis of Current Performance:

(Please review the data provided by the Office of Institutional Research for your division and summarize trends for the past three years. These data cover enrollment, faculty load, productivity, and course retention and success rates.) These data should also be attached with your program review.

The following is a table summary of enrollment data and related performance indicators:

		Sections	Enrollment	FTES/FTEF	% Retained	% Succeeded
Ag Program	2014-15	21	599	15.7	91%	68%
	2015-16	23	723	20.1	90%	71%
	2016-17	25	694	20.1	95%	79%

The diversity of the program is reflected in the following 3 year program totals:

Ethnicity	Program Totals
American Indian	11
Asian/Filipino	24
Hispanic/Latino	1127
Two or More Races	8
White	79
African American	16

Gender	Program Totals
Female	765
Male	671

The Agriculture Department is currently staffed by one full time faculty member and two adjunct faculty members. The department offers a broad range of courses for students seeking skills enhancement, career preparation and/or a degree. Five of the courses offered in the program also fulfill Porterville College graduation requirements in various areas (Intro to Plant Science, Intro to Soil Science, Ag Economics, Ag Sales and Computer Apps in Agriculture). Three of these courses also fulfill CSU Breadth requirements in various areas

(Intro to Plant Science, Intro to Soil Science and Ag Economics) and Ag Economics also fulfills a UC transfer requirement.

Currently a big push from the Agriculture industry is student preparation for careers in the area of Agricultural Pest Control Advisor. The structure of our Principles of Pesticide Use is the traditional 3 unit/54 hours of instruction format. This doesn't work very well for individuals looking to obtain continuing education hours, as they only need 24 hours every two years. The course will be revised to be six 1/2 unit classes. This would enable students to pick and choose those areas that they need as continuing education, and better fit for preparation for California's Department of Pesticide Regulations Pest Control Advisors license.

Over the past 2 years, we have developed an AST (Associate of Science Transfer) degree in Agribusiness, which has now completed the approval process through KCCD and the State Chancellor's Office. Both the AST in Agribusiness and the AA in Ag Production will continue to be offered, to give students additional options. Our local economy suffers from one of the states' highest unemployment rates and these vocational areas are where the greatest employment opportunities exist. The knowledge, skills and attitudes gained from these programs will increase the students' chances of success in the local and global markets. The Ag industry is currently experiencing a healthy demand for qualified employees with very competitive salaries.

Program Strengths and Areas for Improvement:

(Based on the information above and history since previous review, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.)

Because of the fulfillment of graduation and breadth requirements, the program continues to draw student from other majors. In numerous cases, students have changed their major to agriculture because of increased interest in the area or employment prospects with additional skills. Because of this increased interest, two new adjunct faculty have been hired to teach additional classes. Three classes have been brought back, that haven't been taught for a number of years (Agribusiness, Marketing and Plant Propagation). With the addition of the AST Agribusiness, the program numbers should increase considerably. Below are the requirements for the AA in Ag Production followed by the AST in Agribusiness for comparison. Many of the requirements are the same of similar, and with a few extra classes, a student would be able to graduate with a dual major.

Associate in Science Agribusiness for Transfer AS-T Degree (New)

The new Associate in Science in Agribusiness for transfer is designed to prepare students to continue studies toward a Bachelor of Arts or Bachelor of Science degree in Agribusiness or for entry-level into a variety of career options. Students who pursue an Agribusiness degree will enjoy a wealth of career options in areas including, but not limited to: Agribusiness, General Business, Agricultural Sales, Ag Marketing, Ag Finance, Agricultural Production, Agricultural research, Vocational Ag Education and general agriculture. They may work in a number of specialty areas related to Agriculture, including, but not limited to: accounting,

finance, marketing, management, human resources, logistics, communication and information systems.

Areas for Improvement- In order to continue the growth within the Ag Department, there are a number of areas that will be targeted. The following list includes some of these target areas:

- At this time, the department has one full time faculty and two adjunct faculties. The core courses will be rotated between the full time and adjunct faculty as schedules allow to best suit the greatest number of students.
- In order for the Ag department to continue in the growth process the department needs to offer a wider range of classes. A new full-time faculty member will help add more expertise and diversity in the class offerings.
- The scarcity of qualified adjunct to teach Agriculture courses has been difficult and this problem would be alleviated by hiring a full-time instructor.
- The local feeder schools offer numerous courses in Environmental Horticulture/Ornamental Horticulture and there is considerable interest in this area. This course has been taken out of the course offerings, but will be brought back.
- Porterville Unified School District has developed a number of Career Pathways, one of which is in Agriculture at the Strathmore High School campus. The name of the Career Pathway in Agriculture is; Emerging Agricultural Technologies (“EAT”), which will encompass a number of areas, including but not limited to: Animal Science/Vet Tech, Plant Science/Ornamental Horticulture, Ag Mechanics/Welding and Agribusiness. We are now offering students in the Ag Pathway at Strathmore High School the opportunity to participate in a dual enrollment cohort where they could potentially have completed a number of Porterville College courses by the time they graduate from high school. This will save their parents a considerable amount in tuition and save them a considerable amount of time in completing their college degree requirements. The courses will be taught on the Strathmore High School and Summit Charter Collegiate Academy campus by their faculty (who are qualified to teach Agriculture at the college level, either with a Master’s degree in the subject area or with a bachelor’s degree and the required number of years of experience), or by existing faculty at Porterville College. The courses being taught include, but are not limited to: Ag Business, Computer Applications in Agriculture, Agricultural Sales, Introduction to Plant Science and Introduction to Soil Science. These class offerings will be added to in the future.
- The Ag Department has looked into the possibility of teaching a larger number of Ag courses in more flexible offerings such as online and/or hybrid courses. This may be something that may be entertained at some point in the future if and when a need arises.
- The Ag Department with CSU Fresno has developed curriculum in Mechanized Ag/Small Engines/Welding. This would allow Porterville College to more fully utilize the shop and equipment currently used by Industrial Maintenance. Porterville College is currently reviewing candidates for a full time Industrial Maintenance instructor to expand offerings in that area, as well as a possible

link to and Mechanized Ag program. Those facilities are currently only being used in the evenings.

Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
4. Link the Industrial Maint Program to a Mechanized Ag	Fall 2018	New programs must be approved by State Chancellor's Office.	None noted

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 X Item 3 X Item 4 X Item 5 ___ Item 6 X

Progress on Goal: Further review of the local industry, it appears that the greater demand and a greater number of job opportunities exist in the business community.

___ Completed (Date)
 ___ Revised (Date Spring 2018)

Comments: Once the AST in Agribusiness has been approved by the State Chancellor's office and Kern Community College District, our existing Degree in Agriculture (Production Emphasis) will be inactivated.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Program Certificates for Ag Business	Spring 2019	N/A	None noted.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 X Item 3 X Item 4 X Item 5 X Item 6 X

Progress on Goal:

___ Completed (Date)
 X Revised (Date Spring 2018)

STAFFING REQUEST

Comments:

Staff Resources:

Current Staffing Levels

<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>	
Faculty	1	Faculty	2
Temporary		Temporary	2 (at SHS)
Classified		Classified	
Management		Management	

Request for New/Replacement Staff

Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replaceme
Position 1	Environmental Horticulture	Faculty	full	New
Position 2				
Position 3				

Justification:

(Address each position requested)

- In order for the Ag department to continue in the growth process the department needs to offer a wider range of classes. A new full-time faculty member will help add more expertise and diversity in the class offerings.
- The scarcity of qualified adjunct to teach Agriculture courses has been difficult and this problem would be alleviated by hiring a full-time instructor.
- The local feeder schools offer numerous courses in Environmental Horticulture/Ornamental Horticulture and there is considerable interest in this area. This course has been taken out of the course offerings, but will be brought back.

BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	990	1000	1990
4000	5000	3000	8000
5000			
Other			
<p>Justification: (Include justification for each amount of increase requested.)</p> <p>Currently, with the exception of the faculty salaries, the program is being funded heavily with Carl Perkins and Strong Workforce funds. In the future, restrictions on these funds will reduce this likelihood. Should Perkins funds dry up, Instructional and Non-Instructional supplies will need to be absorbed into the college budget.</p>			

Business Education

Program Mission Statement:

The Business Education program supports the mission of Porterville College by providing instruction for students that will enable them to achieve their academic and career goals while addressing the needs of the community. We are committed to a continuous process of evaluating our programs to better meet the needs of students whether their aspirations are an Associate's degree, preparation for transfer, and/or a certificate.

Student Learning Outcomes:

The Business Education program has five areas of emphasis; Accounting, Business Administration, Entrepreneurship, Human Resources, and Logistics. There are a collective total of 34 courses in these areas. All scheduled courses and programs have approved student learning and program level outcomes. All active courses have had at least one student learning outcome assessed with timelines in process to complete the assessment of all course level student learning outcomes within the four-year cycle.

There are currently five programs with degree and certificate awards. Program Level Outcomes are as follows:

Associate of Science for Transfer Degree- Business Administration

1. Analyze business, economic, or financial principles and explain their application to the real-world.
2. Apply written and verbal communication skills in a business relationship, a teamwork setting or a leadership position.
3. Apply the importance of Ethical behavior in the business environment.
4. Demonstrate technological competency by using technology effectively in the business environment or workplace.
5. Explain the significance of international cooperation to the success of global business.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Associate in Science Degree- Accounting /Entrepreneurship/Human Resources/Logistics

1. Analyze business, economic, or financial principles and explain their application to the real-world.
2. Apply written and verbal communication skills in a business relationship, a teamwork setting or a leadership position.
3. Apply the importance of Ethical behavior in the business environment.
4. Demonstrate technological competency by using technology effectively in the business environment or workplace.

