

PORTERVILLE COLLEGE

DISTANCE EDUCATION PLAN

2023-2025



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INTRODUCTION

College Information

Porterville College (PC) is located in the San Joaquin Valley, in Tulare County, in the southeastern part of California's Central Valley. The College provides academic services to approximately 4,300 students and offers a wide range of educational programs that lead to Associate degrees, certificates, or transfer opportunities. The city of Porterville is a centrally located community that lies along the Tule River at the base of the western foothills of the Sierra Nevada Mountains. The city currently has a population of approximately 62,000 and a larger service area population of more than 120,000.

PORTERVILLE COLLEGE MISSION

With students as our focus, Porterville College provides our local and diverse communities with 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.
- 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 comprehensive support systems tailored to each student's skill level.
- Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

PORTERVILLE COLLEGE 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:

- Participation - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.
- Integrity - holding one another accountable and remaining transparent by adhering to the highest academic and professional standards.
- Respect - treating each other with respect, trust, and dignity.
- Adaptability - nurturing and supporting exploration of innovative ideas, programs, and services to enhance our service to the community.
- Teamwork - working together to encourage input and dialogue in a collegial and cooperative manner.
- Equity - supporting students in achieving their full educational potential regardless of race, ethnicity, age, gender, gender identity, sexual orientation, immigration status, religion, ability, culture, and learning modality.
- Success – striving to continually support students in achieving their academic, career, and personal goals.

PORTERVILLE COLLEGE 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.
- Porterville College will provide the best possible service to its students in order for them to meet their individual academic or vocational goals.
- Porterville College will encourage innovation, creativity, and new ideas and will support professional development opportunities.
- As an integral part of the community, Porterville 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, Porterville College will participate in and be actively involved with all district-wide committees and governance structures.

DISTANCE EDUCATION (DE) DEFINITIONS AND GUIDELINES 2023

Title 5, 55200 Distance Education Definition and Application

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Technologies defined as (11/7/2022)

- Lists: Internet, broadcast, closed circuit, wireless communication devices, etc.
- (a)(4) “other media” –flexibility for innovations •

Accessibility

- Ensure equal access on the first day of class

Code of Federal Regulations, Title 34, Education SS602 Distance Education Definition

Education that uses one or more of the technologies listed in items (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audio conferencing; or (4) Video cassettes, DVDs, and CD ROMs, if the cassettes, DVDs, or CD ROMs are used in a course in conjunction with any of the technologies listed in items (1) through (3) of this definition.

California Community College Chancellor’s Office and ACCJC – Correspondence Course Distinction from Distance Education

A correspondence course provides instructional materials online or by mail. Interaction between the instructor and the students is limited, is neither regular nor substantive, and is primarily initiated by the student. These courses are usually self-paced. Correspondence courses are *not considered* distance education courses by the California Community College Chancellor’s Office nor by the ACCJC.

Title 5, §55005-Publication of Course Standards

For each course offered, a community college shall make available to students through college publications all of the following facts before they enroll in the course:

- If the course is online and if so
- Online and in-person synchronous meetings;
- Any required asynchronous in-person activities;
- Any required technology platforms, devices and applications; and
- Any test or assessment proctoring requirements

If changes are made to the course after disclosures, the college should inform the students enrolled.

Section 55204-Instructor Contact

Regular and Substantive Interaction in Distance Education

(a) Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students (and among students if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review (August 2022)

The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission Policy on Distance Education and Correspondence Education. The institution ensures, through the methods outlined in the Commission Policy on Distance Education and Correspondence Education, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency. The institution demonstrates comparable learning support services and student support services for distance education students. The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit (pp. 95-96).

