PC

PORTERVILLE
COLLEGE

Strategic Plan

2021-2024

Start Here. Go Anywhere. Do Anything.

"We strive to develop goals that correspond to the four pillars of Guided Pathways and the California Community Colleges Vision for Success."

Primavera Arvizu,
Vice President
of Student Services

Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

California Community College Vision for Success

1. Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

2. Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.

3. Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees.

4. Over five years, increase the percent of exiting CTE students who report being employed in their field of study.

5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

6. Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of closing regional achievement gaps for good within 10 years.

CONTENTS

NOTE: This document displays icons next to each objective representing which of the **4 Pillars of Guided Pathways** and which **California Community College Vision for Success** goal each objective corresponds with. See the graphics to the left for a key to these icons.

Dr. Claudia Habib
PC President

President's Message

The 2021 Porterville College Strategic Plan is a result of a tremendous amount of work. The Strategic Planning Committee spent more than a year investigating, collecting input from various campus and community constituencies, and establishing goals and objectives for the college going forward. Data Team contributed with an analysis of the college's equity gaps. The draft document was reviewed, discussed, and approved by College Council, the broad-based college committee that serves to collaborate, plan, and advise the president on policy.

This plan reflects the commitment of the college to the twin goals of improving student success and advancing equity throughout the institution. The success metrics included here reflect the student's progression through their college journey, from onboarding, to engagement, to achievement of key momentum points, to finally, the completion of degrees, certificates, transfer, and improvement in economic outcomes. The data included here reflects both the progress already made, and the commitment of the college to continually improve how it serves students and the broader community. Moreover, these objectives are linked to the college's work on the four Guided Pathway Pillars and with the goals of the statewide Vision for Success for California Community Colleges.

In addition to the twin pillars of improving student success and closing equity gaps, this plan includes additional goals and objectives, measuring how we reflect and interact with the communities we serve and our organizational effectiveness, additional areas of concern that we always want to improve.

Ultimately, this Strategic Plan sets out the vision for the next few years of the college. As we approach a century of serving Porterville and the rest of southeastern Tulare County, we want the people of our region to choose Porterville College as the first step toward their future.

Start Here. Go Anywhere. Do Anything.

COMMITTEE MEMBERSHIP

College Council

Thad Russell
VP, Instruction (co-chair)

Elizabeth Buchanan
Division Chair, Language Arts (co-chair)

Vern Butler
CSEA President (co-chair)

Errin Sullivan Arcos
Coordinator, Disability Resource Center

Primavera Arvizu
VP, Student Services

Rebecca Baird
CCA Representative

Kim Behrens
Associate Dean, RN/Allied Health

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Division Chair, Social Sciences

Sherie Burgess
Division Chair, Mathematics

Michael Carley
Director, Institutional Research

James Carson
Division Chair, Career & Technical Education

Joseph Cascio
Athletic Director

Osvaldo Del Valle
Dean of Instruction

Vickie Dugan
Division Chair, Kinesiology

Chris Ebert
Librarian

Johanna Fisher
Manager, Human Resources

Claudia Habib
President

Kendra Haney
Division Chair, Natural Sciences

Jay Hargis
CCA Chair

Tiffany Haynes
Director, Financial Aid

Elizabeth Keele
Division Chair, Health Careers

Melissa Long
Outcomes Coordinator

Michelle Miller-Galaz
Dean of Instruction

Jonathan Miranda
Interim Director, Enrollment Services

Jay Navarrette
Director, Information Technology

Jasmin Quiñones
Program Manager, Student Life & Leadership

Frank Ramirez
Director, Student Services

Patricia Serrato
Division Chair, Student Learning Services

Robert Simpkins
Academic Senate President

James Thompson
Division Chair, Fine & Applied Arts

Julian West
Director, Student Equity & Success

Shauna Williams
CSEA Vice President

Arlitha Williams-Harmon
VP, Finance & Administrative Services

Erin Wingfield
Dean, Student Success & Counseling

John Word
Director, Maintenance & Operations

Strategic Planning Committee

Primavera Arvizu
VP, Student Services

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Classified

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Classified

Kendra Haney
Faculty

Catherine Hodges
Faculty

Jodie Logan
Classified

Melissa Long
Faculty

Esmerelda Rodriguez
Student

MISSION/VISION

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.

OUR COMMUNITY

EDUCATIONAL ATTAINMENT

As of 2017, just over three in five residents of the Porterville College service area had at least a high school diploma and only 9 percent had a bachelor's degree or higher. Both are well below the state as a whole.