All Associate of Science degrees have one program learning outcome evaluated each year through a summative assessment.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Accounting – Certificate of Achievement

1. Demonstrate knowledge in accounting for external financial reporting and managerial applications.
2. Research accounting literature for both structured and unstructured problems in external financial reporting, tax and auditing.
3. Recognize and analyze ethical problems in practical accounting situations, select and defend a course of action.
4. Effectively communicate complex accounting concepts both orally and in writing.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Entrepreneurship – Certificate of Achievement

1. Analyze business, economic, or financial principles and explain their application in an entrepreneurial setting.
2. Apply written and verbal communication skills in an entrepreneurial business relationship, a teamwork setting and entrepreneurial leadership position.
3. Apply the importance of ethical behavior in the entrepreneurial business environment.
4. Demonstrate technological competency by using technology effectively in the entrepreneurial business environment.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Human Resources – Certificate of Achievement

1. Identify the legal and ethical context of Human Resource Management.
2. Explain the Federal, State, and local laws that affect public and private employers.
3. Describe the importance of staffing an organization including planning, job analysis, recruitment, and selection of staff.
4. Explain labor relations and collective bargaining agreements in the public and private sectors.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Logistics – Certificate of Achievement

1. Prepare students in warehousing, operations, supply chain, distribution, transportation, purchasing, and global logistics to enter into or advance within management career patterns of the logistics industry.
2. Provide an opportunity for students to complete a short-term intensive, hands-on program preparing them for employment in the logistics field.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Timelines for assessment are being developed so that the program learning outcomes may be assessed within a four-year period.

Analysis of Current Performance:

Porterville College's Business program goal is to provide a quality education for a diverse population of students with all available resources while contributing to the overall enhancement of the institution. The program currently offers degrees and certificates in Accounting, Business Administration, Entrepreneurship, Human Resources, and Logistics.

During the 2014/15 academic year, there was a decline in growth in Business Administration program, but has since seen improvement. This is demonstrated by a 41% increase in section offerings. Enrollment at census increased 34.5% from 2014/15-2016/17. Annual program FTES has increased from 32.7 to 43.3. A total of 36 Associate degrees and 82 transferable Associate degrees have been awarded in the three-year period 2014/15 through 2016/17. This is an 81.5% increase over the three previous academic year's total of 65 issued between the years of 2008/09 thru 2010/11).

Occupational forecast for Business Education programs:

The Employment Development Department of the Labor Market Information Division data project positive growth, for Tulare County between 2014-2024, in all management occupations, business and financial operations occupations, Human Resource Specialists, Logisticians, office and administrative support occupations, and Accountants. Per the Bureau of Labor and Statistics nationally between 2016-2026, management occupations are expected to grow 9%, Human Resource Specialists and Logisticians growth of 7%, Accountants a growth of 10%.

The diversity of the program is reflected in the Associate degrees and Certificates of Achievement as follows:

Ethnicity	Associate Transfer degree 2014-2017	Associate degrees 2014-2017	Certificates 2014-2017
American Indian	0	1	0
Asian/Filipino	7	0	0
Hispanic/Latino	59	29	1
Two or More Races	2	0	0
White	13	7	0
African American	1	0	0

	Gender	Associate Transfer degree 2014-2017	Associate degrees 2014-2017	Certificates 2014-2017
Accounting	Female	0	0	1
	Male	0	0	0
Business	Female	0	8	0
	Male	0	5	0
Business Administration	Female	47	15	0
	Male	35	6	0

Retention and success rates for the three-year period beginning 2012/13-2016/17:

Accounting:

2014/15 – Retention: 82.8% Success: 74.5%

2015/16 – Retention: 84.4% Success: 75.3%

2016/17 – Retention: 92.2% Success: 85.9%

Despite a lack of consistency among instructional staff both retention and success have increased in Accounting. Consistency in instruction is a goal for this program.

Business Administration:

2014/15 – Retention: 85.6% Success: 71.8%

2015/16 – Retention: 86.7% Success: 74.6%
2016/17 – Retention: 90.6% Success: 76.1%

Two full-time faculty during the 2015/16 school year led to an increase in retention and success in Business Administration.

Economics:

2014/15 – Retention: 85.5% Success: 67.5%
2015/16 – Retention: 93.1% Success: 88.3%
2016/17 – Retention: 96.6% Success: 81.8%

Success rates for Economics decreased during the 2016/17 academic year due to the change in faculty available to teach Economics. Retention rates have remained steady.

Marketing:

2014/15 – Retention: 86.8% Success: 64.2%
2015/16 – Retention: 86.7% Success: 80.0%
2016/17 – Retention: 100% Success: 100%

Success and retention rates for Marketing drastically increased during the 2016/17 academic year. This course is required for three programs and has grown accordingly.

Program Strengths and Areas for Improvement:

Partnerships

The business program has experienced this substantial growth through the partnerships that have been developed during the past six years. Continuing those partnerships and building new partnerships through networking is an integral part to continued growth for the program. Current partnerships that exist are:

- **The Lyles Center for Innovation and Entrepreneurship, California State University, Fresno:** this is a pathway between Porterville College and the University. Affiliated institutions meet monthly to develop entrepreneurial programs for college students and develop best instructional practices. This partnership has provided thousands of dollars for staff development and student opportunities including the annual Chicago conference. The Lyles Center, based on Porterville Colleges activities, growth potential and commitment, has provided the opportunity for an entrepreneur center to be developed on campus that would serve students, local businesses and community members.
- **National Association for Community College Entrepreneurship (NACCE):** Organization assists community colleges nationwide link their traditional role of workforce development with entrepreneurial development. The result is innovative ideas that promote local economic growth.

- **Collegiate Entrepreneurs Organization (CEO)** serves over 400 colleges and universities by assisting students and instructors in business/entrepreneur programs. They provide networking opportunities for students and instructors nationwide through a variety of events.
- **Porterville High School Partnership Academy of Business:** Provides a direct link from the high school to the Porterville College Business program.
- **Porterville Chamber of Commerce Business and Education Committee:** Developing relationships with local business leaders to provide mentoring and internship opportunities for PC students.
- **Small Business Development Center/Central Valley Business Incubator (SBDC/CVBI):** cooperative effort of private business, education, local, state and federal government agencies that provides management assistance to prospective small business owners. This partnership is an integral component of entrepreneurial development through a network of training and counseling services.
- **Kern and Tulare Counties Workforce Investment Boards (WIB):** working relationship with WIBs in both counties.

These partnerships are a large part for the growth; however, without maintaining these existing partnerships and continuing to develop new partnerships the program cannot grow.

Curriculum Development and Emerging Trends

- Developing new courses that align with the current business trends is vital to the success and growth of the business program. In 2013, we added a transferable degree in Business Administration. Three years later, in 2016, we increased our business offerings to include Associate of Science degrees in Business Administration with an emphasis in Logistics, Entrepreneurship, and Human Resources. The growth and stability of these programs will lead to the revitalization of our economy. Currently our pathway with the Lyle's Center for Innovation and Entrepreneurship is a vital instrument to help Porterville College in the training of faculty to teach Entrepreneurship. They are also instrumental in assisting with the development of a degree. Maintaining and strengthening this partnership is essential. A down side to the implementation of this program is the lack of business faculty. The business program has one full-time business faculty member that teaches Entrepreneurship, Business Administration, Marketing, and Accounting courses. There are five adjunct faculty members that currently supplement the programs in Business Education; however, they are only available at night, limiting the ability to offer a wide range of courses throughout the day.
- Our Accounting program is struggling. Porterville has a limited number of qualified adjunct instructors for the Accounting program. This position was vacated in the spring of 2008 and has not yet been replaced. This limits the ability to offer a larger variety of classes. In addition, most adjunct instructors are only available at night, limiting the ability to offer a wide range of courses throughout the day. The Accounting certificate program is in high demand. However, students have to take courses at other colleges to complete their certificate due to a decrease in our course offerings.

Pathways

Porterville College's business program is the first program at Porterville College to create a program of study (pathway) using the ConnectEd model for the California Multiple Pathways District Initiative-Academy of Finance, Porterville High School. Having this pathway has increased our Business program's enrollment and provided students that are on a fast track to graduating and/or transferring with Business degrees.

Summary

Porterville College's Business program has showed significant growth in the past three years. However, this is not enough. In order to provide our students with the excellent education that they deserve, the employment and transfer options that will be essential to their success in the community we must take the program to the next level. Through continuous strengthening and the building of new partnerships, a current and revised curriculum, maintaining current with business trends, focus on existing student populations and new student populations, and more diligent outreach efforts our business program will continue to grow.

Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Replace the business/accounting position left vacant by retirement	To be on board by Fall 2019	Funding and prioritization by Academic Senate and Budget Committee	College budget limitations

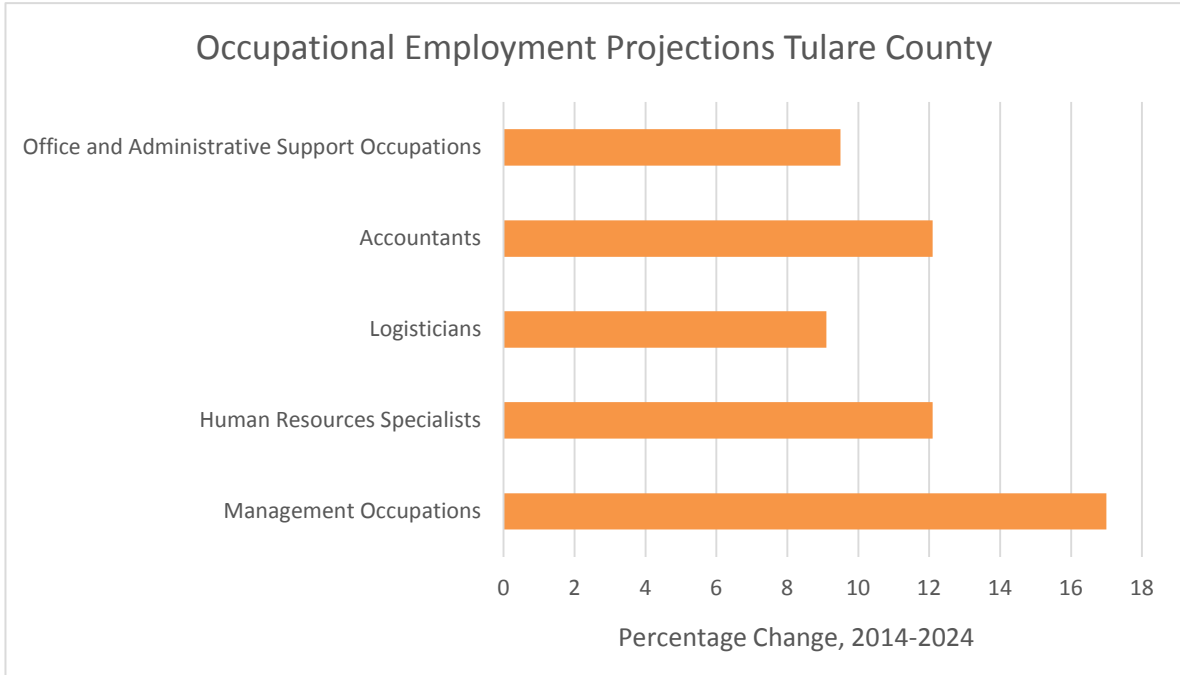
- Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)
- Item 1 Item 2 Item 3 Item 4 Item 5 Item 6
- Progress on Goal: This goal was set in Fall 2008 and still has not been met due to budget restrictions. This goal is essential to the stability of the Accounting program.