General Guidance from California Chancellors Office (11/7/2022)

“Substantive interaction” includes teaching, learning and assessment consistent with the content AND as least two of the following

- Direct instruction
- Accessing or providing feedback on coursework
- Responding to questions
- Facilitating group discussions
- Other activities approved by the institution or accrediting agency

Title 5, 55204 Instructor Contact

- a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

California Community College Chancellor's Office Distance Education Guidelines, 2008 Omnibus Version

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Distance Education at Porterville College 2023

Types of DE Courses Offered

1. **FULLY ONLINE** (100% online) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system and using other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times. Online courses are not self-paced. Online courses must go through a separate approval process before they can be offered at the college. Instructors in online courses must initiate regular and substantive interaction with the students, either synchronously or asynchronously. Online courses are considered distance education courses by the California Community College Chancellor's Office.
 - **Asynchronous** (Flexible) – Online courses that have no scheduled activities, meetings, or tests at all, but include deadlines for work and discussion activities to be completed. Any scheduled activities must be optional.
 - **Synchronous** (Scheduled) – Online courses that include required regularly scheduled meetings and activities like those of a traditional face-to-face class. The synchronous contact takes place using Zoom or another live conferencing tool.
 - **Semi-synchronous** (Mixed) – Online courses with a mix of asynchronous and synchronous instructor contact. This type of online class can vary from mostly synchronous and scheduled to mostly asynchronous except for some scheduled synchronous online exams. The schedule of classes indicates dates, and range of times, of all required scheduled components.

2. **HYBRID** – At Porterville College, a hybrid course blends online instructor contact with in-person instructor contact. A hybrid course is one in which some, but not all, of the class meetings of a traditional class, have been replaced with online activities and communication. The percentage of the in-class and online portions of a hybrid course can vary greatly from course to course and is determined by those familiar with the course and its unique needs. Hybrid courses are considered distance education courses by the California Community College Chancellor’s Office, and as such must go through a separate course approval process. In addition, instructors of hybrid courses must initiate regular and substantive interaction through the online delivery method(s) approved for the course.
 - **Face-to-Face Classes with Reduced in-person Meetings** – Classes that have regularly scheduled in-person meetings but move any of the required contact hours to an online environment using the college’s learning management system. The schedule of classes indicates dates, range of times, and locations of all required and planned in-person components.
 - **Online with an In-person Component** – Approved instructional contact hours are delivered through online interactions, supplemented by required *in-person* orientation, assessments, and/or activities that are available at approved locations at a specified time. The schedule of classes indicates dates, range of times, and locations of all required in-person components.

3. **HYFLEX** – Instructional approach that enables a flexible participation policy for students, whereby students may choose any combination of options to attend class: face-to-face synchronous in-person class sessions (typically in a traditional classroom), synchronous attendance online via video conference, or asynchronous online class, completing course learning activities online without physically attending class or live online sessions. Students may choose any one of these options, or any combination of them to meet the requirements of the class.

PC Distance Education Committee

Purpose

The Distance Education Committee addresses all matters that affect distance education classes, services, and programs operated by the college, and reports on those matters to the Academic Senate.

Membership Composition

Full-time (FT) Faculty representatives.....	2 or more
Part-time (PT) Faculty representatives.....	1 or more
Counselor representative.....	1
Assistant Director, Academic Technology and Professional Development.....	1
Distance Education (DE) Coordinator.....	1
Student representative(s).....	1
Total membership.....	7 or more

(Note: The DE Coordinator and one FT Faculty representative shall serve as co-chairs.)

Membership (as of 04/01/2023)

Distance Education **Coordinator** (co-chair)
Full-time Faculty Representatives

Debbie Lou Angeles
Karen Bishop (co-chair)
Joy Lawrence
Elisa Queenan
Xenia Conquy
Denise Jackson

Part-time Faculty RepresentativeClara Zimmerman
Counselor Representative..... Yolanda Vasquez
Assistant Director, Academic Technology & Professional DevelopmentDebbie Lou Angeles
ASPC Representative..... vacant
Administrator (nonvoting member) Michelle Miller-Galaz

Functions

1. Reports to the Academic Senate. Reports can be submitted electronically.
2. Become knowledgeable and experts on all aspects pertaining to distance education.
3. Meetings are held once a month.
4. The committee will decide through consensus when to hold regular meetings (days, time, and modality).
5. The committee co-chair(s) will call special meetings as well as cancel or postpone meetings as necessary.
6. A quorum will consist of at least one chair and two additional members present.
7. Agenda items may be proposed by any committee member.
8. Items requiring a vote must receive a majority of votes of the members present. A tie vote is considered to be not approved.
9. The committee completes the Distance Education Plan every two years.

