

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name:	Contact Person(s):	Submission Date:
Advising and Counseling	Stephanie Olmedo-Hinde & Erin Wingfield	Spring 2024

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Program Name: Counseling & Advising Contact Person: Stephanie Olmedo-Hinde and Erin Wingfield
Submission Date: January 2024

Porterville College Mission Statement:

With students as our focus, Porterville College provides our diverse local 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:

1. Provide quality academic programs to all students.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide comprehensive support systems tailored to each student's skill level.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Guided Pathways Framework:

1. Clarify the Path: Create clear curricular pathways to employment and further education.
2. Enter the Path: Help students choose and enter their pathway.
3. Stay on the Path: Help students stay on their path.
4. Ensure Learning: Ensure that learning is happening with clear outcomes.

Program Mission Statement:

The mission of the Advising and Counseling Department is to foster and promote the academic, personal, social, and career development of our students by providing a wide range of services to help them resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to be successful.

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Service Area Outcomes (SAOs):

(For each Service Area Outcome (SAO) identified by your program, please complete the table below describing how the assessment results have been discussed in the program and how they impact your goals and needs. If your program has more than two SAOs, please add rows.)

SAO Statement	Describe assessment results and discussion of this SAO	Describe how the results impact your goals and needs going forward
OLD SAO		
1. After High School Students complete a Career & Major exploration workshop, 70% of the students will make an informed decision when selecting a major at PC. Pre and post surveys will be conducted at the workshops	Workshops were scheduled and conducted for the academic year of 2021-2022, 2022-2023, and Fall 2023. During the academic year of 2021-2022, the College provided services remotely due to the pandemic. Unfortunately, during this time and the change of division chairs pre- and post-tests were not created or assessed. To correlate data, the division requested information from our research team for the number of change of majors that were completed by counselors for students within the last three years: <ul style="list-style-type: none"> • 2020-21: 11% of students completed a change of major with a counselor • 2021-22: 13% of students completed a change of major with a counselor • 2022-23: 16% of students completed a change of major with a counselor. During discussions at counseling meetings, it was determined that many of the change of majors they encountered were because the student had chosen a major that mirrored their HS pathway at the time they applied to the college. Now that they had taken coursework at the college, they were able to decide what academic pathway they would like to pursue as a career. During enrollment management, it was also	The counseling and advising team would like to close the loop on this SAO. This is a goal not an SAO and not measurable through a pre and posttest. This is only measurable through a Likert scale survey. We can see from the data that our

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	<p>discussed that these workshops should occur sooner than their senior year of high school.</p>	<p>students' change of major is occurring within the national <u>average</u>.</p>																		
<p>2. After students complete all matriculation components, students will have gained the knowledge to be successful and reach their educational goal. Cognos reports will be reviewed to compare completion rates. After establishing a baseline, a percentage of 5% increase will be the goal to accomplish and will be re-evaluated as needed</p>	<p>The reports indicated that students who completed a CSEP with a counselor were more successful than their counterparts who did not complete a CSEP. The rate of success increased from 2016-2018 but then dropped by approximately 6%. COVID could be a factor.</p> <p style="text-align: center;">Award or Transfer within 3 Years College: Porterville College by: Completed Ed Plan in 1st Term <small>Hover over info icon for more information.</small></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Completed Ed Plan in 1st Term (%)</th> <th>Did Not Complete (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2020</td> <td>26.7%</td> <td>9.6%</td> </tr> <tr> <td>Fall 2019</td> <td>26.6%</td> <td>14.3%</td> </tr> <tr> <td>Fall 2018</td> <td>32.4%</td> <td>14.3%</td> </tr> <tr> <td>Fall 2017</td> <td>30.2%</td> <td>14.4%</td> </tr> <tr> <td>Fall 2016</td> <td>29.8%</td> <td>13.7%</td> </tr> </tbody> </table>	Year	Completed Ed Plan in 1st Term (%)	Did Not Complete (%)	Fall 2020	26.7%	9.6%	Fall 2019	26.6%	14.3%	Fall 2018	32.4%	14.3%	Fall 2017	30.2%	14.4%	Fall 2016	29.8%	13.7%	<p>The counseling and advising team would like to close the loop on this SAO as it has been proven via the data that students who complete a CSEP with a counselor are twice as successful as their counterparts who have no CSEP on file.</p>
Year	Completed Ed Plan in 1st Term (%)	Did Not Complete (%)																		
Fall 2020	26.7%	9.6%																		
Fall 2019	26.6%	14.3%																		
Fall 2018	32.4%	14.3%																		
Fall 2017	30.2%	14.4%																		
Fall 2016	29.8%	13.7%																		
NEW SAO																				
<p>1. Students who meet with a counselor to complete a Comprehensive Student Educational Plan can identify their</p>	<p>A pre- and post-appointment assessment will be completed between the student and counselor. This pre-appointment assessment can assist counselors in prepping for the appointment so they can focus on any questions the student may be starting with. The post-appointment assessment will then be reviewed to determine if these questions were addressed.</p>	<p>The division will need to meet and agree on the wording of this SAO.</p>																		