Completed (Date _____)
 Revised (Date October 2017)

Staffing Request:

<u>Staff Resources:</u>				
<u>Current Staffing Levels</u>				
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty	1	Faculty	5	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<u>Request for New/Replacement Staff</u>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Accounting Instructor	Faculty	Full Time	Replacement
Position 2	Business Instructor	Faculty	Full Time	New
Justification:				
Position 1:				
<ul style="list-style-type: none"> • There is not currently a full time Accounting faculty member. • Lack of continuity has been hurting the program. A full-time instructor would help to re-build and grow this area of the department that offers high-demand jobs in the community. • The scarcity of qualified part-time faculty has resulted in a significant reduction of accounting classes that have been offered, especially during the day. Part-time faculty in the accounting department has primarily been used to teach core classes, reducing the ability to offer a large range of courses. 				
Position 2:				
<ul style="list-style-type: none"> • In order for the Business program to continue in the growth process the program needs to offer a wider range of classes. A new full-time faculty member will help add more expertise and diversity in the class offerings. • The scarcity of qualified part-time faculty to teach business courses has been difficult and this problem would be alleviated by hiring a full-time instructor. 				
Occupational forecast for Business Education programs:				
The Employment Development Department of the Labor Market Information Division data project positive growth, for Tulare County between 2014-2024, in all management				

occupations, business and financial operations occupations, Human Resource Specialists, Logisticians, office and administrative support occupations, and Accountants. Per the Bureau of Labor and Statistics nationally between 2016-2026, management occupations are expected to grow 9%, Human Resource Specialists and Logisticians growth of 7%, Accountants a growth of 10%.

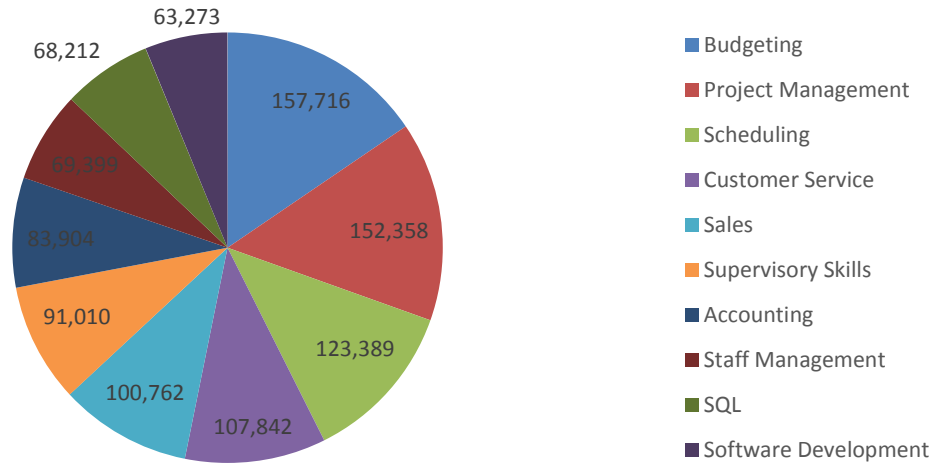


State of California Employment Development Department <http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

In the State of California, per the Educational Advisory Board (eab.com), out of the 10 most commonly sought job skills in California during the 2016 year, 8 of these areas are emphasized in our programs. The exception to this list is SQL and Software Development.

Most Commonly Sought Job Skills in 2016

n= 1,045,038, with 75,682 unspecified job postings

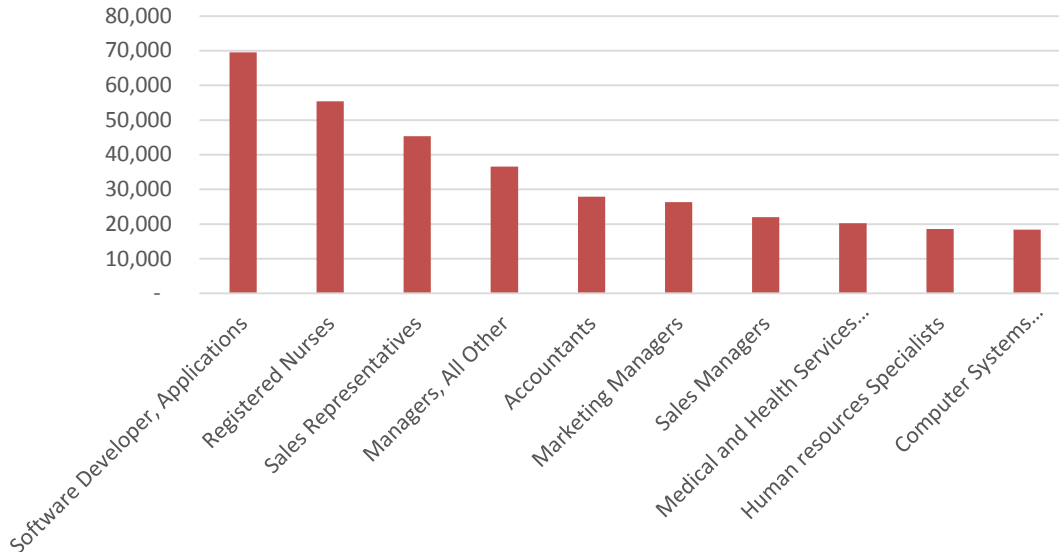


EAB, State Demand Profile, <https://www.eab.com/-/media/EAB/Research-and-Insights/COE/Resources/2017/California%20-%20state%20demand%20profile.pdf>

Additionally, out of the 10 most sought occupations in 2016, our program connects with all except Software Developers, Registered Nurses, and Computer Systems Engineers/Architects.

Most Commonly Sought Occupations in 2016

n= 1,045,038, with 47,294 unspecified job postings



EAB, State Demand Profile, <https://www.eab.com/-/media/EAB/Research-and-Insights/COE/Resources/2017/California%20-%20state%20demand%20profile.pdf>

Budget Request:

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	\$1,900.00	\$600.00	\$2,500.00
5000			

Other:

Justification:

Currently, the program is being funded heavily with Carl Perkins and Strong Workforce funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.

Child Development

Program Mission Statement:

Porterville college has three major responsibilities: academic preparation, workforce Development and leadership. Child Development provides students with academic courses based on child development theory and best practices in early care and education. The Child Development Program provides students with courses that orient them to the field of early care and education; providing the opportunity to develop the knowledge, skills and abilities to be successful in the workforce. Early Childhood Education/Child Development faculty engages in leadership through collaboration with educational, community, industry, state and federal partners.

Porterville College currently offers 13 Information Systems courses. 100% of these courses have Student Learning Outcomes that have been approved by the Curriculum Committee.

Student Learning Outcomes:

Porterville College currently offers 15 Child Development courses. 100% of these courses have Student Learning Outcomes that have been approved by the Curriculum Committee.

The SLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Program Level Outcomes:

1. Synthesize child development research with principles and practices for early childhood teaching to create early learning environments that are respectful, supportive, and challenging for all children, from infancy through adolescence.
2. Design inclusive, culturally and linguistically appropriate learning environments, based on child development, child observations, family information and knowledge of culturally diverse child rearing practices.
3. Incorporate strategies for building respectful, reciprocal family and community relationships in order to support families with their children's development and learning.
4. Assess children's learning through observation, documentation, and interpretation, using results to guide curriculum and teaching strategies.
5. Recommend developmentally appropriate and culturally relevant approaches to teaching and learning that include respectful, supportive relationships with children and families, and curriculum that supports foundational skills and concepts in language, math, science, art, and social relationships
6. Demonstrate practices that maintain standards of health, nutrition, and safety in group care early childhood settings.
7. Apply ethical standards of behavior accepted by the profession of early childhood education.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Timelines for assessment are being developed so that the program learning outcomes may be assessed within a four-year period.

Program Strengths and Areas for Improvement

Porterville College offers programs related to Child Development. The variety and scope of the programs speak to the ability of the Porterville College to respond to the ever changing needs of children within society.

Society is changing rapidly, and becoming more diverse (culture, ethnicity, age, abilities, religion, language, color, gender identity, sexual orientation, family structure and lifestyle) throughout California.

These societal changes and challenges require us to review and update courses and programs and develop new courses to reflect the needs of the field. Instructional programs in ECE/CD offer a blend of general education, career technical training, and certificate, transfer and degree programs while also providing important services to

students, families and communities. For ECE/CD Programs, the content of *Porterville College* is supported and expanded in this document.

Educational Pathways

As the following educational pathways demonstrate, the career opportunities in ECE/CD are vast. At present, there are opportunities to work with infants, toddlers, preschool children, school-aged children and adolescents, as well as children of all ages with special needs. Students engaged in a program of study in ECE/CD at Porterville College may advance through various levels of employment and education.

It is important to recognize that there are multiple regulatory agencies that determine requirements for employment. The California Department of Social Services,

Community

Care Licensing Division is responsible for monitoring compliance with Title 22 basic safety regulations in all licensed child care programs and family child care homes. The California State Department of Education, Child Development Division is responsible for monitoring compliance with Title 5 care and education regulations in State funded centers. There are additional regulations and expectations set by specific employers and funding sources. The State Department of Education, through Title 5, has established the Child

Development Permit, which is the basis for a career ladder for persons working in early care and education programs. The California Commission on Teacher Credentialing issues these permits after reviewing the education and experience of applicants. The career titles related to the Child Development Permit are underlined in the section below.

Future Outlook

The American Association of Colleges for Teacher Education (2004) stated that high quality ECE teachers are essential for addressing pervasive and persistent educational problems such as low reading and math achievement, particularly of children from low socioeconomic environments. And that good preschool teachers should have at a minimum (a) knowledge of child development, based on sound theory and practice, (b) understanding of what is developmentally appropriate practice and assessment, (c) knowledge and understanding of the foundations for literacy and numeracy, and of appropriate and effective methods to foster their development and acquisition, and (d) understanding of the children and families with whom they work.