Distance Education Program

The Distance Education Program currently operates under the supervision of the Vice President of Instruction. Reporting to the Vice President of Instruction, the Assistant Director, Academic Technology and Professional Development oversees the program and conducts the day-to-day operations, training, and support. The Distance Education Committee plays an integral role in the planning process for the program. The Curriculum Committee performs the important task of approving courses offered in the DE program.

Distance Education Mission at Porterville College

For those who are unable to attend regularly scheduled classes, we will provide them with classes and support services that are comparable in quality and responsiveness to our on-campus classes and services. In this way, we further the mission of Porterville College to focus on students. The Distance Education Program at Porterville College is committed to providing accessible, quality education to all students regardless of their location or schedule constraints. Our mission is to empower students with the knowledge and skills necessary to achieve their academic, personal, and professional goals through a flexible

and student-centered approach to learning. We strive to provide an engaging and supportive online learning environment that fosters collaboration, critical thinking, and creativity while promoting lifelong learning. Our program is dedicated to utilizing innovative technology and instructional design to enhance student success and promote a culture of excellence in distance education.

History and Current Status

The first distance education (DE) courses offered at Porterville College were interactive classes conducted in 1993, when Porterville College partnered with Bakersfield College to provide nursing health careers courses through two-way interactive video. In the fall of 1998, Porterville College began offering online courses.

The first online courses that PC offered were conducted on Webpages that instructors created themselves. The instructor often conducted discussions through email and occasionally on created or sourced communication boards. As the number of online classes grew, the college joined other colleges in the free Blackboard Course Management System (CMS) provided through the state of California's CVC initiative. When that ended, the College contracted with the ETUDES, to run their classes on their CMS. A few years after that, the KCCD District contracted with Remote Learner to run all district classes on the Moodle CMS that they operated. In the summer of 2017, KCCD ended its contract with Remote Learner and began using the Canvas CMS supported by Chancellor's Office Online Education Initiative (OEI).

Since the first offering of distance education courses in 1993 to the present, Porterville College has steadily increased its online and hybrid class offerings, along with its online student enrollments. What began with just a few classes in 1993 steadily grew. Then in spring of 2020, the COVID pandemic caused 100% of classes to be online for the remainder of the spring semester and continuing for the fall 2020 semester (with minimal exceptions). In 2023, approximately half of the courses are offered online or hybrid.

Institutional support for distance education has also grown with the increase in DE courses offered. DE students now have access to online tutoring, online counseling, library catalog and database access, as well as a full featured learning management system. The Distance Education Committee now represents faculty support and concerns. In addition, the DE Coordinator is organized within the Office of Instruction ensuring more visibility to the entire institution.

California Virtual Campus (CVC) Exchange – The CVC Exchange is an innovative tool that allows students currently enrolled in a California Community College to instantly enroll in online courses offered at eligible colleges without filling out a separate application. PC became a Teaching College in 2022. Faculty developed CVC Quality Reviewed Badges offered by the CVC Exchange and are offered at the top of any CVC.edu search.

In order to remain in good standing with the CVC-OEI, PC must continue to meet the provisions of its agreement which include:

- Continuing to participate as both a home and teaching college in CVC Exchange.
- Continuing to develop, test, and expand the functionality and content in the Exchange.
- Committing to working towards an initial target of aligning at least 20% of the College's existing annual inventory to the CVC-OEI Course Design Rubric using the CVC-OEI Peer Online Course Review process within two academic years of joining the Consortium.

Organizational Structure and Support

Through the years, the organizational structure and support for distance education at Porterville College has seen a number of changes. What has remained has been the underlying goal to support students enrolled in, and wishing to enroll in, distance education classes at the college. As staff changes and as technology evolves, the structure of the program and support that we can provide to students and to faculty will continue to be modified to achieve the most favorable results.

Student Support Services for Distance Education

A wide variety of services exists for DE students at Porterville College. Currently, students can receive counseling and advising remotely through an appointment on Zoom. This allows for a private space for Web-conferencing between the counselor and student. In addition, the College offers numerous online tools to assist students and their counselors with staying informed about their registration, course completion, and use of various college resources. Some of these tools include:

- Degree Works – a system used to check student progress toward educational goals.
- EAB Navigate – an enrollment navigation tool.
- EAB Campus – a system that allows counselors to track student enrollment step completion.
- Campus Cast – a notification system for prospective students.

