

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Student Equity
Contact Person: Erin Cruz

Submission Date: December 2017

Porterville College Mission Statement:

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 values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants and scholarships.

Program Mission Statement:

Porterville College is committed to providing a diverse student population with access to educational opportunities that result in increasing student skills and earning a certificate or degree. Student Equity activities support the campus efforts of providing access and promoting success for all students enrolled at Porterville College, regardless of race, gender, age, disability, or economic circumstance.

Student Equity is integrated into all aspects of the activities and governance processes at Porterville College. Within the college mission statement itself, our commitment to student equity and diversity is evident:

Students are our focus at Porterville College. All staff members are committed to providing an educational experience to our diverse community in an environment that fosters student learning and success. In promoting a student-centered learning environment, the college staff commits itself to innovation, respect, collaboration, and participatory governance.

Current Service Area Outcomes (SAO):

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1. Strengthen collaboration with community partners to increase the number of students who access the college.
2. Monitor and provide support to efforts that increase course completion rates in all areas and for all disproportionately impacted groups of students.
3. Provide faculty and key personnel the support needed to develop and implement basic skills completion.
4. Provide comprehensive student support resources and intervention strategies for entering freshman.
5. Promote Degree Completion and transfer to a four-year university.

Prior Service Area Outcomes (SAO):

1. Make access a priority for all groups by devising more ways for students to complete Student Success and Support Program (SSSP) requirements.
2. Monitor and increase completion rates for courses in all areas and for all groups of students.
3. Provide faculty and staff professional development training to meet the needs of all students, particularly, underrepresented students who are American Indian, Asian, African American, Foster Youth, Veteran, low income and those enrolled in basic skills.
4. Provide comprehensive student support resources and intervention strategies for entering freshman.
5. Promote degree completion and transfer.

PRIOR SAO 1 - *Make access a priority for all groups by devising more ways for students to complete Student Success and Support Program (SSSP) requirements.*

Outreach - One of the main goals of the Student Equity Plan is to increase access by supporting activities that help students enroll at the college. The list below provides a summary of activities in which college staff and faculty collaborate to assist students accessing the college. Besides the list below, Educational Advisors also visit local high schools on a regular basis.

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Activity Name	Description
Fall Events	
Pirate Path To Success Orientation	New incoming students selected for the program meet faculty and resources on campus. A full day of activities is provided to students to familiarize them to the college environment.
Veterans Welcome	Veterans registered for Fall are provided with a reception. Faculty/staff are invited to meet students and provide updates and/or insights to respective areas that may interest veterans.
Native American / Alaskan Native Welcome Back	Reception for students welcoming them back to Campus. The intent of this reception is to provide a platform for community building.
Foster Youth Welcome Back	Reception for Foster Youth students welcoming them back to campus each semester as well as providing the group with updates in relation to programs and resources available to them.
Tulare County Office of Education College Night	College Fair with over 3000 attendees at the Visalia Convention Center – Information is provided to prospective students from surrounding communities.
Native American Pow Wow	This event provides an opportunity for access opportunities to our Native American community.
Senior Day	This event is mainly to target graduating high school seniors to promote programs and the admission process to the college.
Business Expo	This is a booth at the Porterville Fair Grounds – event is hosted by the Porterville Chamber of Commerce and it provides a networking

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	environment with community resources which can in turn provide services to our students
College / Transfer Fair	This event is for PC students and HS students – It is collaborative effort with the CSU Chancellor's Office and the UC Office of the President. Over 25 representatives have attended the event.
PC College Night	This event is hosted by the Financial Aid office and it provides incoming seniors with an opportunity to receive information specific to financial aid as well as other resources and programs on campus.
Spring Events	
Student Equity Summit	The Equity Summit provides the campus community and other organizations in the community to create dialogue over themes related to equity.
Iris Festival	This outreach event provides information to all members of the community about the enrollment process as well as programs the college offers.
PC Job Fair	Over 60 vendors set up in the gym to answer questions for students and community members.
PC Connection	PC Connection is a yield event to for enrollment and registration for students within the local service area and surrounding communities.

From a Student Equity perspective, the significance for the college to have a student body reflective of the demographics within its community is paramount. The above activities represent a campus wide effort to provide prospective students and community members the opportunity to explore the various majors and programs the college offers.

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In the last 3-4 years, there has been an upward trend in the number of students who applied to the college and enrolled. Figure 1.0 in the next page shows an overall increase of 766 (87%) students who applied, were admitted and enrolled from 2014-15 to 2017-18 academic years.

