

Porterville College
2019-22 Student Equity Plan
Executive Summary

Introduction

Porterville College was established in 1927 as a part of the Porterville Union High School and College District. All of the classes were taught in high school classrooms until 1944 when a building was constructed on the high school campus specifically for the junior college. The College moved to its current location in 1955. The College dissolved its relationship with the high school district in 1967 and joined with the Kern Community College District (KCCD) that same year.

The KCCD covers an area of approximately 24,800 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino Counties. Geographically the largest community college district in the United States, the KCCD services a population base of about a million and an estimated enrollment of 42,000 students. In addition to campuses in Bakersfield and Ridgecrest, the KCCD includes off-campus educational centers in Delano, Lake Isabella, Edwards Air Force Base, Bishop, and Mammoth.

Porterville College covers approximately sixty acres and provides educational opportunities to people from a geographic area covering 2,800 square miles in southeastern Tulare County. Porterville College serves the community of Porterville, with a population of approximately 60,000, and a larger service area population of more than 120,000.

Porterville College (PC) is a federally designated *Hispanic-Serving Institution (HSI)*, providing educational opportunities for approximately 4,500 full and part time students each year. Our College has been serving the community and providing quality education since 1927. Multiple programs and services address the needs of our diverse student population to ensure that each of its students has the opportunity to succeed, no matter what their backgrounds and goals may be. Student Equity is integrated into all aspects of the activities and governance processes at Porterville College.

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

- Career and Technical Education
- Fine and Applied Arts
- Health Careers
- Kinesiology
- Language Arts
- Mathematics

- Natural Sciences
- Social Sciences, and
- Student Learning Services

These divisions offer a broad range of majors and transfer opportunities, certificates, and remedial courses and programs. Currently, the College offers eighteen local associate degree majors and sixteen certificate of achievement programs. The College also offers fifteen associate degrees for transfer ADT (10 associate in arts for transfer, 5 associate in science for transfer) which guarantees a student junior status with a California State University (CSU) campus upon completion (as of Fall 2017). The College continues to position itself to meet the growing and changing needs of the community.

“Student Success” is central to our mission at the College, and numerous support services are offered in the spirit of student-centered learning. Included in these services are academic advising and counseling, the library, learning center, child care, a Disability Resource Center (DRC), financial aid, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), food services, bookstore, student activities and clubs, athletics, a transfer center, tutoring, assessment, admissions and records, orientation, a Wellness Center, Job Entrepreneur and Career (JEC) Center, and Veterans Resource Center.

The Porterville College Foundation actively supports the College in developing activities, programs, and facilities that are in the best interest of our students. During the last ten years, the net asset allocation of the Foundation has grown and changed considerably. In 1991, the net assets were approximately \$350,000, with more than eighty percent dedicated for scholarships. Today, the Foundation estimates its net assets to be approximately \$7.4 million. The Foundation sponsors an energetic campaign to support college programs and faculty projects. In April 2018, the Foundation awarded \$158,400 in scholarships at its annual banquet. An additional 28 scholarships of \$1,000.00 each have been endowed in perpetuity through the use of the Osher Funds. The PC First account set up specifically for local high school students who will attend Porterville College continues to distribute \$40,000 per year.

The College is very proud of its reputation of being both academically-focused and student-centered. As indicated in the Mission Statement, while the College promotes a student-centered learning environment, the “staff commits itself to innovation, respect, collaboration, and participatory governance.”

Our Mission

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

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

- Provide quality academic programs to all students who are capable of benefiting from community college instruction.
- Provide comprehensive support services to help students achieve their personal, career and academic potential.

- Prepare students for transfer and success at four-year institutions.
- Provide courses and training to prepare students for employment or to enhance skills within their current careers.
- Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
- Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Our Values

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

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

Our Philosophy

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

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

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

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

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

The college's 2018-2021 Strategic Plan institutional goals include the following:

- Provide quality instruction and programs.
- Provide quality student support services and programs.
- Foster a positive and supportive learning environment.
- Foster a positive and efficient institutional, fiscal, and personnel processes.
- Develop and promote community partnerships and linkages.
- Develop and promote positive campus and district-wide working relationship

Equity Planning

Diversity and equity are prominent among the goals of the strategic plan. Utilizing the 2018-2021 Strategic Plan as a guiding document, equity goals and objectives focus on ensuring students identified as disproportionately impacted receive comprehensive, research-based support that leads to improved outcomes.