Library and Learning Support Services for Distance Education

The Porterville College Library provides numerous online resources for our students. Currently the college offers fifty-three online databases, a catalog of eBooks, and three reference collections. Library staff are available by chat, email, and/or phone, to assist students remotely with their research needs.

Further support for student learning is offered through the Virtual Academic Support Service Center.

Services offered include:

- Peer and Embedded Tutors are available to students to assist instructors with a variety of courses. Tutoring is on a first-come, first-served basis with the tutor on duty for the desired subject. Embedded Tutors will attend either in-person or online classes with students they tutor and provide tutoring assistance during the class. All tutors are required to attend CRLA International Tutor Training Program Certified.
- Writing Mentors assist other students with their writing assignments on a first come, first served drop-in basis. Students may work with mentors on any writing assignment they are completing for any course at the college, and at any stage of the writing process, from learning how to generate ideas to mastering proofreading techniques.

- Math Mentors are available on a walk-in and drop-in, first come, first served basis. Math Mentors help PC students with the full range of math classes.
- Peer Assisted Study Sessions (PASS) Leader is a student who has succeeded in a specific course and the instructor has chosen to act as a role model for other students. The PASS Leader holds scheduled bi-weekly or tri-weekly study sessions for small groups of students in their course.
- PC Tech Navigators serve as a liaison between the technology department and staff, providing assistance to students on a peer-to-peer basis. The PC Tech Navigators provide front-line support for PC students that need technology and/or software assistance including, but not limited to several educational platforms such as InsidePC, Canvas, Zoom, and providing basic computer support.
- STAR-CA enables students to have access to a wide variety of subjects to be tutored by other California Community Colleges. STAR-CA is located under the Online Tutoring link on the left and it is also available within PC Canvas courses.
- NetTutor provides 24/7 tutoring support in a wide variety of subjects. NetTutor is located under the Online Tutoring link on the left and it is also available in all Porterville College Canvas courses. Students can remotely interact with services by clicking on a link from within our course management system. Live support is offered during a wide range of operating hours. When live help is not available, students may submit their questions through the online interface, and a tutor's detailed response will be sent to the student by email within 24 hours.

Technology Support for Distance Education

Twenty-four-hour help desks serve the technological needs of both students and instructors in DE classes. The KCCD Help Desk provides support for KCCD account issues such as login to the college portal, access to email, access to Banner, etc. The Canvas Help Desk provides support for all issues related to Canvas. Canvas Instructure Community has resources and guides to support instructors.

In addition to these services, DE faculty can receive individualized technical support with their classes either in Canvas classroom, in-person, by phone, or by email. The workshops are available on matters pertaining to the use of technology in college courses. Courses, templates, videos, guides, and resources are available 24/7 on the Center for Instructional Technology found in Canvas and on the Porterville College website.

Distance Education Staffing Needs

The DE program at Porterville College is staffed by one full-time administrative employee. The official job title for this employee is Assistant Director, Academic Technology and Professional Development. The job duties for this employee include, but are not limited to, the following:

- Act as single-point-of-contact for the state Chancellor’s Office on DE matters.
- Stay abreast of DE issues within the state and country.
- Co-chair the DE Committee.
- Administer the College’s course management system (CMS).
- Provide help-desk support to students and faculty for the CMS.
- Administer the College’s Turnitin account.
- Administer the College’s NetTutor account.
- Provide technology training to faculty.
- Provide support for course accessibility of online content.
- Administer Web pages for online course information.
- Administer Web pages for the Center for Instructional Technology.
- Oversee the Center for Instructional Technology.
- Provide just in-time assistance to faculty for technology related issues.

Staffing for the DE program is currently sufficient. However, staffing may become inadequate as the DE program at the College grows, and/or new tasks become assigned to the DE program.

DE Policies and Procedures at Porterville College

Faculty Preparedness

The College requires any instructor that will teach online to complete two courses, Kung Fu Canvas (KFC) and Introduction to Online Teaching and Learning (IOTL) or equivalents that have been approved by the dean.