Figure 1.0

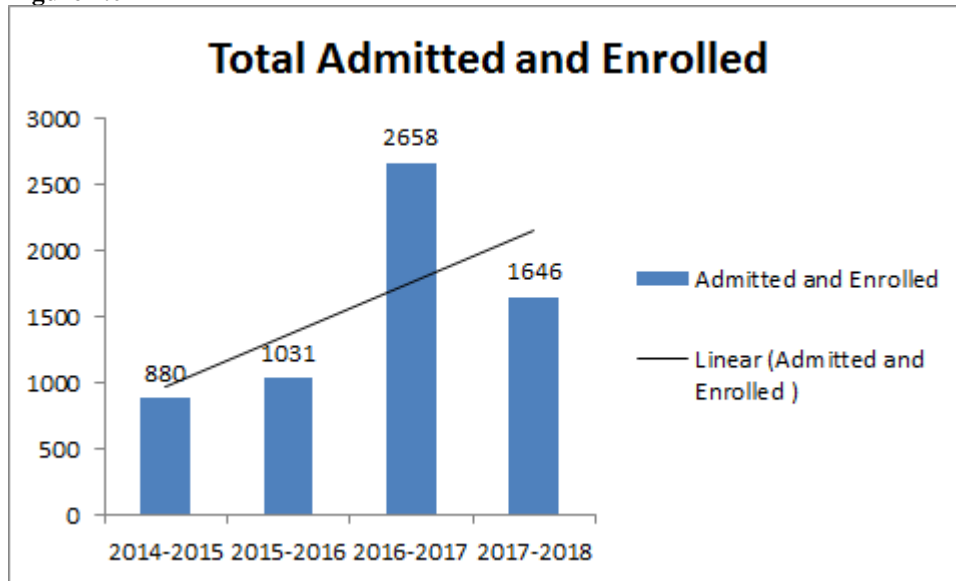


Figure 1.2

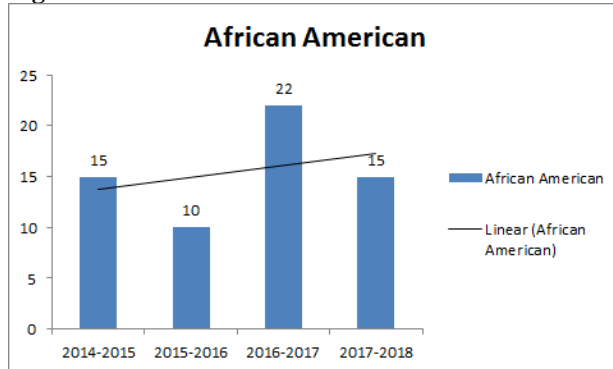


Figure 1.3

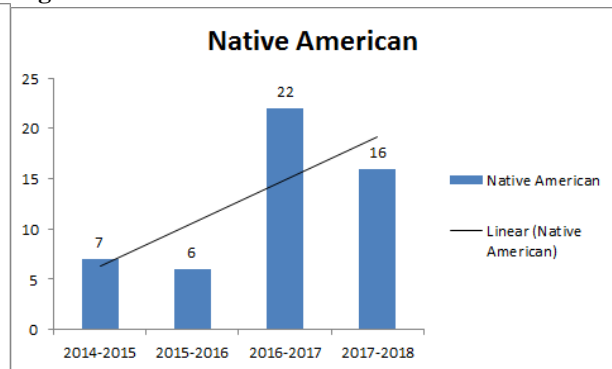


Figure 1.4

Figure 1.5

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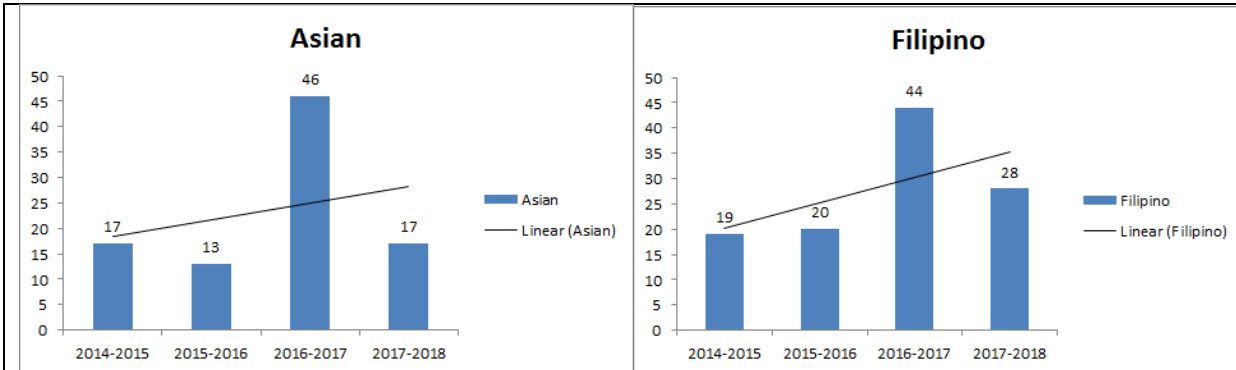


Figure 1.6

Figure 1.7

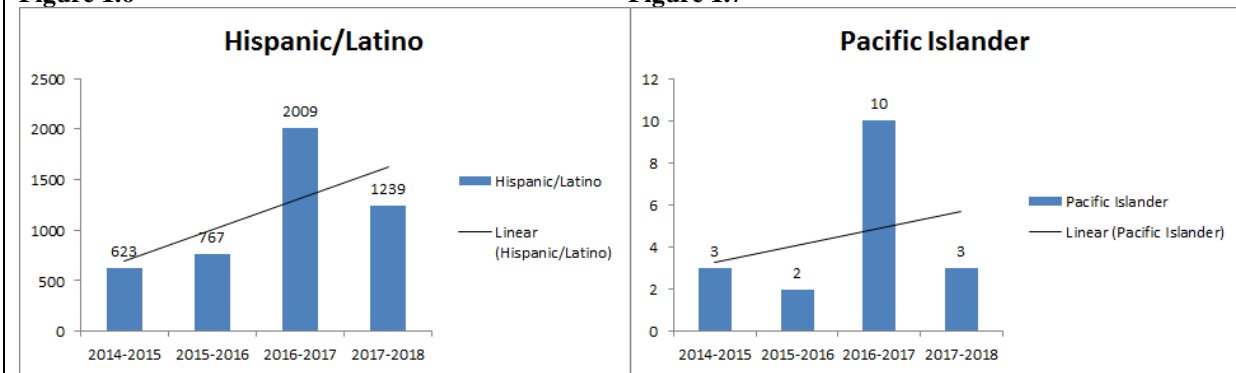
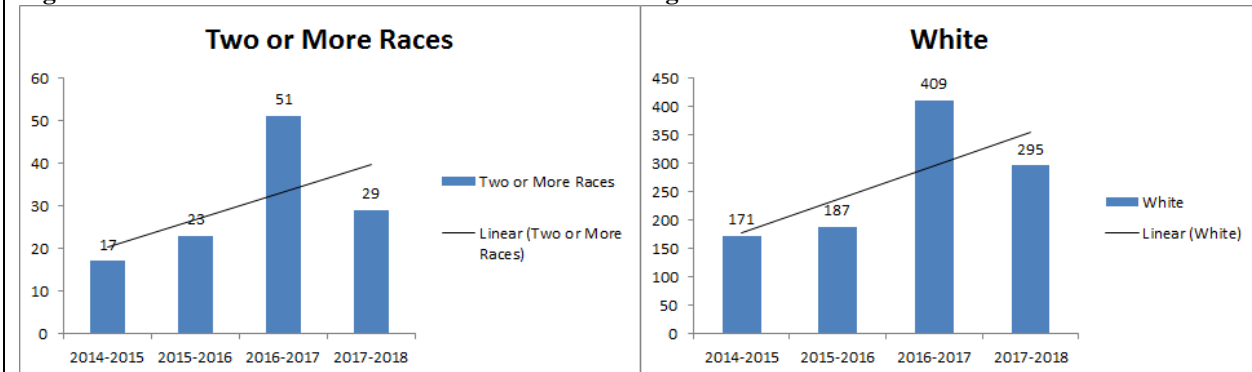