The study (American Association of Colleges for Teacher Education, 2004) also recommended that the profession credential all ECE staff/teachers; prepare all professionals

in the field to be competent experts in early childhood education; and educate society that early childhood is a distinct time of life with corresponding pedagogy based on scientific research.

Current research on early care and education has emphasized the importance of formal education and specialized coursework combined with supervised field experience in

the development of teachers who are able to provide high quality educational experiences for children.

The courses provided at Porterville College may lead to transfer majors at four-year colleges and universities in addition to career opportunities with families, children and adolescents.

Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college and on the Internet. The occupational projections of employment for early care and education teachers indicate an increase from 50,800 in 2014 to 57,200 by the year 2024. This is a 8.9% increase with an average of 660 openings annually.

Additional information can be found at the following websites:

- Projections for Occupations

<http://www.labormarketinfo.edd.ca.gov/?pageid=1011>

- Projections for Wages

<http://www.labormarketinfo.edd.ca.gov/?pageid=1009>

- For Educators and Trainers, the occupations for which you should provide training <http://www.labormarketinfo.edd.ca.gov/?pageid=112>

Workplace opportunities are largely contingent upon the amount of education acquired. Some limited opportunities are currently available for people completing less than

twelve units. Additional coursework and field experience are required to advance in the field. These requirements are often incorporated into an AA/AS degree. The BA/BS degree and higher degrees offer a wider choice of careers.

The need for high quality early childhood educators will continue to increase as family structures change and become more diverse. Parents, as consumers, are becoming increasingly aware of the need for quality educational settings for their children.

Educators

and parents are currently focusing their attention on literacy, school success and prekindergarten guidelines as they work to improve the lives of their children. As the trend

toward two parents in the work force and single working parents continues, the need for services to families will continue to grow. These will include, but are not limited to: infant/ toddler, preschool, school-aged child care; home care settings; and youth centers.

The

expansion of services for children with disabilities and special needs should be included in

all early care and education settings.

CURRICULUM: PROGRAMS, CERTIFICATES AND COURSES

This curriculum is designed to provide a career technical program of study for students interested in pursuing careers in Early Childhood Education /Child Development.

Courses within the curriculum provide content to meet state licensing requirements (Title 22, Department of Social Services, Community Care Licensing) and state permit requirements

(Title 5, Department of Education, Commission on Teacher Credentialing) to work with children from birth to adolescence. This program of study also provides an area of emphasis for students wishing to transfer to a four-year institution. Selected courses may also provide students with lifelong learning skills. Designation and unit value required for certificates and majors may vary among institutions.

Programs and Certificates

A career technical program is a coherent sequence of core instructional courses that prepares a student for a first job, typically including one or two years of post-secondary education, a high school diploma, a skill certificate or post-secondary certificate or diploma. It incorporates academic courses, supervised field experience, and work-study. The California Community College Early Childhood Educators (CCCECE) recommend a consistent core of lower-division coursework (Lower Division 8), to provide an entry-level foundation for quality early care and education professionals in the state. Between 2005 and 2007, hundreds of ECE/CD faculty gathered at meetings across the State in order to identify the content of this core coursework. This program of study is based on the following values:

- Early childhood is a significant period of development and learning that provides a lifelong foundation for health and education.
- Early care and education is a specialized body of knowledge inclusive of children from birth to age eight.
- High quality early care and education provides a vital contribution to the healthy growth and development of young children, healthy families and communities.
- Children are naturally curious, ready to learn, and construct knowledge through active involvement with the physical and social world.
- For young children, social-emotional learning and relationship-focused interactions underlie the construction of knowledge and are essential to the effectiveness of early childhood experiences.
- Young children acquire foundational subject-matter when integrated into meaningful contexts including exploration, investigation, and experimentation that occur throughout the day.

There are two new certificates for Child Development that are still in the approval process:

Early Child Care Administration Specialization Certificate of Achievement

The Early Child Care Administration Specialization Certificate of Achievement is designed to prepare students to work with adults in an early care and education settings. All professionals working with adults are required to have 6 units of specialized course work in Child Development Administration and Supervision and 3 units of course work in Adult Supervision, 350 days of experience within 4 years, including 100 days of supervising adults, and meet the Porterville College Child Development Teacher Permit certificate requirements. Students may meet the requirements of a Master Teacher or Site Supervisor California Child Development Permit. The California Child Development Permit Matrix requirements are reflected in our

program allowing students to qualify for the permits required for teaching in programs governed by Title V and funded by contracts with the State of California. Permits are issued by the State Department of Education, California Commission on Teacher Credentialing (not Porterville College) and include: Assistant Teacher, Associate Teacher, Teacher, Master Teacher, and Site Supervisor.

Early Intervention Assistant Certificate of Achievement

The Early Intervention Assistant Certificate of Achievement is designed to prepare students to work with infants, toddlers and young children with disabilities and other special needs in early intervention settings and inclusive early care and education settings. All professionals working with children are required to have a clean criminal record, to demonstrate freedom from tuberculosis (TB), and to demonstrate the physical ability to perform all of the duties of a professional position working directly with children. Students may want to continue their course work to meet the requirements of a Master Teacher or Site Supervisor California Child Development Permit. The California Child Development Permit Matrix requirements are reflected in our program allowing students to qualify for the permits required for teaching in programs governed by Title V and funded by contracts with the State of California. Permits are issued by the State Department of Education, California Commission on Teacher Credentialing (not Porterville College) and include: Assistant Teacher, Associate Teacher, Teacher, Master Teacher, and Site Supervisor.

Regulations that govern and specify requirements for staff in State funded child development programs are found in the *State of California Education Code, Title 5, Chapter 19*. These programs fall under the jurisdiction of the California Department of Education, Child Development Division. Child Development Permit regulations can be obtained from: State of California, Commission on Teacher Credentialing, P.O. Box 944270, Sacramento, CA 94244-2700, toll free telephone: 1-888-921-2682. Consult website at <http://www.ctc.ca.gov>

Units indicated on the Child Development Permit Matrix are semester units. Staff desiring a permit with a school age emphasis must complete half of their Child Development units in school age courses.

Child Development Permit Matrix - with Alternative Qualification Options Indicated					
Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	F
Assistant (Optional)	Option 1: 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	Option 2: Accredited HERO program (including ROP)	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 gro
Associate	Option 1: 12 units ECE/CD	50 days of 3+ hours per	Option 2: Child Development Associate (CDA)	May provide service in the care, development and	Mu

Teacher	including core courses**	day within 2 years	Credential.	instruction of children in a child care and development program; and supervise an Assistant Permit holder and an Aide.	acc Te me req yea
Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 gro
Master Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care & development program.	105 gro
Site Supervisor	Option 1: AA (or 60 units) which includes: • 24 ECE/CD units with core courses** • 16 GE units* plus 6 administration units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 gro
Program Director	Option 1: BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	Site Supervisor status and one program year of Site Supervisor experience	Option 2: Admin. credential*** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; or Option 4: Master's Degree in ECE/CD or Child Human Development	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 gro
<p>NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation of matrix available.</p> <p>*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.</p> <p>**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child development and child/family/community.</p> <p>***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.</p> <p>****A valid Multiple Subject or a Single Subject in Home Economics.</p> <p>*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.</p> <p><i>This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.</i></p>					

The general education units (a minimum of 16 units for Teacher and Master Teacher) must have a course in each of the four general education categories, which meet graduation requirements: English/Language Arts; Math or Science; Social Science; Humanities and/or Fine Arts. For more information on the Child Development Permit Matrix and program services of the Child Development Training Consortium, consult the web site: www.childdevelopment.org. The following permits are no longer issued by the Commission on Teacher Credentialing, but continue to be valid, if renewed in a timely manner.

Teacher (Regular Children's Center Instructional Permit)

1. 24 units ECE/CD with at least one course in child/human growth and development; child, family and community; and programs/curriculum
2. Experience, four options
3. 16 units general education.

Supervisor or Director (Children's Center Supervision Permit)

1. Regular Children's Center Instructional Permit
2. 12 units in ECE/CD at an advanced level
3. 6 units in administration and supervision
4. Experience
5. Bachelor's or higher degree
6. CBEST (test of proficiency in basic skills).

The licensing agency for all public and private childcare facilities is the Department of Social Services, Community Care Licensing Division. A copy of *Child Day Care Licensing Regulations* (California Administrative Code [CAC] Title 22, Division 12) is available from

the local branch of this agency, or contact: California Community Care Licensing Division, 744 P Street MS 19-48, Sacramento, California 95814, Telephone: (916) 299-4500 or download information from the website at www.cclid.ca.gov. These regulations specify the minimum requirements for teachers and directors in licensed preschool/child care programs. Briefly summarized, these requirements are:

Teacher (under Title 22)

1. 12 units Early Childhood Education/Child Development (ECE/CD), including core courses in child/human growth and development; child, family and community; and program/ curriculum
2. 6 months of experience (at least 3 hours/day for minimum of 50 days in six month period).

Director (under Title 22)

1. 12 units Early Childhood Education/Child Development (ECE/CD), including core courses in child/human growth and development; child, family and community, or child and family relations; and program/curriculum
2. 3 units in administration or staff relations
3. Experience requirements vary in relationship to education, from four years with a minimum education to one year with a BA/BS degree.

Department of Social Services, Community Care Licensing, Title 22, Division 12 regulations also include specific requirements for school age childcare and infant and toddler care. Additional units and/or specific course content are designated for personnel in these programs. All units specified are semester units.

Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Collaborate with ROP/C and High School child development departments to strengthen educational	To be on board by Fall 2019	One full time faculty.	College budget limitations

pathways for students. Participate in outreach in the community including high schools, community agencies and four-year institutions 2. Replace the Child Development position left vacant by retirement	To be on board by Fall 2019	Funding and prioritization by the Academic Senate and Budget Committee	College budget limitations
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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1: Item 2: Item 3: Item 4: Item 5: Item 6:

Progress on Goal:

___ Completed (Date)

___ Revised (Date)

Comments:

STAFFING REQUEST

Staff Resources:			
<u>Current Staffing Levels</u>			
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>	
Faculty	1 full time staff	Faculty	
Temporary		Temporary	
Classified		Classified	
Management		Management	
<u>Request for New/Replacement Staff</u>			
Use one line for each position requested. Justify each position in the space below.			