Educational Attainment - 25 Years and Over (2017)

Category	PC Service Area	California
H.S. Graduate or Higher	60.4%	82.5%
Bachelor's Degree or Higher	9.1%	32.6%

● PC Service Area ● California
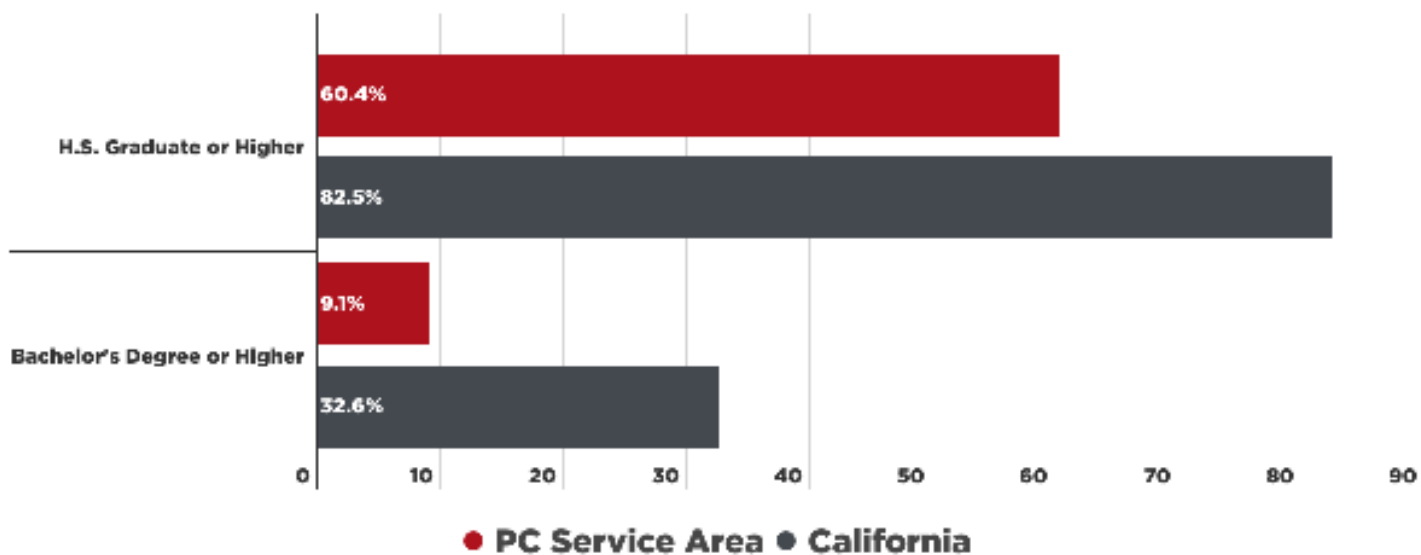
PC Service Area Population by Race/Ethnicity (Fall 2017)

African American 0.80%
Am. Indian 1.20%
Asian/Pacific 3.70%
White 23.62%
Other 0.40%
Two or more races 1.10%
Hispanic/Latino 69.17%

Legend:
- African American
- American Indiam
- Asian/Pacific
- Hispanic/Latino
- Two or more races
- Unknown
- White
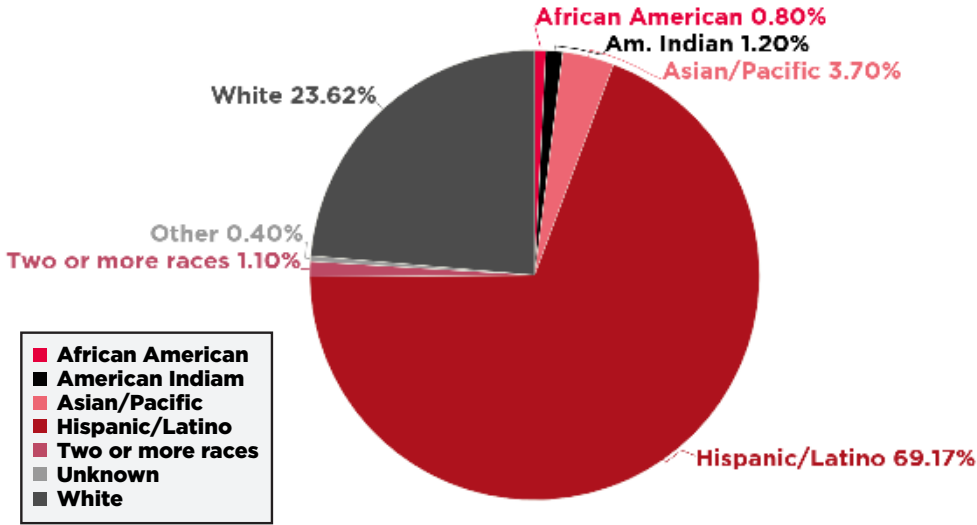
RACE AND ETHNICITY