Figure 1.8

Figure 1.9



Figures 1.4 through 1.9 show that Porterville College is making progress in closing the gap in access to students within the service area. The upward trend in all groups is a result of a concerted effort by the campus community in addressing the need for involvement in outreach efforts.

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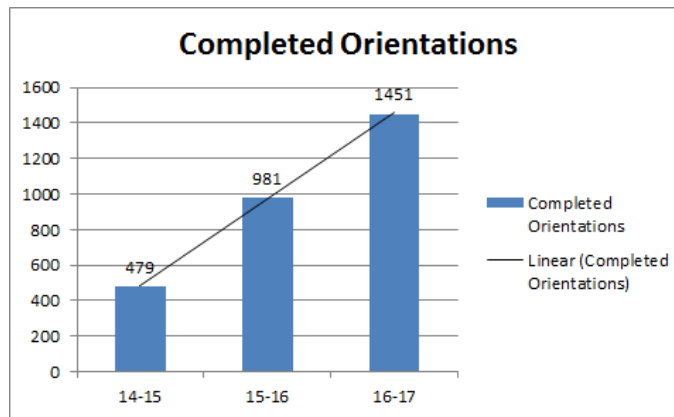
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The following are key components of SSSP, which are also integral to efforts related to access under student equity. Data collected also show progress made in orientation, assessment, counseling (student education plans), and follow up.

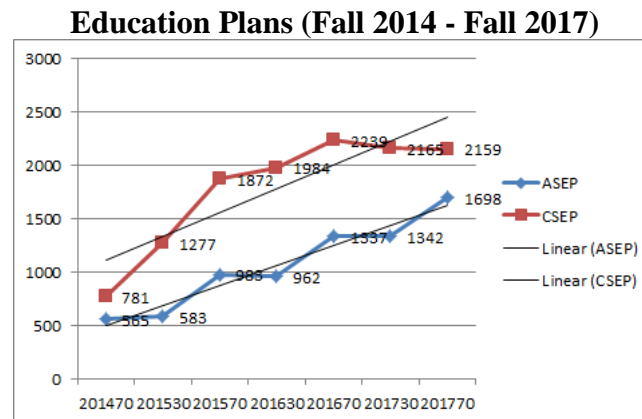
Orientation - The number of orientations increased 202% between the 14-15 and the 16-17 academic years. The rise in numbers can be seen in the graph below, which shows an average growth of 75% between each academic year.

Figure 2.0



Counseling (Education Plans) - There was a 200% increase in the number of student who completed an abbreviated education plan from Fall 2014 to Fall 2017. The number of comprehensive education plans also increased by 176%. (*Cognos - Ed Plan data*)

Figure 2.1



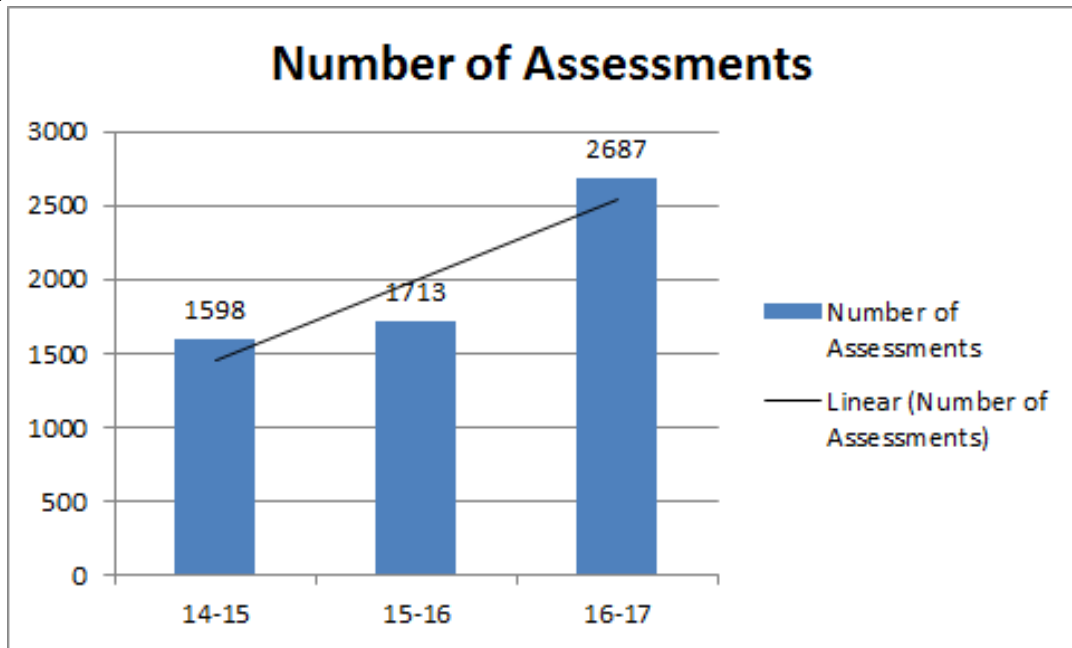
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Assessments: The number of students who took the assessment went up from 1598 in the 14-15 academic year to 2687 in the 16-17 academic year (68% Increase). The difference in the number of students taking the assessment represents a 7% increase between the 14-15 and the 15-16 years and 57% between 15-16 and 16-17 years.