Regular and Substantive Interaction

In February of 2015, Porterville College established a policy pertaining to regular and effective, and substantive contact in distance education courses. The policy was approved by the Academic Senate on February 6, 2015 and has been included in the “Faculty Handbook” since that time. Please refer to the “Faculty Handbook” for the latest version of this policy.

Course Approval Process

Title 5 55206. Separate Course Approval:

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

All courses that are intended to be offered in a distance education modality must obtain separate approval from the Curriculum Committee before being offered as an online or a hybrid course.

Student Authentication and Integrity

For students to access their distance education class, they must login through the College's portal using their unique student ID and password. Instructors in DE courses use a wide variety of methods to ensure integrity in their courses. Some of the methods used by our instructors at Porterville College include:

- Verify originality of content through Turnitin.
- Require examination through a proctor or an online tool such as Proctorio.
- Create quizzes and exams that randomly draw from large question pools.
- Employ a limited timeframe for quiz/exam completion.
- Show only one question at a time on quiz/exam.
- Prevent moving backward on a quiz or exam.
- Force completion of quiz/exam when time runs out.
- Require a password to access a quiz or exam.
- Delay test results until submissions to the test are no longer allowed.
- Require regular and frequent assignments.
- Include grading rubrics for assignments.
- Change assignments from term-to-term.

Accessibility Compliance

Faculty are made aware of their responsibility to ensure that their courses are accessible, through multiple avenues and at various times. For example, at the start of each term an email is sent to all distance education instructors giving them tips as well as reiterating policies. During each term, a workshop on accessibility of online content is offered to all full-time and part-time faculty. In addition, the Assistant Director of Academic Technology & Professional Development is available on a just-in-time basis, to assist faculty who have questions or need help with making their content accessible. The Assistant Director of Academic Technology & Professional Development has experience in accessibility. As a part of our on-going self-evaluation process, we are currently analyzing data that will allow us to determine how we can better serve students with disabilities who take our online and hybrid courses.

Distance Education Data at Porterville College

The following tables list data from the past five academic years, 2017-21.

Table 1: Unique Headcount

Note - Students are counted only once even if taking multiple DE classes. Students are only counted if still enrolled at census.

KCCD Program Review Unique Headcount Dashboard
College: Porterville College by: Section College

		2017-18	2018-19	2019-20	2020-21	2021-22
Total	Porterville College	2,224	2,981	3,549	4,603	4,103
% of Total	Porterville College	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Porterville College		34.0%	19.1%	29.7%	-10.9%
Total	Total	2,224	2,981	3,549	4,603	4,103
% of Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Total		34.0%	19.1%	29.7%	-10.9%

Table 2: Enrollments

Students may take multiple classes during a term, and each student enrolled in a class section is considered an enrollment. These are not unduplicated headcount numbers.

KCCD Program Review Total Enrollments Dashboard
College: Porterville College by: Method of Course Instruction

		2017-18	2018-19	2019-20	2020-21	2021-22
Total	Distance Ed	3,992	5,854	6,823	13,865	11,863
	Traditional	19,717	20,037	20,974	8,898	8,754
% of Total	Distance Ed	16.8%	22.6%	24.5%	60.9%	57.5%
	Traditional	83.2%	77.4%	75.5%	39.1%	42.5%
Yr to Yr Change	Distance Ed		46.6%	16.6%	103.2%	-14.4%
	Traditional		1.6%	4.7%	-57.6%	-1.6%
Total	Total	23,709	25,891	27,797	22,763	20,617
% of Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Total		9.2%	7.4%	-18.1%	-9.4%

Table 3: Full-time Equivalent Students (FTES)

KCCD Program Review FTES Dashboard
College: Porterville College by: Method of Course Instruction

		2017-18	2018-19	2019-20	2020-21	2021-22
Total	Distance Ed	397	539	649	1,572	1,272
	Traditional	2,646	2,699	2,682	1,171	1,250
% of Total	Distance Ed	13.0%	16.6%	19.5%	57.3%	50.4%
	Traditional	87.0%	83.4%	80.5%	42.7%	49.6%
Yr to Yr Change	Distance Ed		35.7%	20.5%	142.1%	-19.1%
	Traditional		2.0%	-0.6%	-56.4%	6.8%
Total	Total	3,043	3,238	3,331	2,742	2,522
% of Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Total		6.4%	2.9%	-17.7%	-8.0%