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major and detail how long their educational goal will take.		
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Program Analysis and Trends:

Data Review

Matriculation components completion has decreased in the last three years. We credit this to the pandemic and moving services to an online format. Students prior to the pandemic would complete the components in person sometimes in the same day. During the pandemic, we moved services to an online format and students were given links to complete orientation online without a facilitator to ensure it was completed 100% of the way through. Areas we plan to focus on in the future are increasing our orientation and comprehensive student educational plan (CSEP) rates to above 80%. The team will continue to work on CSEP Campaigns to increase the amount of CSEP completions for first-time students but will also focus on special admit students so that our overall CSEP completion rates improve. Orientations will now be offered not only through the Comevo platform but will be offered in person throughout the academic year. To decrease the possibility of human error, we are also working on a process for Navigate to communicate with Banner to input services students are receiving.

Data for 2020-2021 to 2022-2023:

Assessment: 95% to 93%

Orientation: 76% to 60%

Counseling: 95% to 93%

CSEP: 68% to 63%

Fully Matriculated: 64% to 51%

Follow-up: 92% to 92%

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Hover over info icon for more information.

Data Last Updated: 10/26/2023



- College Name
- Bakersfield College
 - Cerro Coso Community College
 - Porterville College

Student Type
First-time student

Fraud Hold Indicator
No Fraud Hold

Student Headcount, Unduplicated

	2018-19		2019-20		2020-21		2021-22		2022-23	
	N	% Diff	N	% Diff	N	% Diff	N	% Diff	N	% Diff
First-time student	1,154	2.49%	1,159	0.43%	742	-35.98%	830	11.86%	961	15.78%

Assessment

	2018-19		2019-20		2020-21		2021-22		2022-23	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Completed	1,071	93%	1,007	87%	706	95%	778	94%	895	93%
Exempt	1	0%								
Not Completed	82	7%	152	13%	36	5%	52	6%	66	7%

Orientation

	2018-19		2019-20		2020-21		2021-22		2022-23	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Completed	1,011	88%	865	75%	562	76%	512	62%	579	60%
Exempt	1	0%								
Not Completed	142	12%	294	25%	180	24%	318	38%	382	40%

Counseling

	2018-19		2019-20		2020-21		2021-22		2022-23	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Completed	1,093	95%	1,112	96%	705	95%	725	87%	892	93%
Not Completed	61	5%	47	4%	37	5%	105	13%	69	7%

Ed Plan

	2018-19		2019-20		2020-21		2021-22		2022-23	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Abbreviated	251.0	22%	121.0	10%	85.0	11%	81.0	10%	111.0	12%
Both (Abbrev. and Comp.)	407.0	35%	450.0	39%	218.0	29%	182.0	22%	318.0	33%
Comprehensive	195.0	17%	337.0	29%	292.0	39%	324.0	39%	290.0	30%
No Ed Plan	249.0	22%	169.0	15%	133.0	18%	216.0	26%	205.0	21%
Non Credit Ed Plan	52.0	5%	82.0	7%	14.0	2%	27.0	3%	37.0	4%

Fully Matriculated

	2018-19		2019-20		2020-21		2021-22		2022-23	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Fully Matriculated	831.0	72%	749.0	65%	475.0	64%	436.0	53%	490.0	51%
Not Fully Matriculated	323.0	28%	410.0	35%	267.0	36%	394.0	47%	471.0	49%