Figure 2.2



PRIOR SAO 2 - Monitor and increase completion rates for courses in all areas and for all groups of students.

Figure 3.0 outlines the completion rates in first year for all coursework completed. Although the overall success rate for the cohorts studied is above the accepted threshold of 65%, there is room for improvement. Particularly with the non-traditional student population of 20 or older (55%), African American students (54%), American Indian (51%), Pacific Islander students (39%), white students (64%).

Figure 3.0

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Element C - Successful Course Completion Rate in First Year (Grade of 'C' or Better)											Porterville College		
All Coursework	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
Student Success Cohort	766	62.4%	842	65.3%	914	65.8%	941	64.5%	1,045	66.7%	4,508	65.1%	
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)													
Placement - English													
Placed into Remedial	494	64.1%	553	65.8%	556	66.9%	646	64.5%	830	67.0%	3,079	65.8%	
Placed into College-level	95	74.3%	115	76.1%	113	77.0%	125	73.1%	81	73.5%	529	74.9%	
Placement - Math													
Placed into Remedial	208	58.6%	228	59.6%	218	56.6%	322	57.0%	773	65.4%	1,749	61.3%	
Placed into College-level	384	68.9%	438	71.1%	454	73.2%	450	71.7%	137	78.1%	1,863	71.8%	
Gender													
Female	429	66.3%	456	69.3%	463	68.9%	493	66.6%	584	69.3%	2,425	68.1%	
Male	332	57.1%	385	60.2%	449	62.7%	447	62.1%	460	63.1%	2,073	61.3%	
Age													
19 or Younger	565	64.8%	630	67.4%	604	68.9%	644	67.9%	719	68.4%	3,162	67.6%	
20-29	151	50.8%	150	56.5%	233	53.7%	228	53.4%	261	59.7%	1,023	55.2%	
30 or Older	50	58.1%	62	54.4%	77	65.7%	69	54.1%	65	67.7%	323	60.5%	
Ethnicity													
African American	8	24.5%	18	56.6%	12	72.4%	13	48.3%	8	50.0%	59	54.0%	
American Indian	2	13.3%	4	39.3%	6	46.2%	7	69.8%	7	55.2%	26	51.2%	
Asian	20	63.0%	8	87.1%	16	76.7%	12	71.0%	12	76.7%	68	73.3%	
Filipino	16	71.8%	15	71.9%	13	79.1%	9	73.7%	17	68.7%	70	72.8%	
Hispanic/ Latino	519	64.2%	598	64.9%	676	65.7%	727	64.1%	817	67.2%	3,337	65.3%	
Pacific Islander	1	0.0%	1	0.0%	1	16.7%	1	100.0%	2	42.9%	6	39.3%	
White	181	58.4%	179	67.2%	163	65.2%	160	67.3%	160	65.0%	843	64.6%	

Figure 3.1 outlines the completion rate of 30 college-level units in the first year. As a college, the rate of completion of 30 units or more after the first year is very low (2.1%). This is true across all demographics. Students who were placed in college-level English and math completed 30 units at a higher rate than their counterparts who placed in remedial courses. This is especially relevant since at the time this study was done multiple measure placement was in the early stages.

Figure 3.1

Element G - Completion of 30 College-level Units in First Year											Porterville College		
College-level Coursework	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
Student Success Cohort	766	2.2%	842	2.5%	914	1.9%	941	2.2%	1,045	1.6%	4,508	2.1%	
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)													
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Placement - Math													
Placed into Remedial	208	0.0%	228	0.9%	218	0.0%	322	0.6%	773	0.6%	1,749	0.5%	
Placed into College-level	384	3.9%	438	3.7%	454	3.1%	450	3.6%	137	6.6%	1,863	3.8%	
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30 or Older	50	0.0%	62	1.6%	77	2.6%	69	0.0%	65	0.0%	323	0.9%	
Ethnicity													
African American	8	0.0%	18	5.6%	12	0.0%	13	0.0%	8	0.0%	59	1.7%	
American Indian	2	0.0%	4	0.0%	6	0.0%	7	0.0%	7	0.0%	26	0.0%	
Asian	20	10.0%	8	12.5%	16	0.0%	12	8.3%	12	0.0%	68	5.9%	
Filipino	16	0.0%	15	0.0%	13	0.0%	9	0.0%	17	0.0%	70	0.0%	
Hispanic/ Latino	519	1.5%	598	2.0%	676	2.1%	727	1.7%	817	1.3%	3,337	1.7%	
Pacific Islander	1	0.0%	1	0.0%	1	0.0%	1	0.0%	2	0.0%	6	0.0%	
White	181	3.3%	179	3.9%	163	1.8%	160	5.0%	160	3.1%	843	3.4%	

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PRIOR SAO 3 - *Provide faculty and staff professional development training to meet the needs of all students, particularly, underrepresented students who are American Indian, Asian, African American, Foster Youth, Veteran, low income and those enrolled in basic skills.*

Student Equity relies on a systematic approach to the development and alignment of programs and services with best practices and methods addressing basic skills completion, course completion, degree completion and transfer. Changes to curriculum and services provided to students have transformed areas in instruction and student services. This transformation is ongoing and innovation and creativity is promoted through the support of professional development at all levels. Over the last 3-4 years faculty, staff and administrators have attended various activities aimed at addressing topics related to Student Equity.