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	ECE Instructor	Faculty	Full Time	Replacement
Justification: Position 1: <ul style="list-style-type: none"> • In order for the Child Development program to continue in the growth process the program needs to offer a wider range of classes. A new full-time faculty member will help add more expertise and diversity in the class offerings. • The scarcity of qualified part-time faculty to teach business courses has been difficult and this problem would be alleviated by hiring a full-time instructor. 				

BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000			
5000			
Other			
Justification: (Include justification for each amount of increase requested.) Need one replacement instructors for the Child Development Department.			

Appendix:

Child Development has been a program that has continually produced high retention and success rates throughout colleges. Our program at Porterville has been able to produce retention rates as high as 88% and success rates at 70%. With such high retention and success rates students find a desire to explore the subject further. Offering more courses in the Child Development Program would give students the opportunity to pursue a brand new career path. The following analysis offers a more in depth look at the current Child Development Program.

The following is the **Analysis of Current Performances** of the Child Development Program. For detailed explanations of each topic refer to the footnote following the information.

Student Demographic Information

Unduplicated Headcount ¹	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% C
Porterville College	726	-9%	641	-12%	614	-4%	578	-6%	571	

Gender	Child Development										Collegewi	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	628	87%	562	88%	535	87%	508	88%	515	90%	3,511	
Male	98	13%	77	12%	79	13%	70	12%	54	9%	2,251	
Not Reported			2	0%					2	0%	70	

Age	Child Development										Collegewi	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	151	21%	136	21%	121	20%	122	21%	120	21%	1,982	
20-29	402	55%	343	54%	340	55%	298	52%	302	53%	2,690	
30-39	86	12%	81	13%	80	13%	92	16%	97	17%	723	
40 & Older	87	12%	81	13%	73	12%	66	11%	52	9%	437	

Ethnicity	Child Development										Collegewi	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	9	1%	5	1%	13	2%	7	1%	8	1%	85	
American Indian	3	0%	4	1%	3	0%	2	0%			40	
Asian/Filipino/Pac. Islander	18	2%	19	3%	10	2%	12	2%	11	2%	196	
Hispanic/ Latino	550	76%	506	79%	476	78%	480	83%	484	85%	4,430	
White	133	18%	98	15%	95	15%	71	12%	64	11%	921	
Two or More Races	12	2%	9	1%	15	2%	6	1%	4	1%	116	
Not Reported	1	0%			2	0%					44	

Ed Plan Completion	Child Development										Collegewi	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	25	3%	20	3%	49	8%	54	9%	53	9%	742	
Comprehensive	455	63%	448	70%	370	60%	334	58%	276	48%	2,274	
Both (Abbrev. and Comp.)	32	4%	19	3%	55	9%	91	16%	163	29%	1,110	
Other Ed Plan					3	0%	9	2%	3	1%	158	
Exempt	3	0%	1	0%	4	1%	2	0%	2	0%	29	
No Ed Plan Completed	211	29%	153	24%	133	22%	88	15%	74	13%	1,519	

Completed Matriculation ²	Child Development										Collegewi	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	450	62%	446	70%	440	72%	451	78%	475	83%	4,016	

Student Majors Information

Subject Majors ³	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5-Year Average
Child Dev Associate Teacher	6	22	18	28	11	17
Child Dev Teacher Permit	1	4	10	22	31	14
Child Development	249	246	232	263	285	255
*Child Development Teacher	24	4	1	4	3	7
*Instructional Aide K-12	4	8	7		1	5
Liberal Arts/Social & Behvrl	141	157	139	173	139	150
Social Science	263	295	239	243	252	258

Course Enrollments

Active Sections	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	26	26	26	26	26
Distance Ed	4	4	4	2	1
Total	30	30	30	28	27

First Day Enrollment ⁴	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	966	928	794	856	869
Distance Ed	182	175	169	94	43
Total	1,148	1,103	963	950	912

Census Day Enrollment ⁴	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	991	923	841	902	879
Distance Ed	142	117	129	60	38
Total	1,133	1,040	970	962	917

Subject Students/Section ⁵	Subject				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	38	36	32	35	34
Distance Ed	36	29	32	30	38
Total	38	35	32	34	34

Collegewide Students/Section ⁵	Collegewide				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	31	29	27	27	27
Distance Ed	34	31	29	29	29
Total	31	29	27	27	27

First Day Waitlist ⁶	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	165	134	95	166	116
Distance Ed	44	44	22	16	3
Total	209	178	117	182	119

FTES, FTEF & Productivity

FTES ⁷	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	112.2	100.1	94.0	100.5	97.0
Distance Ed	13.2	10.9	12.0	5.5	3.5
Total	125.5	111.0	106.1	106.0	100.6

FTEF Workload ⁷	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	5.9	5.9	6.0	5.9	5.9
Distance Ed	0.8	0.8	0.8	0.4	0.2
Total	6.7	6.7	6.8	6.3	6.1

FTEF Workload By Contract Type	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	2.0	30%	2.0	30%	2.0	29%	2.0	32%	2.0	33%
3) Adjunct	4.7	70%	4.7	70%	4.8	71%	4.3	68%	4.1	67%

Subject Productivity (FTES/FTEF) ⁸	Subject				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	19.1	17.1	15.7	17.1	16.5
Distance Ed	16.5	13.6	15.0	13.7	17.7
Productivity (FTES/FTEF)	18.8	16.7	15.6	16.9	16.6

Collegewide Productivity (FTES/FTEF) ⁸	Collegewide				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	16.9	15.9	15.1	15.0	14.6
Distance Ed	15.3	13.7	12.9	13.0	12.9
Productivity (FTES/FTEF)	16.7	15.7	14.9	14.8	14.4

Success & Retention Rates

Subject ⁹	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	91%	79%	88%	80%	89%	79%	94%	84%	94%	85%
Distance Ed	72%	58%	76%	57%	84%	73%	66%	37%	68%	39%
Total	89%	76%	87%	77%	88%	78%	92%	82%	93%	83%

Collegewide ⁹	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	88%	71%	88%	71%	88%	71%	89%	73%	90%	73%
Distance Ed	78%	57%	78%	57%	83%	60%	83%	59%	86%	69%
Total	87%	69%	87%	70%	88%	70%	89%	71%	90%	73%

Success & Retention Rates Disaggregated

Because of small numbers, the five years represented in this report were combined. Percentages shown in green are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Child Development	90%	79%

Collegewide Overall Combined	Retention	Success
Porterville College	88%	70%

Subject Gender	Retention	Success
Female	90%	80%
Male	86%	69%

Collegewide Gender	Retention	Success
Female	88%	72%
Male	87%	68%

Subject Age	Retention	Success
19 & Younger	91%	76%
20-29	89%	79%
30-39	88%	80%
40 & Older	92%	85%

Collegewide Age	Retention	Success
19 & Younger	91%	71%
20-29	87%	70%
30-39	86%	73%
40 & Older	85%	71%

Subject Ethnicity	Retention	Success
African American	70%	44%
American Indian	100%	85%
Asian/Filipino/Pac. Islander	89%	82%
Hispanic/ Latino	91%	81%
Two or More Races	78%	65%
White	86%	73%

Collegewide Ethnicity	Retention	Success
African American	82%	56%
American Indian	86%	63%
Asian/Filipino/Pac. Islander	90%	77%
Hispanic/ Latino	88%	70%
Two or More Races	87%	70%
White	87%	71%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	91%	82%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	89%	74%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	91%	83%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	90%	74%

Student Awards

Awards by Type & Program ¹⁰		2012-13	2013-14	2014-15	2015-16	2016-17	5-Year Total
AA	Child Development	21	26	23	26	34	130
	Liberal Arts/Social & Behvrl	17	35	36	51	32	171
	Social Science	74	80	92	90	90	426
	Award Type Total	112	141	151	167	156	727
Cert	Child Dev Associate Teacher	14	10	3	7	8	42
	Child Dev Teacher Permit	6		3	4	4	17
	*Instructional Aide K-12		2				2
	Award Type Total	20	12	6	11	12	61
Total Awards	132	153	157	178	168	788	

Footnote Explanations

- 1 The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.
- 2 Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).
- 3 When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An '*' indicates that a Major does not exist in the 2016-17 college catalog.
- 4 Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.
- 5 Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.
- 6 Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment
- 7 Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respective
- 8 FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.
- 9 Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).
Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).
Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), dropped after Census Day (DR), and withdrawn (W).
- 10 Only programs with student awards will be shown. An '*' indicates that the program major does not exist in 2016-17 college catalog.

Fire Technology

Program Mission Statement:

The Fire Technology program supports the mission of Porterville College by providing instruction that helps the student achieve their academic and career goals while at the same time meeting the needs of the community. Fire Technology will be continually reviewed and updated to better meet the needs of students and the community.

Student Learning Outcomes:

The Fire Technology program has two areas of emphasis; Structural Firefighter and Wildland. There is a collective total of 9 courses in these areas. All scheduled courses and programs have approved student learning and program level outcomes. All active courses have had at least one student learning outcome assessed with timelines in process to complete the assessment of all course level student learning outcomes within the four-year cycle.

There are currently two programs with certificate awards. Program Level Outcomes are as follows:

Structural Firefighter Certificate:

- Define fire department organization and culture and the expectations of entry-level fire department personnel.
- Demonstrate knowledge of fire department equipment through the selection and application of equipment for given firefighting tasks.
- Analyze and assess fire fighter hazards inherent to the profession.
- Demonstrate the ability to communicate effectively through multiple methods of communication including: written, electronic, face to face, and radio transmitted messages.
- Demonstrate knowledge of strategies, tactics and incident command through the selection and implementation of firefighting methods, and the application of the Emergency Command System.