Table 4: Unique Headcount by Financial Aid Status

KCCD Program Review Unique Headcount Dashboard
College: Porterville College by: Financial Aid Awarded

		2017-18	2018-19	2019-20	2020-21	2021-22
Total	Financial Aid Recipient	1,790	2,292	2,585	2,956	2,750
	Not Financial Aid Recipient	434	689	964	1,647	1,353
% of Total	Financial Aid Recipient	80.5%	76.9%	72.8%	64.2%	67.0%
	Not Financial Aid Recipient	19.5%	23.1%	27.2%	35.8%	33.0%
Yr to Yr Change	Financial Aid Recipient		28.0%	12.8%	14.4%	-7.0%
	Not Financial Aid Recipient		58.8%	39.9%	70.9%	-17.9%
Total	Total	2,224	2,981	3,549	4,603	4,103
% of Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Total		34.0%	19.1%	29.7%	-10.9%

Table 5: Unique Headcount by Gender

KCCD Program Review Unique Headcount Dashboard
College: **Porterville College** by: **Gender**

		2017-18	2018-19	2019-20	2020-21	2021-22
Total	Men	781	1,017	1,172	1,454	1,316
	Women	1,431	1,940	2,334	3,102	2,744
	Not Reported	12	24	43	47	43
% of Total	Men	35.1%	34.1%	33.0%	31.6%	32.1%
	Women	64.3%	65.1%	65.8%	67.4%	66.9%
	Not Reported	0.5%	0.8%	1.2%	1.0%	1.0%
Yr to Yr Change	Men		30.2%	15.2%	24.1%	-9.5%
	Women		35.6%	20.3%	32.9%	-11.5%
	Not Reported		100.0%	79.2%	9.3%	-8.5%
Total	Total	2,224	2,981	3,549	4,603	4,103
% of Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 6: Unique Headcount by Age

KCCD Program Review Unique Headcount Dashboard
College: **Porterville College** by: **Age**

		2017-18	2018-19	2019-20	2020-21	2021-22
Total	17 or Younger	165	374	589	924	803
	18-19	679	827	996	1,145	1,076
	20-24	746	918	1,045	1,276	1,051
	25-29	267	342	384	486	408
	30-34	149	218	238	324	285
	35-39	101	140	126	211	199
	40-49	86	130	119	164	176
	50 and Older	31	32	51	73	105
	Not Reported			1		
% of Total	17 or Younger	7.4%	12.5%	16.6%	20.1%	19.6%
	18-19	30.5%	27.7%	28.1%	24.9%	26.2%
	20-24	33.5%	30.8%	29.4%	27.7%	25.6%
	25-29	12.0%	11.5%	10.8%	10.6%	9.9%
	30-34	6.7%	7.3%	6.7%	7.0%	6.9%
	35-39	4.5%	4.7%	3.6%	4.6%	4.9%
	40-49	3.9%	4.4%	3.4%	3.6%	4.3%
	50 and Older	1.4%	1.1%	1.4%	1.6%	2.6%
	Not Reported			0.0%		
Yr to Yr Change	17 or Younger		126.7%	57.5%	56.9%	-13.1%
	18-19		21.8%	20.4%	15.0%	-6.0%
	20-24		23.1%	13.8%	22.1%	-17.6%
	25-29		28.1%	12.3%	26.6%	-16.0%
	30-34		46.3%	9.2%	36.1%	-12.0%
	35-39		38.6%	-10.0%	67.5%	-5.7%
	40-49		51.2%	-8.5%	37.8%	7.3%
	50 and Older		3.2%	59.4%	43.1%	43.8%
	Not Reported				-100.0%	
Total	Total	2,224	2,981	3,549	4,603	4,103

Table 7: Unique Headcount by Ethnicity

KCCD Program Review Unique Headcount Dashboard
College: **Porterville College** by: **Ethnicity**