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 Pathways to Success and Equity Committee (PSEC). The general charge of the PSEC is to coordinate and communicate college-wide planning for identifying and implementing student success strategies across the campus. The focus of this committee is to focus on the California Community Colleges Student Success and Equity initiatives including Guided Pathways collaborative planning and Achieving the Dream.

The 2019-22 Student Equity Plan is guided by the college's Mission Statement wherein the commitment to student equity is inherent. The college strives to provide educational equity by creating environments and a supporting culture where every student has the opportunity to fully develop their potential. This includes structuring learning environments that promote full academic support and engagement by all students as well as providing disproportionately impacted students with additional support and opportunities they need to achieve success.

Porterville College's new equity plan is aligned with multiple institutional, district and the State Chancellor's Office Student Success Goals. Equity planning is a continuing institutional effort at Porterville College to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The College recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all our educational programs.

Inquiry meetings began with the Pathways to Success and Equity Committee members in the fall of 2018 as we began our work to align student success efforts among the Vision for Success, Guided Pathways, the SEA Program, California College Promise, the Student Centered Funding Formula and AB705/Multiple Measures.

The Pathways to Success and Equity Committee has worked conscientiously to collaborate with various constituent groups within the college community to ensure that the new Student Equity planning process is inclusive, diverse and aligned with the college's Strategic Plan, as well as the Chancellor's Office Vision for Success, and department/area program reviews. Our college seeks continuous engagement of all persons at the institution and solicits courageous conversations, about improving equitable practices within an institutional culture that values the importance of student equity and understands why this work is so important.

Equity Data

Data provided by the KCCD Office of Institutional Research for the five metrics revealed that specific groups are not achieving in some areas. Intervention strategies and support to achieve equitable outcomes are needed for these student populations. The Office of Institutional Research provided disaggregated data as it relates to the following metrics:

- Access: Successful Enrollment
- Retention: Fall to Spring
- Transfer to a Four Year Institution
- Completion of Transfer Level Math and English
- Earned Credit Certificate Over 18 Unit or Associate Degree

Target Student Equity Populations

Based upon campus-based research, the following subgroups are the college's primary equity target populations:

- African American/Black Students

- LGBT Students
- American Indian Students
- Students with Disabilities
- White Students
- Foster Youth Students

The subgroups mentioned above are disproportionately impacted in several metrics at Porterville College. In addition, Veterans and Asian students are disproportionately impacted within some indicators as well. Targeted support within the equity plan is prioritized by focusing on the students who are underperforming in most areas and are historically underrepresented. The college acknowledges that there are groups such as LGBT and homeless students that may be disproportionately impacted but extensive research has not been conducted.

Student Equity Goal

The main goal of the student equity plan is to continue to expand progress made through previous plan implementation of activities intended to achieve student success for the targeted groups of students who have been identified as being disproportionately impacted. The goals of this plan have been aligned with the Strategic and Enrollment Management Plans as well as the Local Vision Goals. Furthermore, integration with the Porterville College Promise Program will especially focus on ensuring that students from groups who are historically underrepresented in college are provided with additional support, thereby increasing their college access and success. Considerable focus will be dedicated to ensuring successful integration and goal achievement.

In addition, the college will continue to coordinate the integrated programs with other equity-related categorical programs including Veterans, Foster Youth, DSPS, EOPS, CARE, CalWORKs and Financial Aid. In addition, efforts also include the hunger and homelessness issues that influence Porterville College students daily.

The intent of the new equity plan is to eliminate the disproportionate impact experienced by the identified groups of students through targeted and purposeful activities that support the goals of each metric. Our college will continue to maintain an annual review process to ensure meaningful and effective student equity efforts across the entire college. Additionally, the Pathways to Success and Equity Committee (PSEC) will ensure that ongoing qualitative and quantitative efforts are made to evaluate the college progress in achieving student equity goals.

Goals and activities for each metric regarding student populations demonstrating disproportionate impact as well as for the college's overall student population are as follows:

Overall Goals:

For the overall goals at Porterville College, we reviewed data for several recent years, goal-setting for our Vision for Success plan, and considered the planned activities that would contribute to improvement on each metric. For Access and Retention, our goals are modest percentage increases. For Transfer and Vision Goal Completion, we planned improvement of 20% and 15% respectively based on recent data. For Completion of Transfer-level Math and English, we believe we can at least double our current rate of 9.9%.