The following are examples of professional development opportunities supported completely or partially by equity:

- California Acceleration Project
- College Reading and Learning Association
- Ensuring Transfer Success Conference
- National Council of Teachers of Mathematics Annual Meeting and Exposition - Conference on
- Organization of American Historians Annual Conference
- Student Equity Summit
- Suicide Prevention Strategies
- Financial Coaching
- “Pedagogy of Teaching Basic Skills Students: Best Practices”
- Conference on Acceleration in Developmental Education
- National Communication Association Annual Convention
- RP Group Trainings
 - Guided Pathways
 - Multiple Measures
- Annual California Language Teacher Association Conference

PRIOR SAO 4 - *Provide comprehensive student support resources and intervention strategies for entering freshman.*

A main component in Student Equity is access and how students navigate the process (onboarding) to eventually enroll in classes their first semester. To mitigate the confusion among many entering freshmen several programs and services have been developed. The following are examples of efforts by the Porterville College community to address onboarding:

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Outreach to Service Area Schools

Early outreach is provided to local service area schools as part of an effort to address questions students and school personnel may have about programs and the enrollment process. Full time advisors visit local school at least once a month to develop a presence at local high schools. The following services are rendered:

1. Workshops (CCCApply, Programs, Admissions, Financial Aid)
2. One on One session with prospective students to assist in the application process
3. Update meetings with school personnel
4. Follow Up with prospective students
5. Information Table

Onsite Orientation, Assessment, Student Education Plans

Upon applying to the college, interested graduating seniors have the opportunity to complete all the necessary steps to enroll at their school site. This includes orientation, assessment and an education plan. Over 60% of the students enrolling (first time enrollees) in the college during each fall semester have at some point met with a counselor or advisor during an event held onsite.

EAB Navigate - Online Onboarding Process Map for Students

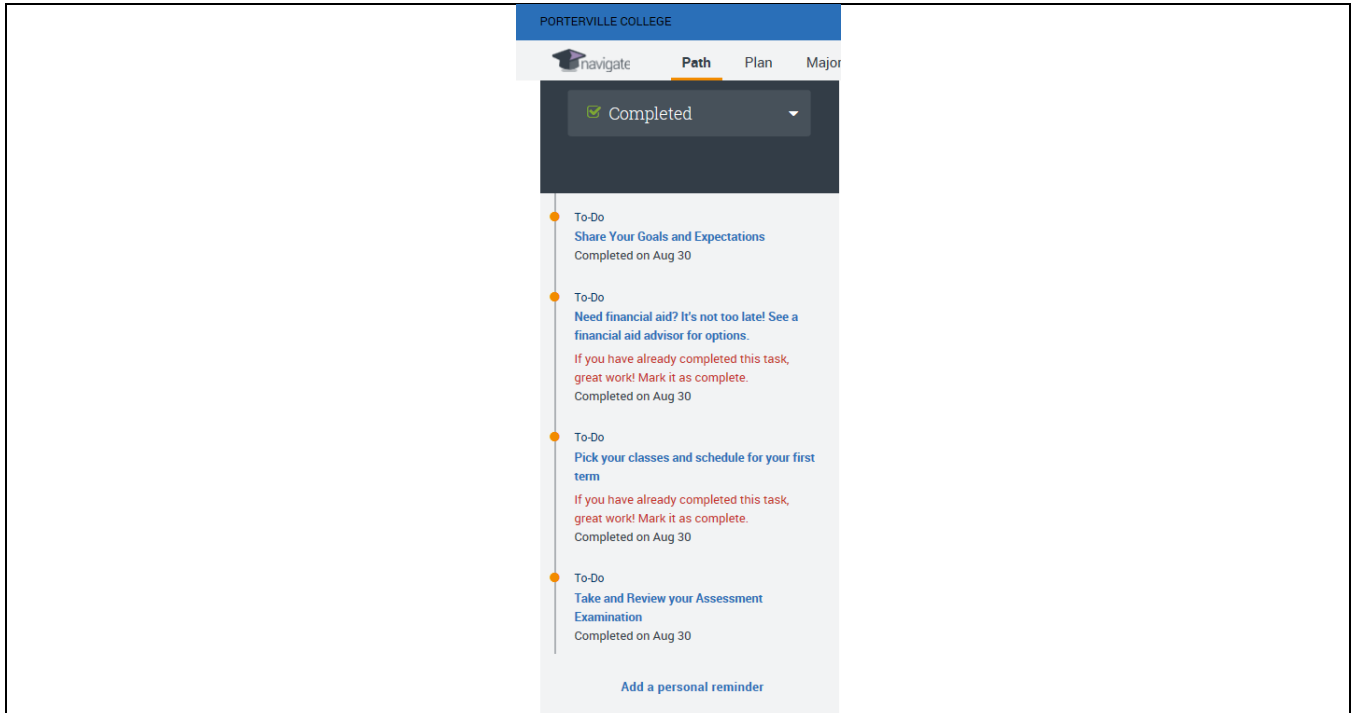
The Education Advisory Board (EAB) is a research firm that provides Porterville College with the student “Navigate” onboarding platform. This online service is designed to create a streamlined process map for students to follow during their initial first semester at the college. Figure 4.0 shows an example of the visual outline of tasks students are encouraged to complete their first semester.

Figure 4.0

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Pirate Path to Success Program

The Porterville College Pirate Path to Success program extends the promise of a college education to every student in the Porterville College service area. This program will transform the lives of students by placing higher education and support resources within reach for all.

The Pirate Path to Success aims to fulfill the academic potential of all graduating high school seniors by offering guidance and continuous support along every step of the student experience, from high school through college and onto career. The program creates a culture of college expectation, increases college readiness and improves graduation rates among Porterville College students.

To qualify, a student must:

- Recipient of the PC First Scholarship/Award Program (\$1000, available first year only)
- Be a high school graduate of the Porterville College service area
- Complete the Porterville College CCCApply Application
- Complete Orientation, Assessment, and Counseling
- Complete an application for financial aid (FAFSA or CA Dream Act)

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- Attend the Pirate Path to Success summer orientation
- Enroll as a full-time student (30 units required per year)

The first cohort of students in the Pirate Path to Success Program started in Fall 2017 with 40 students. Preliminary data has shown progress made toward course completion and performance in the classroom. For example, after the first semester, the average GPA for the cohort was 3.5 and course completion was over 90%. Future program reviews will provide further data on course completion rates, degree completion and transfer.