More than two-thirds of people in the PC service area are Hispanic and just under a quarter are White.
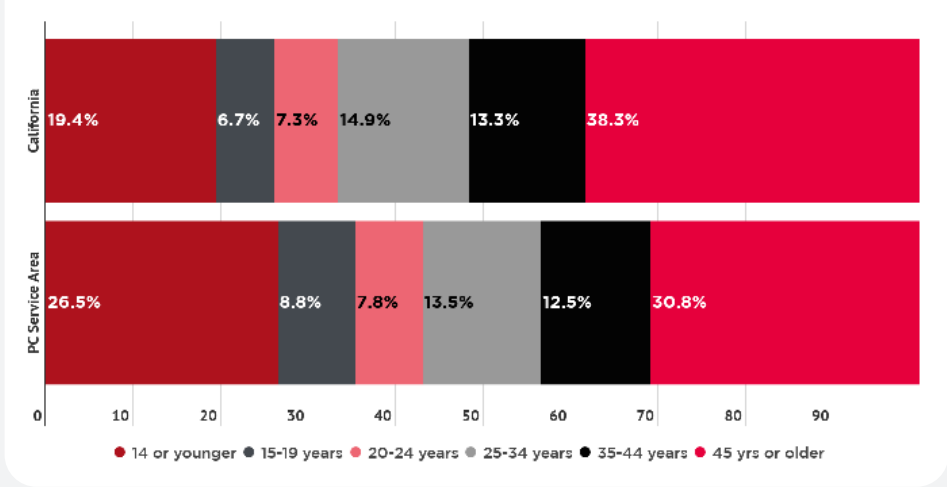
PC Service Area by Age (2017)

California: 19.4% | 6.7% | 7.3% | 14.9% | 13.3% | 38.3%

PC Service Area: 26.5% | 8.8% | 7.8% | 13.5% | 12.5% | 30.8%

Legend: 14 or younger · 15-19 years · 20-24 years · 25-34 years · 35-44 years · 45 yrs or older

Age

Residents of the PC service area are younger, on average, than statewide, with those under 20 representing more than a third of the population.

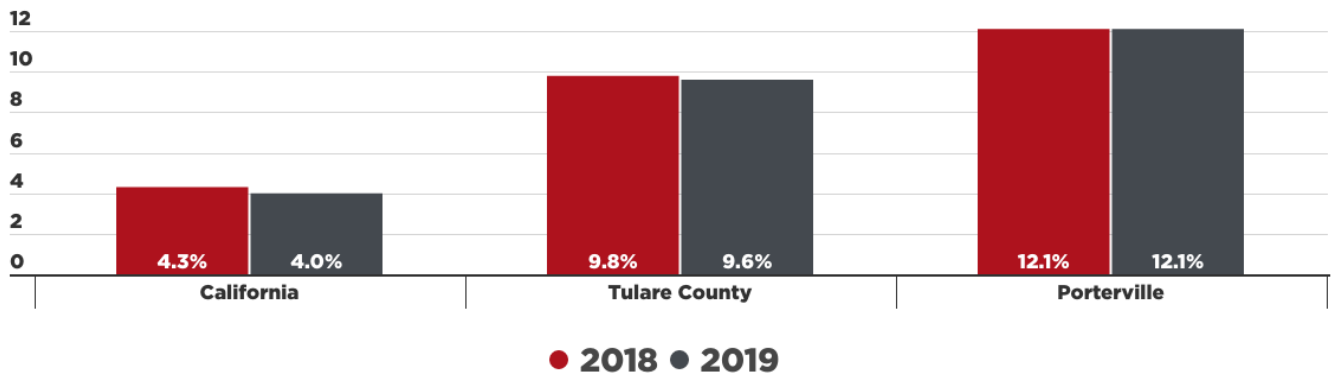## UNEMPLOYMENT RATES

The unemployment rate in Tulare County is consistently higher than the state average and the rate for the PC service area higher still.

Area Unemployment / Annual Average

	California	Tulare County	Porterville
2018	4.3%	9.8%	12.1%
2019	4.0%	9.6%	12.1%

● 2018 ● 2019

OUR COMMUNITY

Poverty Level

The percent of the population in the PC service area living below the poverty level is more than twice the statewide rate.