	Baseline Year	2021-22 Goal
Access	37.7%	40%
Retention, Fall to Spring	69.8%	71%
Transfer to a four-year Institution	299	359
Completion of Transfer-level Math and English	9.9%	20%
Vision Goal Completion	444	511

A. Access: Successful Enrollment

For the Access metric, Porterville College currently is enrolling 37.7% of applicants, with significant variation among demographic groups. Our overall goal is to increase this to 40%.

For the various disproportionately impacted groups, we are setting targets that narrow the access gap by approximately half. This results in the following targets:

	2017-18	2021-22
American Indian Female	28.8%	35%
American Indian Male	24.0%	32%
Asian Female	19.2%	30%
Asian Male	6.8%	24%
African American Female	21.5%	31%
African American Male	23.4%	32%
Native Hawaiian/Pacific Islander Female	10.5%	25%
White Female	34.1%	37%
White Male	31.7%	36%
LGBT Female	28.0%	34%
LGBT Male	13.7%	27%
Veteran Female	12.5%	26%

Activities that support the overall student population include:

A.1 Pirate Maps - Clarify the Path. Improve communication with students regarding course mapping, support services, and programs by utilizing Navigate, InsidePC, Comevo, Career America (FATV), Cranium Café, CampusCast, social media, etc

A.2 Expand Promise Program to aid in decreasing college costs such as tuition and fees, books, and transportation. Also, additional benefits through a shared collaboration in Student Services to include: summer bridge, financial wellness, childcare, meal cards, Pirate Pantry, etc. In addition, early communication to community partners and school districts regarding the benefits of the Promise Program beginning with middle school students.

A.3 Improve robust outreach program for high school students including Dual/Concurrent students. Coordination with high school districts to conduct the following events: PC Connection, Preview Night for juniors, Counselor/Principal Retreat, College and Financial Aid Night, Orientations, Senior Day, Assigned Counselor/Advisor at each high school site, Student

Placement workshops with Counselors (DegreeWorks), FAFSA/Dream Act workshops, Meet and Greet with Faculty/Staff event, and CCCApply workshops

A.4 Improved outreach for new incoming students (non high school seniors). Coordinate Pirate in a Day, RegFest, Orientations, CCCApply workshops, FAFSA/Dream Act workshops, etc. Coordinate with college constituents to align messaging and advertise financial aid opportunities, academic programs, career pathways, and benefits of enrolling in 30 units a year for on time completion.

Activities that support the goal for disproportionate student populations include:

A.1 Implement robust outreach to rural areas that will include Poplar, Terra Bella, Ducor, Pixley, Earlimart, Richgrove, Tipton, Woodville, Plainview, Strathmore, Lindsay and Farmersville (including swap meet, labor camps, and agricultural field locations). Utilize One Stop Student Services mobile unit to visit these sites for registration. Develop new ESL materials/advertising/video to promote non-credit and credit course offerings. Develop community partnership with agencies that support ESL students.

A.2 Plan annual Equity Summit for community partners, faculty, administrators, and staff.

A.3 Target outreach and onboarding efforts to American Indian, African American, LGBT, Asian, Native Hawaiian/Pacific Islander, Veteran and White student populations. Although the data doesn't include foster youth, students with disabilities and Hispanic (DACA, AB540, ESL), efforts will continue as needed to support these student groups with various activities throughout the year.

A.4 Plan Welcome Back Orientations each year for disproportionately impacted student groups and provide necessary supplies to support their academic goals.

A.5 UMOJA Community (African American focused program) & Mentorship Programs

A.6 Student Focus Groups (in Fall and Spring terms)

A.7 Student Advisory Board (include students from diverse backgrounds)

A.8 PC Ambassador Leadership Program

A.9 Expand partnerships with district schools (I.e. Bakersfield and Cerro Coso)

A.10 Expand cultural awareness programming

A.11 Expand use of technology to create targeted wrap around support and follow up

A.12 Expand assessment of disparately impacted populations

A.13 Incorporate consultative coaching approach into academic advising appointments

B. Retention: Fall to Spring

For the Retention metric, Porterville College currently retaining 69.8% of students from fall to spring. Our overall goal is to increase this to 71%. For the disproportionately impacted groups,

we are setting targets that narrow the access gap by approximately half. This results in the following targets:

	2017-18	2021-22
African American Female	38.5%	54%
White Female	64.4%	67%
White Male	63.2%	67%

Activities that support the overall student population include:

B.1. Welcome week festivities during the first week of classes to support students each semester reminding them of various support services and resource on the campus. Staff are available to answer questions and provide guidance throughout the first week of school.