PRIOR SAO 5 - *Promote degree completion and transfer to a four-year university.*

The following activities were developed and implemented toward promoting degree completion:

30-unit milestone - Every semester students who have completed 30 or more units are contacted for a follow up visit with counseling and advising staff. Contact is made either through a phone call from an advisor or a text message via Campus Cast communication system. Students are instructed to make an appointment with a counselor or advisor. Upon meeting with staff, a degree audit is performed and counseling faculty make any needed adjustments to the student's education plan.

Transfer Fair- during the fall of 2017 over 500 students attended the first annual Transfer Fair at Porterville College. The event was hosted by the Transfer Center with full support through equity funds. In collaboration with the California State University Chancellor's Office, University of California's Office of the President and the Association of Independent Colleges and Universities, over 23 universities were present at the event. This level of participation by the university representatives provided a high level of information to students. To ensure the program was a success the planning committee recommended that all Porterville Unified School District schools and Lindsay Schools be invited.

Analysis of Current Performance:

Porterville College provides educational opportunities for approximately 3800 students. The college provides multiple programs and services to ensure that each of its students has the opportunity to succeed, regardless of their background and goals. Student Equity is integrated into all aspects of the activities and governance processes at Porterville College. Faculty and staff are committed to ensuring student equity in all educational programs and services. We define student equity as to "provide an educational environment where all students have the best opportunities to succeed."

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The College provides programs and services to ensure that all students have the opportunity to succeed academically. The overall equity goal at Porterville College is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

Student Equity is guided by the College's Mission Statement wherein the commitment to student equity is inherent:

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.

The 2017-19 Integrated Plan is now combined with other goals and objectives of the Student Support and Success Program (SSSP) as well as the Basic Skills Initiative (BSI). It is part of an institutional effort underway at Porterville College to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The college recognizes that equity planning and assessment, as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and fostering of academic excellence for all our educational programs.

Although all three programs are integrated in the planning process to meet related goals and objectives, all three programs must also meet separate mandates. The main body on campus that focuses on issues of student equity, diversity, and access is the College Council (CC). The general charge of the CC is to coordinate and communicate the college-wide planning, budgeting and reporting processes across the campus. The CC must also interface with all segments of the college to provide the highest quality learning and support services to our students and the communities served by the college. Under this Committee, falls the Success and Equity Committee (SEC).

The general charge of the Success and Equity Committee is to coordinate and communicate college-wide planning for identifying and implementing student success strategies across campus. The focus of this committee is to identify specific plans to strategically address five (5) California Community College Keys to Success: Priority Enrollment and Academic Standards, Redesigned Student Support Services, Transparency and Accountability, Streamlined Transfer, and Improving Basic Skills Instruction.

We examined student equity at Porterville College in the context of the following five Student Equity Indicators.

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1. Access
2. Course Completion (Retention)
3. ESL and Basic Skills Completion
4. Degree and Certificate Completion
5. Transfer

Access

Indicator: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

Course Completion (Retention)

Indicator: The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of term.

ESL and Basic Skills Completion

Indicator: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those who complete such final course.

Degree and Certificate Completion

Indicator: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Transfer

Indicator: The ratio of the number of students by population group who complete the minimum of 12 units and have attempted a transfer level course in Mathematics or English, to the number of students in that group who actually transfer one or more (up to six) years.

A review of District Office Institutional research data for the five student equity indicators reveals that specific groups using the proportionality index and the 80-percent index are not achieving in some areas, and intervention strategies and support to achieve equitable outcomes are needed for these target groups: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics,

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Whites, men, women, foster youth and persons with disabilities. The Student Equity Committee identified areas in the Student Equity Plan where the above groups are falling behind academically, and have established goals and activities for our College in order to close performance gaps.

Porterville College is an Achieving the Dream college campus. Achieving the Dream, Inc. is a national nonprofit organization dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. Achieving the Dream is based on the premise that to improve student success on a substantial scale, colleges must fundamentally change the way they operate. The following elements are essential to closing achievement gaps and accelerating student success:

- Committed Leadership - Actively support efforts to improve student success and a willingness to make changes in policies, programs, and resources.
- Evidence to Improve Policies, Programs & Services - Establish processes to use data to identify achievement gaps, formulate strategies to address the gaps identified, and evaluate the effectiveness of strategies.
- Broad Engagement - Shared responsibility for student success by seeking information from surveys, focus groups, and/or advisory councils.
- Systemic Institutional Improvement - Regularly evaluate academic programs and services.
- Equity – Provide an educational environment where all students have the best opportunities to succeed.

Program Strengths and Areas for Improvement:

Our budget allocations will specifically fund the research and existing/new intervention strategies to support access, retention, and persistence of underrepresented students, Porterville College will continue its commitment to student equity in every aspect of its operations. The campus will provide ongoing support and utilize appropriate resources from existing campus operations, including the use of federal funds and state funds to support initiatives that will enable the campus to effectively support the academic goals of all Porterville College students.

Resources at Porterville College include programs, services, and partnerships, which provide the necessary support to achieve the goals and objectives identified in this Student Equity Plan and increase student success. Our current programs include:

- Student Support and Success Program (SSSP)-Comprehensive process and pathway with multiple points of contacts: Orientation, Assessment (Placement), Counseling, Advising and Education Planning services.