Porterville Income Below Poverty Level (2017 Estimate)

- California: All People 15.1%, All Families 11.1%
- PC Service Area: All People 34.1%, All Families 30.8%
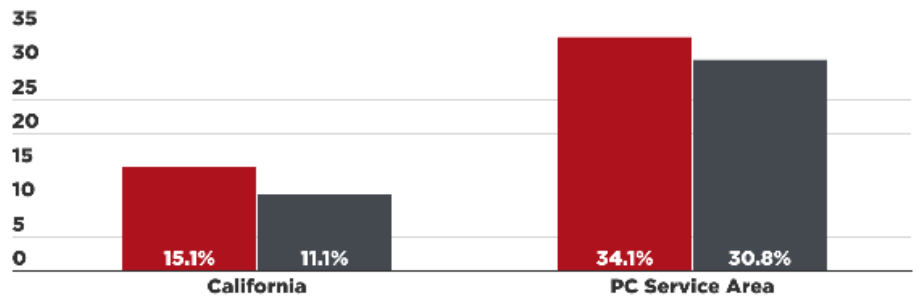
● All People ● All Families

Income

The median household income in the PC service area is roughly half the statewide median.

Median Household income

- California: $67,169
- PC Service Area: $33,881

First-Time College Students

Of the 4,574 students enrolled in the fall 2019 term, 21% were first-time college students.
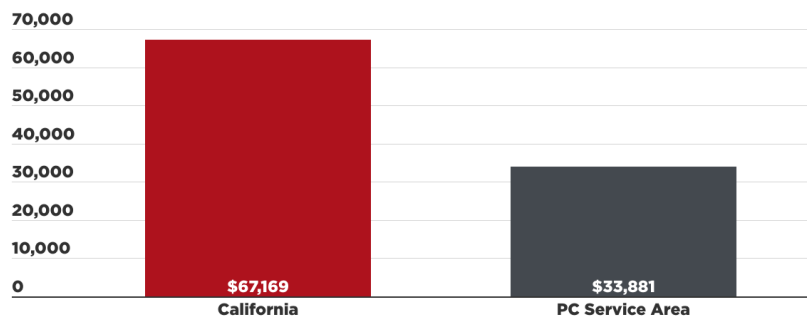
Total Headcount - 4,574

2019: 21% | 78%

0 10 20 30 40 50 60 70 80 90

- First Time College Students
- Non-First Time Students
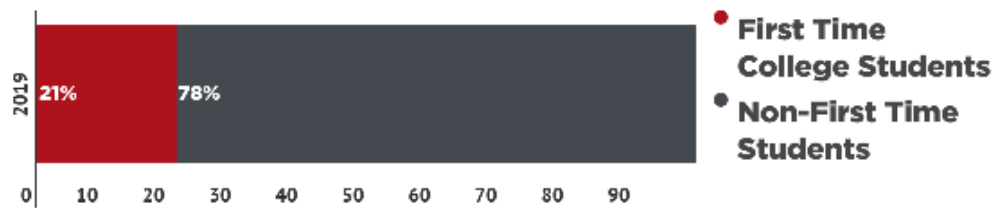
Race and Ethnicity

As of fall 2019, approximately 81% of PC students are Hispanic/Latino and another 13% are White.

Porterville College Population by Race/Ethnicity (Fall 2019)

African American 0.70%
Am. Indian 0.60%
Asian/Pacific 3.20%
White 12.60%
Unknown 0.50%
Two or more races 1.70%
Hispanic/Latino 80.70%

- African American
- American Indiam
- Asian/Pacific
- Hispanic/Latino
- Two or more races
- Unknown
- White
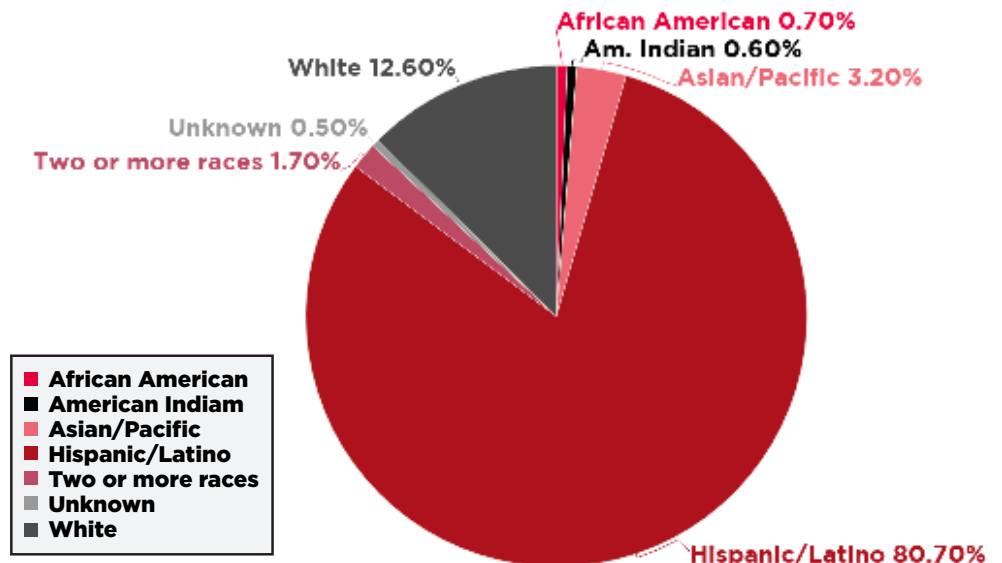
OUR STUDENTS

Porterville College Student Population by Gender

Unknown 1.10%

Male 36.60%

Female 62.30%

● Female ● Male ● Unknown

Student Gender

As of fall 2019, more than 60% of PC students were female.