B.2 Increase access to campus resources by expanding academic and student services to include students in rural as well as students taking evening or online courses. Support includes Cranium Café (online advising), NetTutor, Proctorio, Rosetta Stone, etc.

B.3 Improve communication with students regarding important deadlines and dates. Utilize Navigate, InsidePC, CampusCast, and social media to provide communication to students throughout the year.

B.4 Expand Student Ambassador program training that will provide knowledge about campus resources, transfer, degree and certificate completion,

Activities that support the goal for disproportionate student populations include:

B.1 UMOJA Community (African American focused program) & Mentorship Programs

B.2 Student Focus Groups (in Fall and Spring terms)

B.3 Student Advisory Board (include students from diverse backgrounds)

B.4 PC Ambassador Leadership Program

B.5 Expand partnerships with district schools (I.e. Bakersfield and Cerro Coso)

B.6 Expand cultural awareness programming

B.7 Expand use of technology to create targeted wrap around support and follow up

B.8 Expand assessment of disparately impacted populations

C. Transfer to a Four-Year Institution

Porterville College had 299 students transfer to four-year institutions in 2016-17. Our overall goal is to increase this to 359, or by 20%. For each of the disproportionately impacted groups, we created a target that is 20% greater than our overall target (or 24%). However, given the small numbers of most of these groups, the practical impact of this is that our actual target for many of these groups is an increase of one:

	2016-17	2021-22
Females with disability	10	12
Males with disability	5	6
American Indian Male	0	1
Asian Male	1	2
First Generation Male	56	69
Foster Youth Female	0	1
Foster Youth Male	1	2

Activities that support the overall student population include:

C.1 Student contacts with those who have completed 30-45 units. Educational advisors contact students to meet with them face-to-face to follow up on progress, answer questions, and make referrals.

C.2 Provide on-going professional learning for staff, faculty and administrators regarding best practices for retaining students.

C.3 Collect, analyze, communicate and disseminate retention data by developing a system for obtaining student feedback to identify retention barriers and solutions.

C.4 Educate campus constituents on retention findings and coordinate to align the messaging across campus through trainings as well as during Flex training.

C.5 Plan retention/enrollment events that support students in planning for registration such as March Ahead, and RegFest.

C.6 Utilize campus software to provide important information, updates and contacts with students: CampusCast, Navigate, Early Alert, and Cranium Café.

C.7 Coordinate annual Transfer Fair where 20 plus universities visit the PC campus to meet students and discuss transfer options.

C.8 Coordinate annual Transfer Recognition event and recognize those students who have diligently worked to complete their academic pathway and are transferring to a university.

C.9 Redesign a robust Transfer Center that coordinates efforts with support programs across campus to calendar transfer events and workshops that assist students completing transfer application, completing personal statements, submitting financial aid forms, financial wellness, orienting students on important deadlines for UC, CSU and other private and out of state universities.

C.10 Promote an immersive transfer-going culture on campus by enlisting faculty to embed transfer information and activities into syllabi and curriculum, and offering extra credit for attendance at transfer events. Utilize Student Ambassadors trained in transfer to promote by linking students with clubs at PC and at the transfer universities.

C.11 Build and strengthen the transfer institutions partnerships to connect students with trusted individuals at the universities.

C.12 Collect, analyze and disseminate data related to transfer by researching best practices for increasing transfer rates, tracking students who indicate transfer as a goal, surveying students on transfer barriers and reasons for not transferring.

Activities that support the goal for disproportionate student populations include:

- C.1 Increase campus visits to UC and CSU Schools
- C.2 Expand assessment of disparately impacted populations
- C.3 Expand use of technology to create targeted wrap around support and follow up
- C.4 Launch LGBTQ Club
- C.5 UMOJA Community (African American focused program) & Mentorship Programs
- C.6 Student Focus Groups (in Fall and Spring terms)
- C.7 Student Advisory Board (include students from diverse backgrounds)
- C.8 PC Ambassador Leadership Program
- C.9 Expand partnerships with district schools (I.e. Bakersfield and Cerro Coso)
- C.10 Expand cultural awareness programming

D. Completion of Transfer Level Math and English

For the completion of transfer math and English metric, Porterville College currently has a success rate of 9.9%. We believe with our recent and ongoing interventions, we can double this rate for an overall goal of 20%. For the disproportionately impacted groups, we are setting targets that narrow the access gap by approximately half. However, some of the groups we are targeting, all of which are small, had an actual completion rate for this metric of 0%, so this results in a goal of 10% for each.