- Describe the history, purpose and scope of fire departments and their sub functions.
- Describe the educational requirements, duties, and information sources for various occupations in fire protection.
- Identify the basic components of fire as a chemical reaction, the major phases of fire, and the primary factors that influence fire behavior and fire spread.
- Identify the types of common fire department apparatus, equipment, and personal safety equipment used for firefighting.
- Identify the various organizations, codes, standards and ordinances, which regulate fire protection.
- Identify the various types of public and private fire protection and water supply equipment and systems.
- Describe the basic firefighting strategies and tactics.
- Describe the basic elements of fire fighter safety and survival.
- Describe and demonstrate the proper patient assessment procedure for medical emergencies, trauma emergencies, airway management, breathing, and circulation interventions.
- Describe and explain the patho-physiology of common diseases in the pre-hospital setting.
- Describe the role and identify the responsibilities of the EMT-Basic.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Wildland Job Skills Certificate:

- Identify basic fire service organization and command and control systems.
- Identify basic elements of wildland fire behavior.
- Identify basic wildland fire control terminology, principles and procedures.
- Demonstrate ability to perform essential basic fire ground tasks with minimal supervision.
- Demonstrate ability to use, inspect and maintain basic wildland firefighting tools/equipment.
- Identify basic fire line safety principles and procedures.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

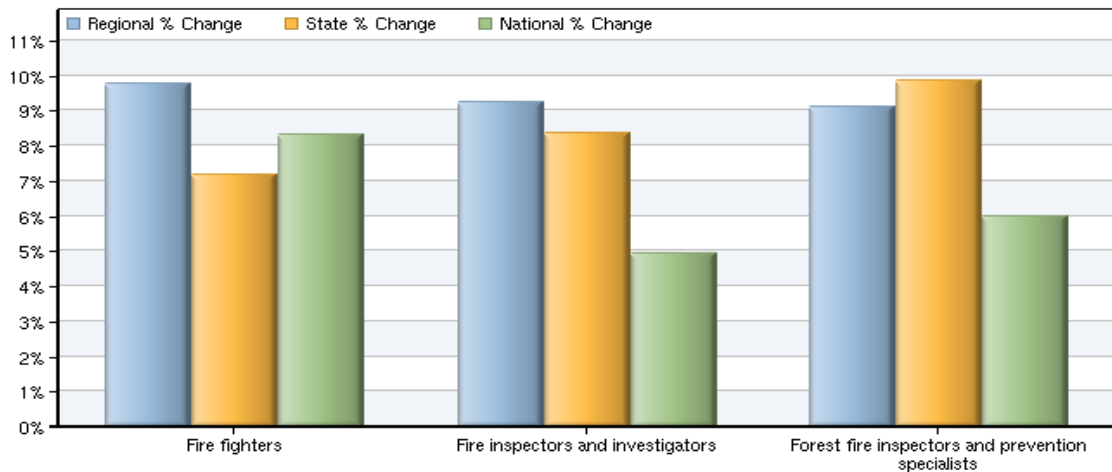
Timelines for assessment are being developed so that the program learning outcomes may be assessed within a four-year period.

Analysis of Current Performance:

The Firefighter I and Interagency Wildland Fire Fighter Academies have continued to be very popular with excellent enrollment; often requiring a waiting list. FTES for 2012/13: 27.8, 2013/14: 41.9, 2014/15: 35.5, 2015/16: 34.5 and 2016/17: 20.3. Success and completion rates have consistently increased over the previous five-year period. 2012/13 – retention: 94% success: 85%, 2013/14 – retention: 97% success: 93%, 2014/15 - retention: 86% success: 80%, 2015/16 – retention: 88% success: 83% and 2016/17 – retention: 96 success: 91%. We do not have a degree in Fire Technology; however, all local fire agencies have been contacted to determine placement of our Fire Fighter I Academy graduates. Tulare County Fire responded and indicated that they have hired 44 of our graduates in the last five years. Porterville City Fire Department responded that their last 14 personnel hired were also graduates from our program. During that time approximately 180 students successfully completed the Fire Fighter I Academy, indicating an average hiring rate of 33% from Porterville College’s program during this period.

Occupational forecast for Fire Technology programs:

EMSI data indicates that firefighter occupations are projected to grow within the four-county region by 10% 2010-2015. For fire inspectors and investigators, forest fire inspectors and prevention specialists the expected growth for the five-year period is 9%. Average hourly earnings for 2011 are \$25.07 for fire fighters. Average hourly earnings for fire inspectors and investigators are \$39.71 and \$35.03 for forest fire inspectors and prevention specialists respectively.



Program Strengths and Areas for Improvement:

- The Fire Technology program is a thriving program within the CTE division. Two certificates have been developed and implemented into the program; Structural Firefighter Certificate and a Wildland Job Skills Certificate. The

program has had a high amount of success with students receiving high paying, high growth jobs.

- When expanding to a degree program it will be imperative to hire a full-time Fire Technology faculty member to oversee the entire program. The program is currently staffed by Academy instructors who are full-time professional Firefighters, Company Officers or Chief Officers (or recent retirees) selected for their expertise in the various aspects of fire department operations, firefighting, rescue and other topics taught in the Academy. The program is coordinated by a retired fire department chief officer with over 35 years of “hands-on” fire experience and an extensive fire service training background. There are various professional experts who instruct components of the Fire Academy and are screened and overseen by the Fire Technology coordinator.
- The Firefighter I Academy at Porterville College moved to the Porterville Fire Department Training facility during the 2009/10 academic year. These current facilities include modern classrooms, drill tower, and other fire service training props. Additionally, Porterville College has two mobile trailers fully equipped with modern fire training equipment for line fire training at other sites as required. This allows for students to complete real-world exercises and exposes them to situations that are difficult to simulate in the classroom.
- The local fire agencies recognize the high quality instruction and are very helpful in terms of keeping the program current.
- The program is currently staffed by Academy instructors who are full-time professional Firefighters, Company Officers or Chief Officers (or recent retirees) selected for their expertise in the various aspects of fire department operations, firefighting, rescue and other topics taught in the Academy. The program is coordinated by a retired fire department chief officer with over 35 years of “hands-on” fire experience and an extensive fire service training background. There are various professional experts who instruct components of the Fire Academy and are screened and overseen by the Fire Technology coordinator. When expanding this program into a degree program it is necessary to have a full-time faculty member oversee the program.
- The program has grown with the implementation of a new Structural Fire Fighter Certificate and there is a need to hire a part time support staff person to handle the day-to-day paperwork as well as accreditation paperwork and direct students when they are applying to the program.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Develop Public Safety Degree		Approval by Regional Consortium, Curriculum Committee, District Board, and State.	None

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 Item 2 Item 3 Item 4 Item 5 Item 6

Progress on Goal:

Completed (November 2017)
 Revised (Date)

To serve local students successfully, development of a Public Safety degree is essential. Currently, students must travel 60 miles to the north or south to obtain an Associate of Science degree in Fire Technology.

Staffing Request:

Staff Resources:				
<u>Current Staffing Levels</u>				
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty		Faculty	1	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<u>Request for New/Replacement Staff</u>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Fire Technology Instructor	Faculty	Full-Time	New
Position 2	Support Staff	Classified	Part-Time	New
Position 3				
Justification:				

Position 1:

The program is currently staffed by Academy instructors who are full-time professional Firefighters, Company Officers or Chief Officers (or recent retirees) selected for their expertise in the various aspects of fire department operations, firefighting, rescue and other topics taught in the Academy. The program is coordinated by a retired fire department chief officer with over 35 years of “hands-on” fire experience and an extensive fire service training background. There are various professional experts who instruct components of the Fire Academy and are screened and overseen by the Fire Technology coordinator. When expanding this program in to a degree program it is necessary to have a full-time faculty member oversee the program.

Position 2:

The program has grown with the implementation of a new Structural Fire Fighter Certificate and there is a need to hire a part time support staff person to handle the day-to day paperwork as well as accreditation paperwork and direct students when they are applying to the program.

Budget Request

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	\$1,700.00	\$800.00	\$2,500.00
5000			
Other			

Justification:

Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.

Human Services: Program Discontinued

Porterville College maintains a ‘Catalog rights’ policy, which provides students the right to meet graduation requirements in 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.

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. (Attached evidence)

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.

Rationale:

The program completion for human services/geriatrics is low with the last one awarded in 2007-2008. However, the mental health/substance abuse program has awarded 90 certificates over the last ten years. The fill rates have been low over the past three semesters, ranging from 47 percent and 57 percent to 49 percent. Similarly, FTES generated have been low over the same period of time at 21.5 (Spring 15), 22.0 (Fall 15), and 11.8 (Spring 16). Course success rate was at its lowest in Fall 2015 at 57.9 percent.

It appears the program is struggling as of recent semesters. The total student enrollment during the Spring 2016 semester was 113 students. This number suggests a continuing trend of disinterest in the program among the students. Based on the above, we are recommending the discontinuance of the Human Services Program.

Impact:

The discontinuance of this program will have no impact on full-time staff or faculty (full-time or adjunct) that teaches in this area since the current staff will be instructing classes to assist students to continue on their career path. There will be no impact on the college's mission and goals, nor will it impact, fiscal or otherwise, the Career and Technical Education division or related programs.

Additional Evidentiary Support:

Based on Porterville College's Program Review Data for 2013 – 2016, the Human Services program served 1,377 students over 58 sections. The total fill rate for all Human Services have been as high as 74 percent over the past three years and as low as 49 percent in the Spring 2016. The total census enrollment was at its highest over the past three years in the Fall 2014 and as low as 113 in Spring 2016. The total FTES generated by Human Services classes over the past three years have ranged between 30.8 FTES to 11.8 FTES.

The retention total sum of all Human Services courses range from 78.1 percent to 91 percent. The course success rate (sum) was at 77.2 percent in Fall 2013 and 71.7 percent in Spring 2016. In some cases, the course success rate was as low as 45.5 percent and 46.7 percent. The Fall 2015 had the lowest success rate in comparison to other semesters.

Based on Porterville College Degrees and Certificates Awarded 2006 – 2016 one certificate of achievement was awarded in Human Services/Geriatrics in 2007-2008, and 90 certificates of achievement have been awarded in Mental Health/Substance Abuse.

Industrial Technology

Program Mission Statement:

The Industrial Technology program supports the mission of Porterville College by providing instruction that will help students achieve their academic and career goals while at the same time meeting the needs of the community. Industrial Technology will be continually reviewed and updated to better meet the needs of students and the community.

Student Learning Outcomes:

The Industrial Technology program has three areas of emphasis; Industrial Maintenance, Solar Sales and Power Technician. There are a collective total of 7 courses in these areas. All scheduled courses and programs have approved student learning and program level outcomes. All active courses have had at least one student learning outcome assessed. Timelines have been developed to complete the assessment of all course level student learning outcomes within the four year cycle.