		2017-18	2018-19	2019-20	2020-21	2021-22
Total	African American	25	56	52	62	53
	American Indian	17	18	20	24	18
	Hispanic/ Latino	1,666	2,291	2,785	3,644	3,161
	Asian	29	46	43	66	59
	Filipino	27	51	50	63	45
	Pacific Islander	2	4	4	8	5
	White	408	447	514	638	669
	Two or More Races	50	68	73	95	79
	Not Reported			8	3	14
% of Total	African American	1.1%	1.9%	1.5%	1.3%	1.3%
	American Indian	0.8%	0.6%	0.6%	0.5%	0.4%
	Hispanic/ Latino	74.9%	76.9%	78.5%	79.2%	77.0%
	Asian	1.3%	1.5%	1.2%	1.4%	1.4%
	Filipino	1.2%	1.7%	1.4%	1.4%	1.1%
	Pacific Islander	0.1%	0.1%	0.1%	0.2%	0.1%
	White	18.3%	15.0%	14.5%	13.9%	16.3%
	Two or More Races	2.2%	2.3%	2.1%	2.1%	1.9%
	Not Reported			0.2%	0.1%	0.3%
Yr to Yr Change	African American		124.0%	-7.1%	19.2%	-14.5%
	American Indian		5.9%	11.1%	20.0%	-25.0%
	Hispanic/ Latino		37.5%	21.6%	30.8%	-13.3%
	Asian		58.6%	-6.5%	53.5%	-10.6%
	Filipino		88.9%	-2.0%	26.0%	-28.6%
	Pacific Islander		100.0%	0.0%	100.0%	-37.5%
	White		9.6%	15.0%	24.1%	4.9%
	Two or More Races		36.0%	7.4%	30.1%	-16.8%
	Not Reported				-62.5%	366.7%
Total	Total	2,224	2,981	3,549	4,603	4,103

Table 8: Unique Headcount by First Generation Status

KCCD Program Review Unique Headcount Dashboard
College: **Porterville College** by: **First Generation Status**

		2017-18	2018-19	2019-20	2020-21	2021-22
Total	First Generation	1,181	1,596	1,910	2,325	2,070
	Not First Generation	897	1,180	1,360	1,821	1,607
	Unknown Parents Education	146	205	279	457	426
% of Total	First Generation	53.1%	53.5%	53.8%	50.5%	50.5%
	Not First Generation	40.3%	39.6%	38.3%	39.6%	39.2%
	Unknown Parents Education	6.6%	6.9%	7.9%	9.9%	10.4%
Yr to Yr Change	First Generation		35.1%	19.7%	21.7%	-11.0%
	Not First Generation		31.5%	15.3%	33.9%	-11.8%
	Unknown Parents Education		40.4%	36.1%	63.8%	-6.8%
Total	Total	2,224	2,981	3,549	4,603	4,103
% of Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Total		34.0%	19.1%	29.7%	-10.9%

Table 9: Unique Headcount by Student Type

KCCD Program Review Unique Headcount Dashboard		College: Porterville College by: Student Type				
		2017-18	2018-19	2019-20	2020-21	2021-22
Total	Special Admit	128	327	540	866	724
	Adult school and auth college				1	66
	First-time student	266	387	443	448	646
	First-time transfer student	94	135	151	149	115
	Continuing student	1,533	1,872	2,155	2,630	2,171
	Returning Student	383	543	603	1,052	987
% of Total	Special Admit	5.8%	11.0%	15.2%	18.8%	17.6%
	Adult school and auth college				0.0%	1.6%
	First-time student	12.0%	13.0%	12.5%	9.7%	15.7%
	First-time transfer student	4.2%	4.5%	4.3%	3.2%	2.8%
	Continuing student	68.9%	62.8%	60.7%	57.1%	52.9%
	Returning Student	17.2%	18.2%	17.0%	22.9%	24.1%
Yr to Yr Change	Special Admit		155.5%	65.1%	60.4%	-16.4%
	Adult school and auth college					6500.0%
	First-time student		45.5%	14.5%	1.1%	44.2%
	First-time transfer student		43.6%	11.9%	-1.3%	-22.8%
	Continuing student		22.1%	15.1%	22.0%	-17.5%
	Returning Student		41.8%	11.0%	74.5%	-6.2%
Total	Total	2,224	2,981	3,549	4,603	4,103
% of Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Total		34.0%	19.1%	29.7%	-10.9%

Table 10: Course and Section Data by Method of Instruction

Courses are counted only once, regardless of how many sections offered.