	2017-18	2021-22
Females with disability	0%	10.0%
Males with disability	0%	10.0%
Hispanic Male	7.7%	14.0%
Foster Youth Male	0%	10.0%
LGBT Female	0%	10.0%

Activities that support the overall student population include:

- D.1 Students will enter transfer level English and Math with the support and guidance from a counselor based on the new placement structure effective summer 2019. Students will make informed decisions with a counselor determining which math or English course is necessary and if a co-requisite support course is needed for their program of study.
- D.2 Expand supplemental instruction by increasing the number of tutors in impacted classes.

D.3 Provide regular, ongoing professional learning to math and English instructors regarding best practices for course completion.

D.4 Strengthen educational partnerships to align high school and college curriculum by scaling up dual enrollment for math and English. Continue K-12 collaborative professional learning for high school and adjunct faculty teaching college courses.

D.5 Faculty utilization of the Early Alert system to notify counselors early in the semester when a student is not doing well academically in a course/s. Counselors will reach out to the student to meet and provide support/resources necessary to aid in the completion of courses.

D.6 Collect, analyze and disseminate data related to course completion in math and English by tracking student success and retention rates on a term by term basis. Collect qualitative data on students experience in transfer level math and English by conducting surveys and holding student focus groups. Educate campus constituents on course completion findings.

Activities that support the goal for disproportionate student populations include:

D.1 Expand assessment of disparately impacted populations

D.2 Partner with Faculty to create support programming to increase student competence in Math and English

D.3 Increase resources available to students (i.e. virtual learning tools, tutoring services, mentorship programs)

E. Earned Credit Certificate Over 18 Units and Associate Degree

Porterville College had 444 students in 2016-17 who completed the Vision Goal. Our overall goal is to increase this to 511, or by 15%. For each of the disproportionately impacted groups, we created a target that is 20% greater than our overall target (or 18%). However, given the small numbers of some of these groups, the practical impact of this is that our actual target for many of these groups is an increase of one:

	2017-18	2021-22
Males with Disability	8	9
American Indian Male	0	1
African American Female	1	2
African American Male	2	3
More than One Race Male	1	2
White Male	22	26
Foster Youth Female	3	4
Foster Youth Male	2	3
LGBT Female	2	3
Veteran Male	5	6

Activities that support the overall student population include:

E.1 Implement auto-awarding process to simplify the degree and certificate awarding process to eligible students.

E.2 Improve communication with students by sending out notifications regarding the awarding process. Build campus awareness about the degree and certificate completion process and the long term benefits of stackable degrees.

E.3 Improve certificate programs and opportunities based on workforce demands and strategize non-credit course pathways that lead to certificates, degrees and transfer.

E.4 Pirate Maps/Guided Pathways completion teams with faculty leads from each discipline to guide course mapping, review curriculum for degree and certificate offerings based on industry needs/demands.

Activities that support the goal for disproportionate student populations include:

E.1 UMOJA Community (African American focused program) & Mentorship Programs

E.2 Student Focus Groups (in Fall and Spring terms)

E.3 Student Advisory Board (include students from diverse backgrounds)

E.4 PC Ambassador Leadership Program

E.5 Expand partnerships with district schools (I.e. Bakersfield and Cerro Coso)

E.6 Expand cultural awareness programming

E.7 Launch LGBTQ Club

E.8 Expand use of technology to create targeted wrap around support and follow up

E.9 Expand assessment of disparately impacted populations

E.10 Incorporate consultative coaching approach into academic advising appointments

E.11 Increase onboarding of disproportionate student groups into learning communities by targeting outreach efforts to male students during enrollment and connect students with male mentors, CTE programs and industry partners.

E.12 Support the degree and certificate completion efforts of the special programs such as Foster Youth, DSPS, Veterans, American Indians, EOPS, etc. by recognizing those students during end-of-semester ceremonies.