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- Financial Aid-Offers financial assistance with educational costs including fee waivers, grants and federal work-study program.
- Basic Skills Initiative (BSI)-The faculty and staff who serve on this committee are committed to raising English, Math and ESL basic skills through course offerings below the transfer level; providing academic and career counseling; and providing basic skills and ESL students with academic support.
- Extended Opportunity Programs and Services (EOPS)-Offers grants, counseling and other services to students who are both economically and educationally disadvantaged.
- CalWORKs-Supports students receiving special assistance through educational programming and the provision of childcare assistance.
- Cooperative Agency Resources for Education (CARE) - Provides additional support services such as childcare, transportation, books, and supplies to EOPS students.
- Disability Resource Center (DRC)-Provides support and reasonable accommodations, as defined by state and federal laws, such as readers, note takers, specialized equipment use to students with documented physical, communication, learning, psychological or other medical conditions.
- Foster Youth Success Initiative (FYSI)-Identifies foster youth as recognized through either Tulare County or FAFSA responses and provides such youth with programs, services, information, and support necessary to maximize their college options and outcomes. College Liaison for foster youth to connect with as a support resource.
- Information Commons, open computer labs and kiosks-Centralized, open access to computers and workstations and access to electronic databases.
- Porterville College Health Fair-Presents representatives from various community-based health and social service agencies to provide health screenings and other services to all students.
- Wellness Center-Provides campus emergency care, first aid, nursing assessment and treatment, vision and hearing screening and additional screenings/tests.
- Veterans Center-Serves the needs of qualifying veterans. Students receive counseling services and assistance with benefits and community resources.
- Academic Honors-Includes President's Honor List and Phi Theta Kappa Honor Society. Their purpose is to recognize academic achievements and encourage leadership among two-year community college students.
- Student Services Center-Serves as a center to encourage and facilitate academic success through support services that include workshops, resources, and transfer.
- Student Success Lab-Multi-functional lab used for computerized assessment, orientation and Student Services professional development meetings/trainings.
- Child Care Services-Offers programs for children ages 2-5. Priority is given to Porterville College full time students. The college offers childcare services when school is in session (fall, spring and summer semesters).

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- Learning Resource Center-Features multiple resources and instructional services to support learning.
- Transfer Center-Allows students to research information regarding California State University and the University of California Systems and meet with university representatives. • Student Clubs and Activities-Provides leadership development opportunities through extracurricular student activities.
- Working Families Success Network (WFSN)-creates pathways and provides integrated services that prepare low-income students for jobs with family-sustaining wages.
- Job, Entrepreneur and Career (JEC) Center-The JEC Center provides personalized services and programs to help students choose a major, explore careers, start a business, or develop job search skills.
- Cultural and Historical Awareness Program (CHAP)-Enhances students' awareness of certain important aspects of our society to which they may previously have had little or no exposure. CHAP members choose a theme each school year and faculty members across the campus are encouraged to integrate elements of that theme into their coursework. Additionally, a variety of field trips, guest speakers, panel discussions and videos are presented throughout the year and are all open to the public.

These programs have an impact on increasing student achievement and student retention, as well as to provide support to students in overcoming barriers. The programs are to address barriers to access and student success that include the need for financial aid assistance to cover the costs of an education (fees, books, supplies, childcare services, transportation).

Areas for Improvement:

- Conduct Professional Development on Student Equity
- Develop a comprehensive training on cultural competence and diversity.
- Have speakers come to flex day to give pedagogical ideas on teaching these populations.
- More flex training opportunities in subjects such as educating ESL students. Faculty will be better equipped to support students from the disproportionately impacted populations, thus leading to more success in completion of English courses.

- Improving data collection by conducting research on specific services offered. Survey targeted populations on progress made or improvements needed within student service activities intended for student success.
- Increase the number of workshops offered on topics such as study skills, time management, stress reduction, financial aid and career major exploration. Develop mentorship programs that target at risk student populations.

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- Work with the Associated Students of Porterville College (ASPC) to start student club(s) dedicated to the academic and social support of all students. Research has shown that student involvement leads to higher rates of student success. A vibrant student life community on campus can lead to an improvement in the transfer rate for students in the targeted demographic.
- Continue to develop and train Student Ambassadors to provide services aiming at reducing the achievement gap in access to the college (outreach and in reach) and transfer. Expand activities to include student driven initiatives directed at supporting student success in use of technology for degree completion and course completion (EAB Navigate, Degree Works).

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Goals

The following goals are from the prior program review

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Strengthen High School partnerships and community partnerships to provide additional outreach regarding support services to underrepresented students	Ongoing	Staff Time	N/A

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 X Item 3 ___ Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal:

X Completed (Date: Spring 2017)
 ___ Revised (Date)

Comments:

Educational Advisors visit each high school campus at least once per month to provide outreach to prospective students. Outreach is also provided through various events hosted by partner schools and organizations. Visits were also conducted to schools outside the college's service area upon request in Lindsay, Exeter, Farmersville, Earlimart and Terra Bella. This goal is an essential piece to the access component of equity therefore, it will continue as ongoing.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Coordinate basic support efforts, including outreach and workshops aimed at	Ongoing	Staff/Faculty Time/Supplies	N/A

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basic skills/ESL students.			
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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 X Item 3 X Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal:

X Completed (Date: Spring 2017)
 ___ Revised (Date)

Comments:

A counseling staff has been assigned to work with ESL students. Orientation (both face to face and online have been customized to meet the needs of the majority of ESL students. Since the majority of ESL student are native Spanish speakers both methods of delivery for orientation have been made available in Spanish.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
3. Conduct research to understand issues regarding equity data across the indicators for achievement gaps, disproportionately impacted student population, and disparities among services and resources.	Ongoing	Staff time, IT/Institutional Research	N/A

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 X Item 3 ___ Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal:

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Completed (Date Spring 2015)
 Revised (Date)

Comments:

The data was collected and submitted as part of the Student Equity Plan in Spring 2015.