There are currently three programs with certificate awards. Program Level Outcomes are as follows:

Industrial Maintenance Job Skills and Certificate of Achievement:

- Identify the terms used in industry in the subject areas of pneumatic, mechanical, welding and electrical control.
- Identify the principles of electrical theory, electrical motor theory, timer controls, industrial sensors, DC motor drives and AC variable frequency drives, and conveyor systems.
- Demonstrate manufacturing processes in the following areas: mechanical devices, refrigeration, air conditioning, pumps, and piping systems.
- Demonstrate the fundamentals of industrial fluid power which includes pneumatics and hydraulics, and electrical theory.
- Identify the functions and a minimum of three methods of entering a PLC program.
- Identify teamwork, communication, and conflict resolution skills.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Solar Sales Job Skills:

- Demonstrate competence in the basic fundamentals of electricity and electrical drawings.
- Identify the various photovoltaic modules; respond to and translate necessary knowledge in NEC, AHJ, while qualifying energy efficiency with PV forecasting.
- Demonstrate a PV solar electrical system installation layout.
- Develop a customer proposal for the correct size residential or commercial PV system.
- Identify soft skills that address PV methodologies and considerations.
- Demonstrate project costs and the ability to present a PV system solution.
- Demonstrate a properly designed solar electric system and cost estimation: including a performance analysis, saving, incentives and financial benefit analysis to a potential customer.

Power Technician Certificate of Achievement:

- Interpret math for trades theories, applied formulas; visualization and tests
- Read and interpret technical drawings
- Apply compliance and ethics practices to utility worker and utility pole worker occupations.
- Identify teamwork, communication, and conflict resolution skills.
- Apply physical conditioning and injury prevention to utility worker and utility pole worker occupations.
- Demonstrate knowledge in basic electricity.
- Identify tools, materials and standards interpretation for the industry.
- Demonstrate knowledge in environmental awareness.
- Demonstrate proficiency in utility pole climbing.
- Demonstrate knowledge in OSHA 10, i.e. work site, height, railroad, flagging, confined space, excavation, industrial ergonomics, hearing protection, fire extinguisher, evacuation, and first aid.

The PLO's are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Student Learning Outcomes:

- Demonstrate how to use Arc and Oxyacetylene welding equipment safely.
- Provide examples of basic welding skills in Arc and Oxyacetylene welding.
- Demonstrate ability to weld basic joints with Arc and Oxyacetylene welding.

- Identify the ways welding assists industry.

The Outcomes are assessed by having the students perform 27 lab exercises in the welding lab and presented to the instructor for examination. These were evaluated on merit and approved for acceptable examples of required welds. In addition, a comprehensive final exam was given at the end of the course.

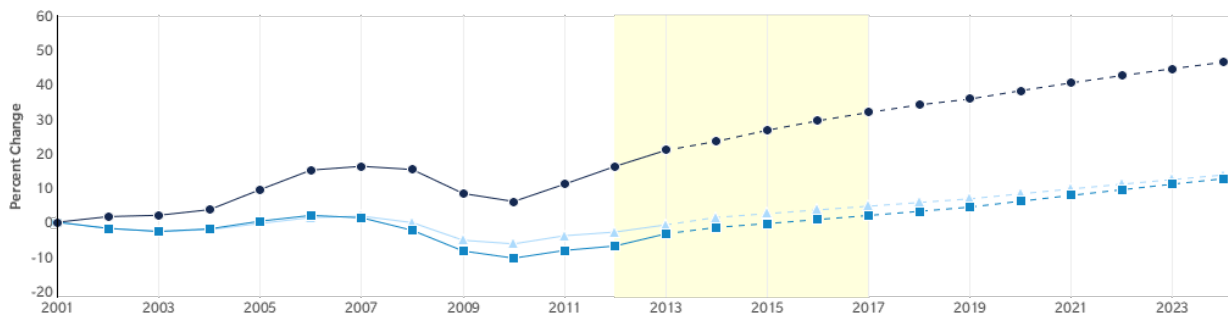
Students worked diligently on exercises in the lab and performed well. They asked for additional guidance where needed and it showed in the overall performance of the class. Students made-up course work if they missed a class, however, absences were not the issue here. On the written final exam, two areas were identified as problematic for the students: the oxyacetylene apparatus and metallurgy sections. The instructor will be placing more emphasis on these areas in the future.

Analysis of Current Performance:

The Industrial Maintenance program has been in existence since fall 2006. The community has eagerly supported this program by being involved in the development process for new Certificates of Achievement to better meet the needs of the community. Annual program FTES have been 2014/2015: 19.5, 2015 /2016: 17.8 and 2016/2017: 18.3 Retention rates for 2014/2015: 97%, 2015/2016: 96%, and 2016/2017: 99%. Success rates for 2014/2015:85%, 2015/2016: 93%, and 2016/2017: 87%. Retention and success rates remain consistent for the past three years.

Occupational forecast for Industrial Technology programs:

EMSI data indicates that manufacturing and industrial technology occupations are projected to grow within the four-county region by 13.5% 2012-2017. Installation, maintenance, and repair occupations specifically expect a projected five-year growth of 13.5% regionally and 9.5% state wide. Average hourly earnings for 2014 are \$20.08.



Welding Technology Job Skills Certificate

Welding Technology falls within the Industrial Technology area. A new Job Skills certificate was develop for Welding.

Welding Technology Upon successful completion of the Welding Certificate, the student will be able to demonstrate skills in SMAW (shielded metal arc welding), OFW and OFC (oxy fuel welding and cutting), Plasma cutting, GMAW (gas metal arc welding), and GTAW (gas tungsten arc welding) on mild steel, stainless steel, and aluminum in all positions and all joint configurations. Students will receive training for entry-level job employment in welding shops, sheet metal shops, metal fabrication, and maintenance. Program Learning Outcomes: Demonstrate proficiency in oxyacetylene welding and cutting (OFW and OFC), Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), and Gas Tungsten Arc Welding (GTAW) process; demonstrate safety practices and knowledge in industrial welding technology. Complete 6 units within 3 years of the first enrollment Core.

Program Strengths and Areas for Improvement:

- The Industrial Technology program has been offered at Porterville College for 9 years and has maintained high enrollment.
- Two new Certificates of Achievement have been completed as well as a new Job Skills Certificate. Those Certificates are Industrial Maintenance and Power Technician. A Logistics Management Certificate is currently in progress.
- The program has had a high amount of success with students receiving high paying, high growth jobs.
- The Industrial Maintenance I and Industrial Maintenance II courses have continued to be very popular with excellent enrollment; often requiring a waiting list. These courses are offered over two semesters and with the additional courses for the certificate a student will be able to complete the sequence in one to two years’ time. This will allow the student to become employed in a timely fashion.
- There continues to be a high interest in this program; however, lack of full time staff limits the availability of course offerings.
- The program has grown to the point where there is a need for a full-time Instructor. The curriculum has been expanded to include two Certificates of Achievement, one Job Skills Certificate and five new courses. The staffing, budgeting, curriculum development, and community response needs are currently not being sufficiently met.
- The position for a full-time Industrial Technology Instructor was offered; however, there was a very limited pool of applicants and subsequently the position was not filled.

Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Develop Industrial Technology Degree	Fall 2013 Revised: Fall 2016	Approval by Regional Consortium, Curriculum	Lack of full-time faculty in this area

		Committee, District Board, and State.	
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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__ Item 2_X__ Item 3___ Item 4___ Item 5_X__ Item 6_X__

Progress on Goal:

___Completed (Date _____)
 __X__Revised (Date: Fall 2018)

This goal is revised and to be completed when a full time instructor is hired.

Staffing Request:

<u>Staff Resources:</u>				
<u>Current Staffing Levels</u>				
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty	0	Faculty	4	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<u>Request for New/Replacement Staff</u>				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Industrial Technology Instructor	Faculty	Full-Time	New
Justification:				

Position 1:

The program has grown to the point where there is a need for a full-time Instructor. The curriculum has been expanded to include two Certificates of Achievement, one Job Skills Certificate and five new courses. The staffing, budgeting, curriculum development, and community response needs are currently not being sufficiently met.

Budget Request:

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	\$5,000.00	\$2,500.00	\$7,500.00
5000			
Other			

Justification:

Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.

Information Systems

Program Mission Statement:

The Information Systems (INFS) Program at Porterville College is committed to providing students, both transfer and non-transfer level, with a solid understanding of information systems and technologies and the critical roles they play in our society. We strive to teach our students to think critically, to learn continuously, to grow professionally, and to conduct themselves ethically and responsibly.

Student Learning Outcomes:

Porterville College currently offers 13 Information Systems courses. 100% of these courses have Student Learning Outcomes that have been approved by the Curriculum Committee.

There is currently one program in Information Systems and it has identified program-level Student Learning Outcomes. Within this program, we have 3 new degrees and 2 new Job Skills Certificates.

The Program Level Outcomes are as follows:

1. Demonstrate a comprehensive understanding of various types of information systems and their roles in our economy and society.
2. Exhibit proficiency in using common computer hardware, software, and the Internet
3. Design, construct, and troubleshoot computer programs.
4. Design, construct, and implement data communications networks.
5. Demonstrate an understanding of the systems development process and plan, analyze, design, and implement information systems.
6. Discuss social, ethical, privacy, and security issues involved in the use of information systems.

The PLO's are assessed using multiple choice exams, hands-on projects, and written essays. In the past two years, the evaluation of the PLO results has prompted change in the delivery of basic Information Systems content. Specifically, the program has adopted an electronic textbook and training exercise platform called Mindtap. The Mindtap software gives examples, videos, guided lessons, and exams that can significantly increase retention and success.

Analysis of Current Performance:

Between 2014-15 and 2016-17, the Information Systems Program offered an average of 33 sections of classes annually with enrollments ranging from 367-882.

Productivity figures ranged from 12.2 from 2014-15 to 11.0 in 2016-17. This is largely due to the reduction of one of our most popular courses (INFS P001) from 5-6 sections per semester down to 1. INFS P001 was once a very necessary course in our program as it helped students that had limited business technology skills. In recent years, however, students are entering Porterville College with a slightly better understanding of business related technology.