Assessment of Progress from 2015-16 Student Equity Plan

Goal 1: *Improve access for the following target populations: American Indian, low income, male students and students in the 25-39 year age group.*

Progress Completed

- The college markets and promotes evening and online classes to students who fall within the ages 25 to 39 group or older.
- Student target groups are namely veterans, foster youth, American Indian, and low-income students.
- Presentations are conducted at the Porterville Adult School, Proteus, and other resource centers in the surrounding Tulare County area.
- Emails and text messages are sent to prospective students that attended outreach events.
- A communication plan was developed to coordinate equity events, meetings and workshops as part of the outreach plan.
- With the development of the Student Ambassador Program, the student ambassadors work directly with student equity groups.
- The college has an “Ask a Counselor a Question” feature online and has purchased Cranium Café to connect with students using technology to meet face to face to conduct online advising if students are unable to visit the college campus.
- The College promotes online classes and evening programs using billboard, theater, newspaper and text message advertising to market services for Veterans, former foster youth, and low-income students who fall within the ages of 25 to 39 years of age.
- Interest cards are collected from outreach events specifically targeting Veterans, foster youth, low-income students and others.
- Follow-up contacts with prospective students are made to promote access to Porterville College programs and services.
- A College counselor is assigned to the local adult school to assist with the transition to college.
- Porterville College has enhanced partnerships with the Tule River Tribe, Owens Valley Career Development Center, Porterville Unified School District and Burton School District. Educational Advisors are assigned to these locations to promote college access.
- Agencies within Tulare County have been contacted to help the college target American Indian student populations.
- Collaboration of services and programs such as EOPS, Counseling, CalWORKs, and the Disability Resource Center (DRC) has assisted with targeting underrepresented groups. This collaboration has eliminated duplication of services and has created a clear path for students to enroll into the College.
- Professional development opportunities are made available that specifically relate to equity in the classroom, hiring practices and Student Services best practices.

Goal 2: *Improve course completion for at-risk students including African American and American Indian students.*

Progress Completed

- The College provides faculty and staff professional development training opportunities to meet the needs of student equity. Topics have included Student Success Initiative and

Basic Skills best practices, strategies that foster interactive engagement, particularly for at-risk students.

- Faculty and Staff participate in webinars and conference trainings available targeting student equity groups throughout the year. Training for faculty and staff plays a pro-active role in learning to identify potential at-risk students and leads students to the appropriate resources on campus that can help them succeed in the classroom and beyond.
- Emerging technologies that will aid online and face-to-face teaching have been implemented in phases. The first phase included Student Services and the second phase will include instruction.
- The Center for Organizational Responsibility and Advancement (CORA) provided the professional certificate-training program, “Teaching Men of Color in the Community College” for ten faculty members at PC. The certificate program was intended to increase the capacity of faculty to support the success of men of color. Faculty members learned to effectively educate college men of color, learn strategies and approaches that will enhance success outcome for this student group.

Goal 3: *Improve ESL and basic skills completion for age groups 25-39 and 40 and older.*

Progress Completed

- The College redesigned the ESL program focusing on acceleration and the integration of the program with those of other community partners who offer ESL classes in the PC service area. A system of referral to outside sources has been established. This system allows students to gain proficiency in English and maintains a connection with the Porterville College campus.
- Once students have acquired the necessary proficiency in English they can continue with a program leading to a certificate, degree, and/or transfer to a 4-year university.
- Students have been provided with more ESL course selections and resources to help them achieve a higher level of proficiency in the English language. By providing more ESL course offerings, this has increased the number of students who move from non-credit to credit programs.
- The College coordinates basic skills and ESL support services by providing outreach and workshops aimed at basic skills/ESL students to better acclimate them to the college environment. Workshops included are college success, math support, English support, Early Alert System, and Rosetta Stone. Providing these workshops has helped identify students who may need extra resources and guidance to achieve their educational goals at an early stage.

Goal 4: *Improve degree and certificate completion for African American, Asian, White, Hispanic, male students and age groups 20-39.*

Progress Completed

- Collaborative efforts to monitor and promote degree/ certificate completion are in place. The College monitors the number of degrees and certificates awarded to targeted groups of students, particularly, 20-39 age groups, African American, Asian, Hispanic, White and male students.
- The College monitors 30 unit milestones for students. Students are monitored according to the number of units completed by Enrollment Services. As students are identified who have completed a minimum of 30 units, they are contacted via email and/or a phone call to

schedule an appointment with a counselor. Monitoring degree completion progress encourages students to use of campus resources (referrals) and encourages contact with a counselor.

- The DegreeWorks audit system and the EAB Navigate onboarding system has aided in identifying and monitoring student progress.
- Student Services plays a proactive role by creating a direct connection between student achievement and student success. This requires a collaborative effort by all offices within Student Services staff to promote degree/certificate completion by contacting students and notifying them of their current status.