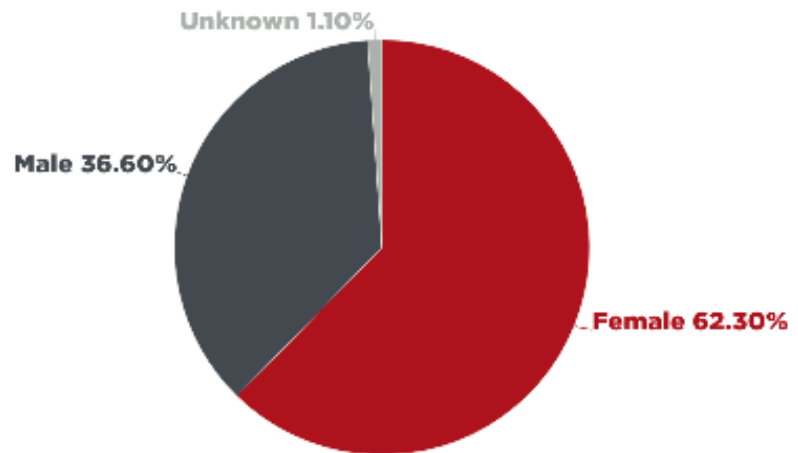## Parent Educational Level

This chart shows the highest education level of either parent for PC students enrolled in the 2018-19 academic year. Those whose parents have no additional education beyond high school (59.3%) are considered first-generation college students.

Parent Education Level & First Generation (2018-19 Academic Year)

● Grade 9 or less
● Grades 10-12, non-graduate
● High school graduate
● Some college, no degree
● Associate's degree
● Bachelor's degree or higher

Parent Education Level

27.9% 10.7% 20.7% 19.2% 9.8% 11.8%

0 10 20 30 40 50 60 70 80 90 100
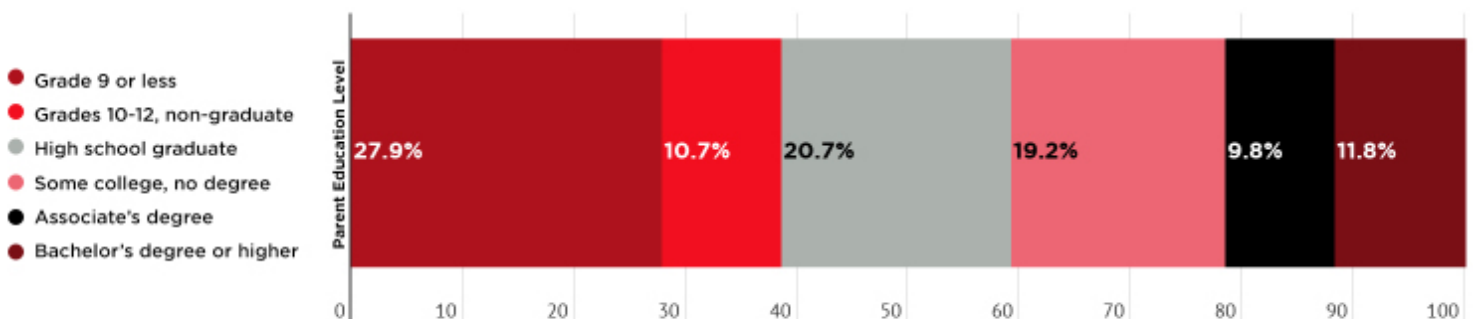
Strategic Goal 1
MAXIMIZE STUDENT SUCCESS

Objective 1: Improve Onboarding of Students 🎯

	2016-17	2019-20	2021-22 Goal
% of students fully matriculated in first year	61%	66%	**70%**
% of students who take 15+ units in their first term	17%	28%	**35%**
% of students who take 30+ units in their first year	14%	21%	**30%**
% of students who enrolled in college-level English in first year	53%	78%	**90%**
% of students who enrolled in college-level math in first year	44%	59%	**80%**
% of students who enrolled in college-level English & math in first year	35%	54%	**72%**