It is still felt that students do not have the necessary business technology skills to compete in today's workforce. Many have great skills in terms of entertainment technology (such as games and social media), but do not know valuable workplace skills such as word processing, spreadsheets, databases, etc. We will continue to try to find a way to get non-INFS students the basic business technology skills in some manner.

The following is a table summary of enrollment data and related performance indicators:

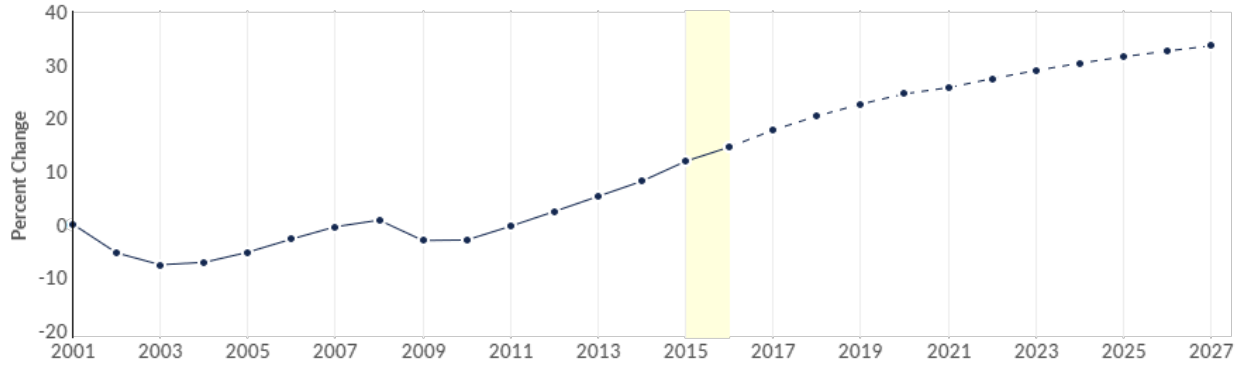
		Sections	Enrollment	FTES/FTEF	% Retained	% Succeeded
INFS Program	2014-15	35	882	12.2	80%	58%
	2015-16	34	846	11.9	81%	62%
	2016-17	30	679	11.0	82%	69%

The diversity of the program is reflected in the following 3 year totals:

Ethnicity	Associate Degrees
American Indian	
Asian/Filipino	3
Hispanic/Latino	15
Two or More Races	4
White	4

Gender	Associate Degrees
Female	7
Male	19

Most recent job statistics and projection data for the four county region (Inyo, Kern, Mono, and Tulare) indicate that computer and information technology careers are still among the highest paying jobs (\$46,260-\$100,660). Careers in computer engineering, programming, support, security, database, network, and web development are also among the fastest growing in demand. The overall growth for the top Information Systems Occupations is projected at 13.9% with a \$39.77/hr. median wage from 2015-2017 (Based on EMSI data).



Program Strengths and Areas for Improvement:

The Information Systems program has undergone a massive overhaul in the past 2 years. In the past, Porterville College offered an Associate Degree and a Certificate of Achievement in Information Systems. The program now offers 2 local Associate Degrees (Computer Information Systems and Business Information Systems) and a Model Curriculum Degree (Advanced Information Systems). The Advanced Information Systems Associate Degree was designed using the state adopted curriculum by C-ID. The program now also includes 2 Job Skills Certificates (Basic Computing JSC and Advanced Computing JSC). See next page for details:

Information Systems Program

www.portervillecollege.edu/information-systems



CERTIFICATES (Job Skills)

BASIC COMPUTING JOB SKILLS CERTIFICATE

Course #	Course Title	Credits
INFS P100	INTRO TO INFO SYSTEMS	3
INFS P180	MANAGEMENT DATABASE TECH	3
INFS P010	INTRO TO WORD PROCESSING	2
INFS P020	INTRO TO SPREADSHEETS	2
Total		10

ADVANCED COMPUTING JOBS SKILLS CERTIFICATE

Course #	Course Title	Credits
INFS P113	INTRO TO PROGRAMMING & METHODOLOGIES	3
INFS P220	DATA COMMUNICATIONS & NETWORKING	3
INFS P110	INFO & COMMUNICATION TECH ESSENTIALS	4
Total		10

LOCAL DEGREES

Required Core Courses: 12 credits

Course #	Course Title	Credits
INFS P100	INTRO TO INFORMATION SYSTEMS	3
INFS P210	INTRO TO SYSTEMS ANALYSIS & DESIGN	3
INFS P113	INTRO TO PROGRAMMING CONCEPTS & METHODOLOGIES	3
INFS P220	DATA COMMUNICATIONS & NETWORKING	3



OR



Computer Information Systems (A.S.)

Course #	Course Title	Credits
INFS P180	MANAGEMENT DATABASE TECHNOLOGY	3
INFS P110	INFO/ COMM TECHNOLOGY ESSENTIALS	4
INFS P052	INTRO TO WEB DESIGN	3
INFS P170	INTERNET PROTOCOLS & PRINCIPLES	3
BSAD P132	BUSINESS COMMUNICATIONS	3
TOTALS		28

Business Information Systems (A.S.)

Course #	Course Title	Credits
INFS P180	MANAGEMENT DATABASE TECHNOLOGY	3
INFS P010	INTRO TO WORD	2
INFS P020	INTRO TO SPREADSHEETS	2
ACCTG P110	FINANCIAL ACCOUNTING	3
BSAD P132	BUSINESS COMM	3
BSAD P101	INTRO TO BUSINESS	3
TOTALS		28

ADVANCED INFORMATION SYSTEMS (A.S.)

Required Core Courses: 12 credits

Course #	Course Title	Credits
INFS P110	INFORMATION AND COMMUNICATION TECHNOLOGY ESSENTIALS	4
INFS P100	INTRODUCTION TO INFORMATION SYSTEMS	3
INFS P113	INTRODUCTION TO PROGRAMMING CONCEPTS & METHODOLOGIES	3
INFS P220	DATA COMMUNICATIONS & NETWORKING	3

LIST A: Select 6 units or 2 courses from the following:

Course #	Course Title	Credits
INFS P210	INTRODUCTION TO SYSTEMS ANALYSIS & DESIGN	3
BSAD P132	BUSINESS COMMUNICATIONS	3
INFS P164	INTRODUCTION TO CYBERSECURITY: ETHICAL HACKING	3
INFS P180	INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS	3

LIST B: Select 3 units or 1 course from the following:

Course #	Course Title	Credits
MATH P122	INTRODUCTION TO PROBABILITY/STATISTICS	4
BSAD P155	BUSINESS STATISTICS	3

The current Information Systems program has only one full-time faculty member. The program lost a faculty member to retirement and that position has not been replaced in several years. In past Program Reviews, the Information Systems program has requested replacing that faculty member. However, due to the massive restructuring of the program, it is felt that the program should grow and gain momentum prior to requesting another full-time faculty member. With the exploding demand for Information Systems professionals and the high salaries that they command, the need for additional instructors is a possibility within the next 5 years.

It should be noted that the new, restructured program includes many upper-level, specialized courses that require instructors with specific skill sets that are very difficult to find in the greater Porterville area. The program currently has 4 adjunct instructors that help teach the current course load. If one or more of these instructors leave, it may put the program in a tenuous position. We will continue to cater to the needs of our current adjunct instructors.

The Information Systems has worked closely with all of the major area high schools. The full-time faculty member has taught several dual enrollment courses on the high school campuses. Additionally, the Information Systems program has hosted and been a member of a joint high school/Porterville College advisory committee that targeted Information Technology. The large, multi-school advisory board has since disbanded and the Information Systems program now works individually with separate advisory boards.

Currently, Granite Hills high school has changed the Digital Design pathway to closer align with the new Information Systems program at Porterville College. Monache High School has stated a desire to move in a similar direction as well.

While numbers of students have decreased over the past couple of years, the graduation rates have stayed the same or increased. This is due to the fact that the program has decreased the number of basic computing courses by nearly 5 sections per semester. More and more students are entering college with basic computing abilities and these courses were not deemed as practical anymore. There is a need, however, to teach students from all disciplines the use of such software as word processing, spreadsheets, databases, and electronic slideshows. Even though many new students have perceived skills in social media and electronics, most are unable to use software and information systems to perform basic job functions.

The challenge moving forward is to increase enrollments in the new Information Systems program. The college also needs to figure out a way to give ALL students training in information technology to help them become better students and ultimately more employable in increasing competitive job markets.

Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Increase INFS number of graduates by 50%	By Fall 2019	Marketing money for brochures and flyers	College budget constraints

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 Item 3 X Item 4 X Item 5 Item 6 X

Progress on Goal:

 Completed (Date)
 Revised (Date)

Comments: The new degrees and certificates should have a positive effect on enrollment. The challenge is marketing the new program to our students, staff, and area high school students.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Establish a lab in the CT building	By Spring 2022	Funding and facility space.	College classroom/lab space constraints.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 Item 3 X Item 4 X Item 5 Item 6

Progress on Goal:

 Completed (Date)
X Revised (Date Spring 2018)

Comments:

Having a lab in our building would allow us to use portable demonstration panels that we can store in our building. An example would be a framed wall on wheels that we can use to demonstrate networking and installation of wiring.

Staffing Request:

<u>Staff Resources:</u>				
<u>Current Staffing Levels</u>				
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty	1	Faculty	4	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<u>Request for New/Replacement Staff</u>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	N/A			

Budget Request:

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	\$250	\$2000	\$2000
5000			
Other			

Justification:
(Include justification for each amount of increase requested.)

Estimated amount for general office supplies and equipment. Currently, the program uses Perkins money to assist in funding new ventures. However, there is little money for the maintenance and daily operations in the current budget. Restrictions on Perkins money do not allow funds to be used for daily operations and supplies. Instructional and Non-Instructional supplies will need to be addressed in the college budget.

Summary

The faculty and staff of the Career and Technical Education Division dedicates itself to using the mission statements of Porterville College and the division as guides to serving our students, and will additionally strive to link the efforts of our programs with divisions campus wide as well as with the college's strategic plan. These linkages will ensure that the activities within the division continue to be integrated into the overall efforts of our college.

The faculty and staff are committed to ongoing program review and assessment in order to evaluate and improve our programs for students. The results of the Student Learning Outcome assessments will be used to modify programs as appropriate. The faculty and staff will continually review, discuss, and modify as appropriate its activities and programs. Therefore, reviews will be ongoing and service modification and enhancements continuous.