Goal 5: *Improve transfer for the following at risk groups: veterans, foster youth, and low income students.*

Progress Completed

- The number of identified foster youth has increased; the College has focused its resources to assist this population in the transition from community college to 4-year university.
- The Foster Youth Transition Day event is held each year in the spring semester. This event targets current and former foster youth attending Porterville College. It incorporates a visit to a 4-year university where students are exposed to a university environment and they receive information specifically tying services available to them. The campus visit includes: an admissions and financial aid presentation, resources on campus, campus tour, and meeting with personnel specifically assigned to assist foster youth at that campus.
- The Transfer Center offers a variety of services to students seeking information about the transfer process to a 4-year university.
- Porterville College is a feeder college to CSU Bakersfield and CSU Fresno. The majority of students served at our college (over 60%) attend either school when transferring.
- To expand the services to our disproportionately impacted groups such as Veterans, foster youth, low-income students, the Transfer Center offers field trips to campuses outside our service area. The College exposes students to a university setting where they can experience the environment. These opportunities are a collaborative effort by the Transfer Center at Porterville College and the respective Outreach and Admissions Office of each campus visited. Students learn the admissions process and resources available to them on university campuses.

Additional Goals and Activities That Affected Several Indicators:

- The Beyond the Talk: Building the Bridge from Barriers to Equity & Success for Under-Represented Student Groups Summit was held to maximize culturally responsible agencies and institutions by deepening the dialogue across systems and communities through building new partnerships and learning about resources, support and effective strategies for equity student groups.
- A series of student equity and success workshops have been conducted involving topics regarding disproportionately impacted student groups such, transportation and housing needs, etc.
- The Opening the College Door: A College Transition Workshop for parents, young adults, college faculty, high school teachers and service providers was to assist students with disabilities in transitioning from high school to adulthood. For a student with a disability, the transition from high school to the world of adulthood can seem overwhelming. With

thoughtful planning, this transition can lead to postsecondary educational opportunities and meaningful employment. The workshop provided information and resources about community college and support services for students with learning and other disabilities. Presentations focused on using technology to improve executive functioning, increasing campus social connections, the importance of self-advocacy, and planning the transition from high school to college.

Assessment of Progress from 2017-19 Integrated Plan (Basic Skills Initiative, Student Equity, Student Success and Support Program)

1. Strengthen collaboration with community partners to increase number of students who access postsecondary education.

- The college provides orientation, assessment and abbreviated student education plans at all the high schools within Porterville Unified and Burton School district. Additionally, we also completed the following at the high school sites: CCCApply workshops, FAFSA/Dream Act workshops, financial wellness workshops, Dual/Concurrent workshops, etc.
- Hosted annual High School Counselors and Principals Retreat.
- Hosting annual one stop enrollment services events: PC Connection, Become a Pirate in a Day and RegFest.
- Implemented EAB Navigate software to help with the transition from HS to college by providing a streamlined path toward the enrollment process.
- Collaborating with organizations targeting students who are disproportionately impacted that focus on streamlining the enrollment process: Adult School, Proteus, Health and Human Services, Employment Connection and See & Company.
- Annual Equity Summit was held: “Paving the Path to Access and Success for Under-represented Student Groups”.
- Integrated counselors and educational advisors who provide services regularly to students bridging over to PC.
- Currently offering ESL courses at Richgrove, Porterville Library and Strathmore High School.
- Providing One Stop outreach services to the following communities: Earlimart, Richgrove, Strathmore, Terra Bella, Pixley, Woodville, Poplar, Tipton, Ducor, Lindsay, and Farmersville.

2. Increase the number of students by 2% that transfer from a community college to a four-year university.

- Data shows that our baseline year 2015-2016 transfer students were 232. 2017-2018 data reflects 261 transfer students, indicating an increase of 12.5%.
- Student Educational plans are created using DegreeWorks technology and educational advisors follow up with students to complete Grad Check appointments to increase transfer rates.

- Increased cross discipline collaboration campus wide to promote transfer opportunities to students with the intent to create a cultural shift toward transfer.
- Provided students with the opportunity to make progress towards their goal through accelerated courses such as English 101AX, English 73X, Math PQ.
- College Transfer Fair is held annually to assist students with admissions requirements; transfer opportunities, major preparation and application process Over twenty CSU, UC and private schools attend.
- ESL mapping of courses was aligned with basic skills courses for faster progression toward college level English (17-18 year as we have implemented AB705/multiples measures beginning January 2019).
- Developed two-year schedule of planned classes with the intent toward early graduation and transfer.
- Providing incoming freshmen Jumpstart and/or Summer Bridge every summer.