Objective 2: Increase Student Engagement 🚆

CCSSE Benchmark Scores	2014	2017	**2022 Goal**
Active & Collaborative Learning	53.6	49.8	**52.0**
Student Effort	55.1	54.1	**No Goal Set**
Academic Challenge	55.6	55.2	**No Goal Set**
Student-Faculty Interaction	49.7	50.7	**52.0**
Support for Learners	57.6	56.2	**No Goal Set**

Specific CCSSE Questions	2014	2017	**2022 Goal**
Asked questions in class/contributed to class discussions	54.3%	54.6%	**60.0%**
Number of books read on your own	18.0%	18.6%	**20.0%**

Extracurricular Activities	2019-20	**2021-22 Goal**
# of active clubs	10	**11**
Total sports offered	8	**10**
Total unique student-athletes	99	**150**

NOTE: This document displays icons next to each objective representing which of the **4 Pillars of Guided Pathways** and which **California Community College Vision for Success** goal each objective corresponds with. See page 2 for a key to these icons.

Objective 3: Improve Completion of Momentum Points 🚈

	2016-17	2019-20	**2021-22 goal**
Fall-to-spring persistence	76%	78%	**No Goal Set**
Fall-to-fall persistence	59%	54%	**No Goal Set**
Completion of college-level English in first year	38%	48%	**60%**
Completion of college-level math in first year	28%	37%	**50%**
Completion of college-level English & math in first year	21%	29%	**40%**

Objective 4: Improve Completion Rates 👍 🎓 👥 📁

	2016-17	2019-20	**2021-22 Goal**
# students receiving associate's degrees	372	622	**684**
# students receiving certificates of achievement	65	79	**88**
Average # units per associate's degree recipient	90	83	**79**

	Fall 2013	Fall 2016	**Fall 2019**
1st-time student cohort award within 3 years	12%	22%	**25%**
1st-time student cohort transfer within 3 years	14%	19%	**22%**
1st-time student cohort award or transfer within 3 years	20%	26%	**30%**

PC PORTERVILLE COLLEGE

Strategic Goal 2
REDUCE EQUITY GAPS

Objective 1: Improve Onboarding of Students

We are committed to narrowing equity gaps wherever they exist. For this plan, we focused on the data items from goal 1, objectives 1, 3, and 4. We examined equity data for each of the items coming from our Student Success Dashboards, with a focus on gender, ethnicity, First Generation status, and where data were sufficient, DSPS participation. In some cases, equity gaps were small, inconsistent, or nonexistent, so no goals were set. In most others, we set a target of reducing existing gaps by approximately half. So, if there is an existing gap of 10 percentage points, we would usually set a target of 5 percentage points by the time the next plan is created. What you see below is a list of metrics examined, the percentage point gap existing in the most recently available data, and the target set for improvement.

Gender		2019-20	**2021-22 Goal**
Data show the percentage point gap between women and men, where women have the higher rates for each metric.	% of students who take 15+ units in their first term	NA	**NA**
	% of students who take 30+ units in their first year	5	**2**
	% of students who enrolled in college-level English in first year	5	**2**
	% of students who enrolled in college-level math in first year	4	**2**
	% of students who enrolled in college-level English & math in first year	4	**2**
Ethnicity			
Data show the percentage point gap between White and Hispanic students, where White students have the higher rates for each metric.	% of students who take 15+ units in their first term	NA	**NA**
	% of students who take 30+ units in their first year	NA	**NA**
	% of students who enrolled in college-level English in first year	NA	**NA**
	% of students who enrolled in college-level math in first year	4	**2**
	% of students who enrolled in college-level English & math in first year	NA	**NA**
First Generation			
Data show the percentage point gap between non-First Generation and First Generation students, where non-First Generation students have the higher rates for each metric.	% of students who take 15+ units in their first term	12	**3**
	% of students who take 30+ units in their first year	7	**3**
	% of students who enrolled in college-level English in first year	NA	**NA**
	% of students who enrolled in college-level math in first year	6	**3**
	% of students who enrolled in college-level English & math in first year	4	**2**
DSPS			
Data show the percentage point gap between non-DSPS participants and DSPS participants, where non-DSPS participants have the higher rates for each metric.	% of students who take 15+ units in their first term	11	**5**
	% of students who take 30+ units in their first year	10	**5**
	% of students who enrolled in college-level English in first year	5	**2**
	% of students who enrolled in college-level math in first year	26	**13**
	% of students who enrolled in college-level English & math in first year	21	**10**