The following goals are for the current program review cycle

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Leverage resources to implement a lending library to assist students in completing coursework	Begin with ESL courses in the Spring 2018 and add specific General Education courses in the Fall 2018	Basic Skills and Student Equity funds Staff time	Identification of common textbooks used in similar classes

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 X Item 3 ___ Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal:

Completed (Date)
 Revised (Date)

Comments:

This goal will be a collaborative effort by Student Equity and Basic Skills. Resources will be made available to students contingent on funding levels.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Implement the goals developed within the integrated SSSP,	Fall 2018 and ongoing	SSSP, Student Equity, and Basic Funds Staff Time	

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Student Equity, and BSI Integrated Plan			
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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 X Item 3 X Item 4 ___ Item 5 X Item 6 ___

Progress on Goal:

___ Completed (Date)
___ Revised (Date)

Comments:

The following table outlines the common goals within the Integrated Plan.

Activities in each program that serve the goal listed

Goal	SSSP	Student Equity	BSI	Goal Area
<p>1. Strengthen collaboration with community partners to increase number of students who access postsecondary education</p>	<p><i>Provide orientation, assessment and abbreviated ed. plans at the high schools</i></p> <p><i>High School Collaborative - Host annual High School Counselors and Principals Retreat</i></p> <p><i>Host one-stop enrollment service events: PC Connection and Become a Pirate In a Day</i></p> <p><i>Implement EAB Navigate software to help with the transition from HS</i></p>	<p><i>Develop programs with organizations targeting students who are disproportionately impacted that focus on streamlining the enrollment process</i></p> <p><i>Annual Equity Summit will be held: "Paving the Path to Success Underrepresented Student Groups"</i></p>	<p><i>Promoting acceleration at the Adult School by integrating counseling and instruction</i></p> <p><i>Offer ESL courses at the public library, Proteus and Strathmore High School.</i></p> <p><i>Provide One Stop services outreach event held at Earlimart/ Middle School</i></p>	<p><input checked="" type="checkbox"/> Access</p> <p>.. Retention</p> <p>.. Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p>Other: _____</p>

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	<i>to college by providing a streamlined path toward the enrollment process</i>			
<i>2. Increase the number of students by 2% that transfer from a community college to a four-year university</i>	<i>--Develop education plans using assistive technology and follow up with students to increase transfer rates</i>	<i>Increase cross discipline collaboration campus wide to promote transfer opportunities to students with the intent to create a cultural shift toward transfer.</i> <i>College Fair will be held annually to assist students with admissions requirements, transfer opportunities, major preparation and application process over twenty CSU, UC and private schools will attend</i>	<i>Provide students the opportunity to make progress toward their goal through accelerated courses such as English 101AX, English 73X, Math PQ and remap of ESL courses leading toward college level English.</i> <i>Develop two-year schedule of planned classes with the intent toward early graduation and transfer.</i> <i>Provide incoming freshmen Jumpstart every summer.</i>	<input checked="" type="checkbox"/> Access " Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion ----Completi on <input checked="" type="checkbox"/> Degree & Certificate Completion " Other: _____ _____
<i>3. Increase the number of students who transition from non-credit courses to college level courses by 2% annually</i>	<i>Improve tracking progression of students from non-credit to credit and follow up to provide support (i.e. tutoring, counseling, assistive technology etc.)</i> <i>Enhance partnerships with</i>	<i>Develop partnerships with outside agencies that are able to help students with unmet needs the college may not be able to offer.</i>	<i>Assistive technology through Rosetta Stone is made available for our English learner.</i> <i>Offer Non-credit certificates.</i> <i>ESL Mapping of courses is aligned with basic skills courses for faster</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention " Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion " Other: _____ _____

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	<i>outside agencies that work with non-traditional student populations to leverage resources available to students.</i>		<i>progression toward college level English.</i> <i>Offer counselor workshops for ESL students.</i> <i>Provide Student Success Spanish Handbook to ESL students.</i> <i>Expand the Translation of documents and Advertisement of classes and programs.</i>	
4. Increase completion of courses and degrees by 2% annually	Increase achievement rates for key milestones: -30 unit completion -Certificate completion Follow up with students once a milestone has been achieved and offer support services	Target at risk populations and offer resources to address barriers that would affect their performance. For example: - academic(early alert) - food insecurity - homelessness - financial Use EAB Navigate to provide reminders to students about key milestones and resources to students promoting course completion	Increase the availability of ESL and Eng. 81/83, 71, 73X, 50, 101AX, Math 61, and PQ. Increase classroom visits once per semester promoting resources such as PASS leaders, embedded tutors, MyMathLab, Net Tutor, and Lending Library.	" Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion " Other: _____ _____
5. Decrease time to completion along basic skills	<i>Continue the development of education plans</i>	<i>Continue working with faculty to develop and</i>	<i>Continue with Summer Jumpstart, non-credit ESL,</i>	<input checked="" type="checkbox"/> Access

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<i>pathways</i>	<i>that take into account all possible approved placement methods</i> <i>Promote higher performance in the classroom and placement test to high school students to yield higher outcomes in initial placement of coursework</i>	<i>Implement Multiple Measures for more equitable placement into courses.</i> <i>Support professional development that promotes acceleration and best practices in developmental education.</i>	<i>Math and English acceleration.</i> <i>Increase professional development for best practices in developmental education, technology, integrated pedagogy and methods in reading and writing across curriculum.</i> <i>Provide workshops on study skills and time management to students.</i>	<input checked="" type="checkbox"/> <i>Retention</i> <input checked="" type="checkbox"/> <i>Transfer</i> <input checked="" type="checkbox"/> <i>ESL/Basic Skills Completion</i> <input checked="" type="checkbox"/> <i>Degree & Certificate Completion</i> " Other: _____
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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	
Temporary			Temporary	
Classified	3		Classified	
Management	2		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 <small>(Faculty, Classified, or Management)</small>	Full or Part Time	New or Replacement
Position 1				
Position 2				
Position 3				
Justification: (Address each position requested)				

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BUDGET REQUEST

This is a Student Equity categorical budget only (No GU001 match accounts)

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

Justification:

(Include justification for each amount of increase requested.)

Equity has approximately 90,000 to use in the 4000 - 6000 accounts each year. This money is spent on various areas within instruction, student groups and student services. Student Equity has seven different program/activity codes.

N/A