3. Increase the number of students who transition from non-credit courses to college level courses by 2% annually.

- Ongoing discussion is taking place regarding tracking this data.
- Improve tracking progression of students from non-credit to credit and follow up to provide support (i.e. tutoring, counseling, assistive technology etc.)
- A dedicated ESL counselor, educational advisor, admissions staff, and faculty member assist students transitioning from non-credit to credit.
- Enhanced partnerships with outside agencies that work with non- traditional student populations to leverage resources available to students: Proteus, CSET, See & Company, Tulare County Office of Education, Health and Human Services, Child Care Centers, PIQE, etc.
- Assistive technology though Rosetta Stone is made available for our English learners.
- Annual ESL Fair.
- Offering Non-credit certificates.
- ESL mapping of courses was aligned with basic skills courses for faster progression toward college level English (17-18 year as we have implemented AB705/multiples measures beginning January 2019).
- Offering counselor workshops for ESL students.
- Provide Student Success Spanish Handbook to ESL students.
- Expanded the translation of documents and advertisement of classes and programs.
- Created ESL video to assist students.

4. Increase completion of courses and degrees by 2% annually.

- Data shows that awarded degrees went from 433 in 2015-16 to 502 in 2017-18. This is an increase of 15.9%.
- Data shows that course success rates went from 71.0% in 2015-16 to 74.8% in 2017-18. This is an increase of 5.3%.
- Increased achievement rates for key milestones: 30 unit completion, certificate completion.

- Following up with students once a milestone has been achieved and offer support services.
- Targeting at-risk populations and offering resources to address barriers that would affect their performance. For example: academic (early alert), food insecurity, homelessness, and financial aid.
- Increased the availability of ESL course offerings as well as Eng. 81/83, 71, 73X, 50, 101AX, Math 61, and Math PQ.
- Increased classroom visits once per semester promoting resources such as PASS leaders, embedded tutors, MyMathLab, Net Tutor, and Lending Library.

5. Decrease time to completion along basic skills pathways.

- Continued the development of education plans that took into account all possible approved placement methods (17-18).
- Promoted higher performance in the classroom and placement test to high school students to yield higher outcomes in initial placement of coursework (17-18).
- Worked with faculty/divisions to develop and implement AB705/Multiple Measures for more equitable placement into courses (January 2019).
- Supported professional development that promotes acceleration and best practices in developmental education.
- Conducted Student Centered Teaching Workshops where participants learn the strategies and techniques that have made the English corequisite model a success. The instructional faculty teach you how to create a learning environment that puts students in control of their education.
- Continue to offer Summer Jumpstart, non-credit ESL, Math and English acceleration.
- Increased professional development for best practices in developmental education, technology, integrated pedagogy and methods in reading/writing across curriculum.
- Providing workshops on study skills and time management to students.

Student Equity Funding for 2015-16, 2016-17, 2017-18

2015-2016 Student Equity Budget		
Object Code	Category	Student Equity
1000	Academic Salaries	\$ 68,992
2000	Classified and Other Nonacademic Salaries	\$ 210,208
3000	Employee Benefits	\$ 90,222
4000	Supplies & Materials	\$ 47,953
5000	Other Operating Expenses and Services	\$ 105,035
6000	Capital Outlay	\$ 68,472
7000	Other Outgo	\$ -
	Program Totals	\$ 590,882
2016-2017 Student Equity Budget		
Object Code	Category	Student Equity
1000	Academic Salaries	\$ 34,199
2000	Classified and Other Nonacademic Salaries	\$ 145,303
3000	Employee Benefits	\$ 49,902
4000	Supplies & Materials	\$ 93,570
5000	Other Operating Expenses and Services	\$ 188,370
6000	Capital Outlay	\$ 22,708
7000	Other Outgo	\$ 14,647
	Program Totals	\$ 548,699
2017-2018 Student Equity Budget (Expenditures In progress through June 30, 2019)		
Object Code	Category	Student Equity
1000	Academic Salaries	\$ 28,929
2000	Classified and Other Nonacademic Salaries	\$ 198,205
3000	Employee Benefits	\$ 88,111
4000	Supplies & Materials	\$ 62,484
5000	Other Operating Expenses and Services	\$ 102,000
6000	Capital Outlay	\$ 33,000
7000	Other Outgo	\$ -
	Program Totals	\$ 512,729