Objective 3: Improve Completion of Momentum Points

Gender		2019-20	2021-22 Goal
Data show the percentage point gap between women and men, where women have the higher rates for each metric.	Fall-to-fall persistence	13	5
	Completion of college-level English in first year	9	4
	Completion of college-level math in first year	8	4
	Completion of college-level English & math in first year	6	3
Ethnicity			
Data show the percentage point gap between White and Hispanic students, where White students have the higher rates for each metric.	Fall-to-fall persistence	NA	NA
	Completion of college-level English in first year	6	3
	Completion of college-level math in first year	NA	NA
First Generation			
Data show the percentage point gap between non-First Generation and First Generation students, where non-First Generation students have the higher rates for each metric.	Fall-to-fall persistence	7	3
	Completion of college-level English in first year	9	4
	Completion of college-level math in first year	8	4
	Completion of college-level English & math in first year	7	3
DSPS			
Data show the percentage point gap between non-DSPS participants and DSPS participants, where non-DSPS participants have the higher rates for each metric.	Fall-to-fall persistence	NA	NA
	Completion of college-level English in first year	14	7
	Completion of college-level math in first year	17	8
	Completion of college-level English & math in first year	11	5

Objective 4: Improve Completion Rates

Gender		2016 cohort	2019 cohort Goal
Data show the percentage point gap between women and men, where women have the higher rates for each metric.	1st-time student cohort award within 3 years	10	5
	1st-time student cohort transfer within 3 years	9	4
	1st-time student cohort award or transfer within 3 years	10	5
Ethnicity			
Data show the percentage point gap between White and Hispanic students, where whites have the higher rates for each metric.	1st-time student cohort award within 3 years	NA	NA
	1st-time student cohort transfer within 3 years	NA	NA
	1st-time student cohort award or transfer within 3 years	NA	NA
First Generation			
Data show the percentage point gap between non-First Generation and First Generation students, where non-First Generation students have the higher rates for each metric.	1st-time student cohort award within 3 years	NA	NA
	1st-time student cohort transfer within 3 years	5	2
	1st-time student cohort award or transfer within 3 years	5	2
DSPS			
Data show the percentage point gap between non-DSPS participants and DSPS participants, where non-DSPS participants have the higher rates for each metric.	1st-time student cohort award within 3 years	10	5
	1st-time student cohort transfer within 3 years	16	8
	1st-time student cohort award or transfer within 3 years	14	7

PC PORTERVILLE COLLEGE

Strategic Goal 3
ENHANCE COMMUNITY CONNECTIONS

Objective 1: Provide Workforce Programs That Respond to Local Needs

	2016-17	2019-20	**2021-22 goal**
# of unique students receiving CTE degrees	148	214	**220**
# of unique students receiving CTE certificates of achievement	58	57	**60**
% of CTE programs with advisory committees	NA	NA	**100%**

SSM Employment Metrics	2014-15	2017-18	**2021-22 Goal**
% Unemployed non-transfer students who became employed	62%	68%	**No Goal Set**
Median annual earnings, non-transfer exiting students	$20,811	$22,774	**No Goal Set**
Median change in earnings, non-transfer exiting students	21%	35%	**No Goal Set**
% of non-transfer exiting students who attained the living wage	53%	57%	**No Goal Set**

2014-15	2016-17	2018-19	**2021-22 Goal**
% Students in CTE Outcomes Survey who are working in job closely related to field of study	59%	71%	**76%**

Objective 2: Reflect and Interact with Communities We Serve

	2016	2019	**2022 Goal**
% of employees who attend community meetings or events	45%	27%	**No Goal Set**

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PC PORTERVILLE COLLEGE

Strategic Goal 4
STRENGTHEN ORGANIZATIONAL EFFECTIVENESS

Objective 1: Meet & Exceed External Standards

	2016-17	2019-20	**2021-22 goal**
% accreditation institution-set standards met	77%	100%	**100%**
Full-time faculty percentage	No Data	59.75%	**No Goal Set**

Objective 2: Optimize Enrollment

	2015-16	2018-19	**2021-22 goal**
Annual FTES	2,980.3	3,234.4	**3,432.4**

	2016-17	2019-20	**2021-22 goal**
# dual enrollment sections	41	52	**56**
# annual dual/concurrent enrollments	870	1,353	**1,463**

	Fall 2016	Fall 2019	**Fall 2022 goal**
High school enrollment yield	40.7%	42.7%	**45.0%**

Objective 3: Improve Trust & Collaboration

Climate Survey Trust Questions

	2016	2019	2022 Goal
Trust between classified & faculty	75%	71%	**80%**
Trust between classfied & management	76%	48%	**76%**
Trust between faculty & management	67%	49%	**67%**
Trust between colleges & district office	51%	41%	**51%**
Trust between colleges	41%	35%	**45%**