KCCD Program Review Section Level Data Dashboard		College: Porterville College by: Method of Course Instruction				
		2017-18	2018-19	2019-20	2020-21	2021-22
Distance Ed	Course Count	58	73	80	235	140
	Section Count	128	197	226	619	485
	First Day Enrollment	4,363	6,245	6,869	13,925	12,075
	Census Enrollment	4,020	5,897	6,539	13,784	11,734
	Students Per Section	31.4	29.9	28.9	22.3	24.2
	First Day Waitlist Total	513	891	763	795	597
	FTES	396	537	643	1,476	1,101
	FTEF	28.87	39.53	47.40	138.42	105.59
	FTES to FTEF Ratio	13.7	13.6	13.6	10.7	10.4
	Traditional	Course Count	257	246	265	182
Section Count		761	801	843	402	518
First Day Enrollment		18,943	19,225	19,217	9,060	8,531
Census Enrollment		19,700	20,023	19,957	8,876	8,621
Students Per Section		25.9	25.0	23.7	22.1	16.6
First Day Waitlist Total		2,127	1,990	2,094	469	516
FTES		2,644	2,698	2,675	1,152	1,221
FTEF		186.27	196.27	197.65	97.66	132.54
FTES to FTEF Ratio		14.2	13.7	13.5	11.8	9.2

Table 11: Completion Rates by Method of Instruction

KCCD Program Review Course Completion Rates Dashboard						
College: Porterville College by: Method of Course Instruction						
		2017-18	2018-19	2019-20	2020-21	2021-22
Distance Ed	Graded Counts	3,992	5,855	6,821	13,751	11,842
	Measure Counts	3,542	5,208	5,952	12,382	10,396
	Measure Rate	89%	89%	87%	90%	88%
Traditional	Graded Counts	19,324	19,709	20,604	8,776	8,743
	Measure Counts	17,526	18,083	18,049	7,733	7,946
	Measure Rate	91%	92%	88%	88%	91%

Table 12: Success rates by Method of Instruction

KCCD Program Review Course Success Rates Dashboard						
College: Porterville College by: Method of Course Instruction						
		2017-18	2018-19	2019-20	2020-21	2021-22
Distance Ed	Graded Counts	3,992	5,855	6,821	13,751	11,842
	Measure Counts	2,880	4,284	5,066	10,354	8,435
	Measure Rate	72%	73%	74%	75%	71%
Traditional	Graded Counts	19,324	19,709	20,604	8,776	8,743
	Measure Counts	14,489	15,304	15,242	6,118	6,579
	Measure Rate	75%	78%	74%	70%	75%

Please Note: In spring 2020, the college went fully remote, the Chancellor’s Office gave all colleges a waiver, allowing them to keep the classes as they were originally coded and was extended through fall 2020. Classes coded as F2F in spring 2020 were moved online and remained online for fall, but many were still coded F2F. So, for those two terms, comparison data aren’t accurate.

Distance Education Goals and Action Plans

1. **Goal 1:** Identify equity gaps across disproportionately impacted groups in distance education.
 Deliverables
 - Identify disparities and challenges associated with online student equity.
 - Identify success strategies to address challenges.

2. **Goal 2:** Support faculty in reducing equity gaps across impacted groups in distance education.
 Deliverables
 - Introduce new and improved interventions to increase online student retention and success.

3. **Goal 3:** With students as a focus, support faculty in developing and delivering quality distance education.
 Deliverables
 - Offer accessibility workshops for quality distance education.
 - Continue deploying and scale Peer Online Course Review (POCR) to prepare faculty and reviewers with quality-aligned courses, using professional development, and Course Design Rubric.

Distance Education Plan Development Process

Distance Education Plan Development Activity	Date
Vice President of Instruction assigned Distance Ed Plan Development to DE Committee	10/1/2022
DE Coordinator developed the DE Plan and DE Committee members offered input, and reviewed, and edited DE Plan drafts	11/10/2022 2/9/2023
DE Committee sought feedback and input on definitions, state guidelines, and coding from scheduler	3/7/2023
DE Committee approved and published Draft Porterville College Distance Education Plan	3/9/2023
DE Committee submitted DE Plan to Academic Senate	3/9/2023
DE Committee submitted DE Plan to College Council	4/13/2023
DE Plan published to DE Committee page	