Climate Survey Communication Questions

	2016	2019	2022 Goal
Relevant information communicated throughout district	66%	49%	**66%**
Relevant information communicated at location	79%	60%	**79%**
Have sufficient information to do my job	92%	81%	**92%**
Representatives on governance committees adequately inform me	76%	66%	**76%**
Representatives on governance committees ask for my input	72%	60%	**72%**
Information flows upward through organizational structure	69%	42%	**69%**
Information flows downward through organizational structure	59%	38%	**59%**
Immediate supervisor keeps me informed	80%	75%	**80%**
Immediate supervisor asks for my input	76%	67%	**76%**

Objective 4: Provide Professional Development Oportunities

Climate Survey Professional Development Questions

	2016	2019	2022 Goal
% Employees who attend staff development activities once a semester or more	51%	23%	**75%**
% Employees who feel they have adequate training	84%	59%	**84%**
% Employees who feel they have opportunities to learn and grow	75%	58%	**75%**
% Employees who feel encouraged and supported	75%	62%	**75%**

Objective 5: Improve Facilities, Maintenance, & Safety

Climate Facilities Questions

	2016	2019	2022 Goal
% Employees who feel facilities are adequately maintained	81%	84%	**90%**
% Employees who feel they are provided adequate technology	84%	77%	**90%**

Student Satisfaction Survey Questions (% who answered 'excellent' or 'good')

	2015	2018	2022 Goal
Classroom facilities	68%	75%	**80%**
Computer labs	83%	86%	**90%**
Science lab facilities	68%	70%	**75%**
Studio & practice facilities (art, music, sports)	58%	56%	**60%**
Campus & parking lot lighting	43%	49%	**55%**
Campus security	44%	45%	**55%**

	2016-17	2019-20	2021-22 Goal
Percent work orders completed	93%	92%	**No Goal Set**

	2016	2019	2022
Criminal offenses on Porterville campus and vicinity	8	4	**8**

"Education is for improving the lives of others and for leaving your community and world better than you found it."

Marian Wright Edelman

Notes on Data Sources

Below are a list of the data sources used for each of the objectives discussed above. For most of our student success and equity metrics, our sources are mostly KCCD Student Success and program review dashboards. We also use survey data, and in some cases, data from a particular department related to one or more of the objectives.

Goal One: Maximize Student Success	Data Source(s)
Objective 1: Improve Onboarding of Students	These data come from Student Success dashboards, except matriculation metric, which comes from program review dashboards.
Objective 2: Increase Student Engagement	CCSSE data come from Community College Survey of Student Engagement reports and raw data, conducted every three years. The benchmark scores are compared to ones for the entire CCSSE cohort, standardized to a mean of 50 for each cohort, meaning the PC benchmark scores above 50 are above the national average. We also set percentage-based targets, focusing on two specific CCSSE questions. Data on clubs and athletes come from student programs and Director of Athletics.
Objective 3: Improve Completion of Momentum Points	All data come from Student Success dashboards.
Objective 4: Improve Completion Rates	Degree and certificate data come from program review dashboards. Units per associate's degree comes from the Chancellor's Office Student Success Metrics. Award or transfer within three years comes from student success dashboards.

Goal Two: Reduce Equity Gaps	Data Source(s)
Objective 1: Improve Onboarding of Students	All data comes from Student Success dashboards.
Objective 3: Improve Completion of Momentum Points	All data comes from Student Success dashboards.
Objective 4: Improve Completion Rates	All data comes from Student Success dashboards.

NOTES ON DATA SOURCES

Goal Three: Enhance Community Connections	Data Source(s)
Objective 1: Provide Workforce Programs That Respond to Local Needs	CTE degree and certificate data come from program review dashboards. Data on advisory committees came from CTE dean; baseline data was unavailable. Data on employment, earnings, and students working in a job related to their field of study come from the Chancellor's Office Student Success Metrics.
Objective 2: Reflect and Interact with Communities We Serve	Data on employees attending meetings come from the KCCD Climate Survey.

Goal Four: Strengthen Organizational Effectiveness	Data Source(s)
Objective 1: Meet & Exceed External Standards	Accreditation data come from ACCJC annual reports, compiled by the Vice President of Instruction. Information on full-time faculty percentage comes from KCCD Human Resources.
Objective 2: Optimize Enrollment	Data on FTES come from Cognos FTES reports. Dual enrollment data comes from program review dashboards. High school enrollment yield data are compiled annually by the KCCD Office of Institutional Research.
Objective 3: Improve Trust and Collaboration	Trust and communication questions come from the KCCD Climate Survey.
Objective 4: Provide Professional Development Opportunities	Professional development questions come from the KCCD Climate Survey.
Objective 5: Improve Facilities, Maintenance, & Safety	Survey questions here are from the KCCD Climate Survey and the Student Satisfaction Survey. Work order data comes from SchoolDude software. Data on criminal offenses comes from annual Clery reports.

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