Follow-up

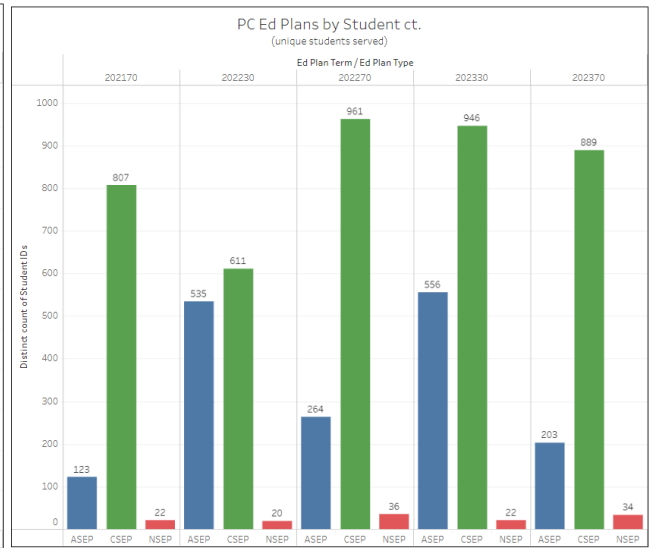
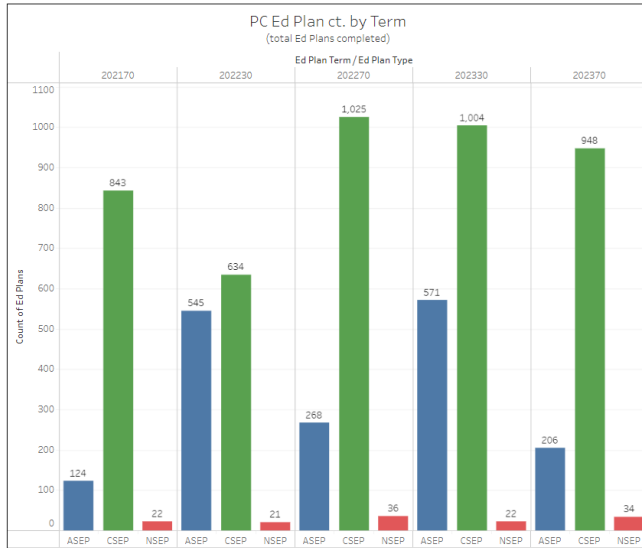
	2018-19		2019-20		2020-21		2021-22		2022-23	
	N	% of Total	N	% of Total	N	% of Total	N	% of Total	N	% of Total
Completed	1,079	94%	1,062	92%	681	92%	728	88%	886	92%
Not Completed	75	6%	97	8%	61	8%	102	12%	75	8%

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CSEP Completion 2022-2023

Non-Access Programs

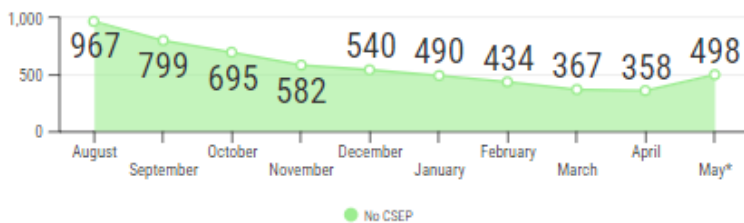


All Students

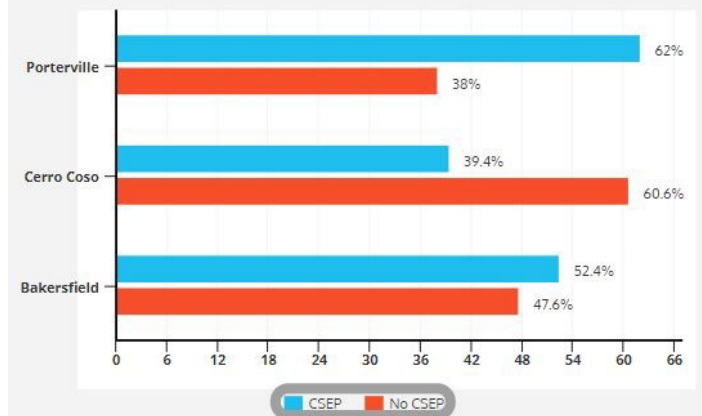


Our General Counseling Semester Progress:

Non-Access Students w/o an Ed Plan



Kern CCD CSEP Completion*



*As of 04/28/2023. This data excludes special admit and students enrolled in an access program.

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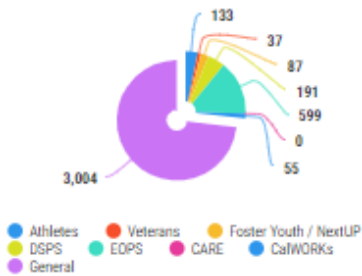
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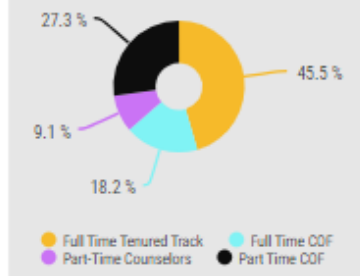
FALL 2022* COUNSELOR TO STUDENT RATIO

Including all Counselors	Without Including Access Counselors or Access Program Students	Without Including Access Counselors & COF Counselors
214 Students per Counselor	273 Students per Counselor	501 Students per Counselor

PC Students by Program



Counseling Faculty by Type



COF = Contingent on funding. These Counselors were hired with 702309 funds and are slated to end in September 2023

Number of PC Counselors



That leaves general counselors taking care of 73% of the student population



*This data is based on currently reported information as of 10/26/2022

COMMUNICATIONS

964,843

Total Messages Sent by SS Staff
from Aug. 1, 2021 to Jan 22, 2024

501,581

E-mails

463,262

Text Messages

Appointment Attendance Rate

110, 413 appointments were
created from Aug 1, 2021 to Jan
22, 2024.



Scheduled
Appointments



Drop-In
Appointments



No Show

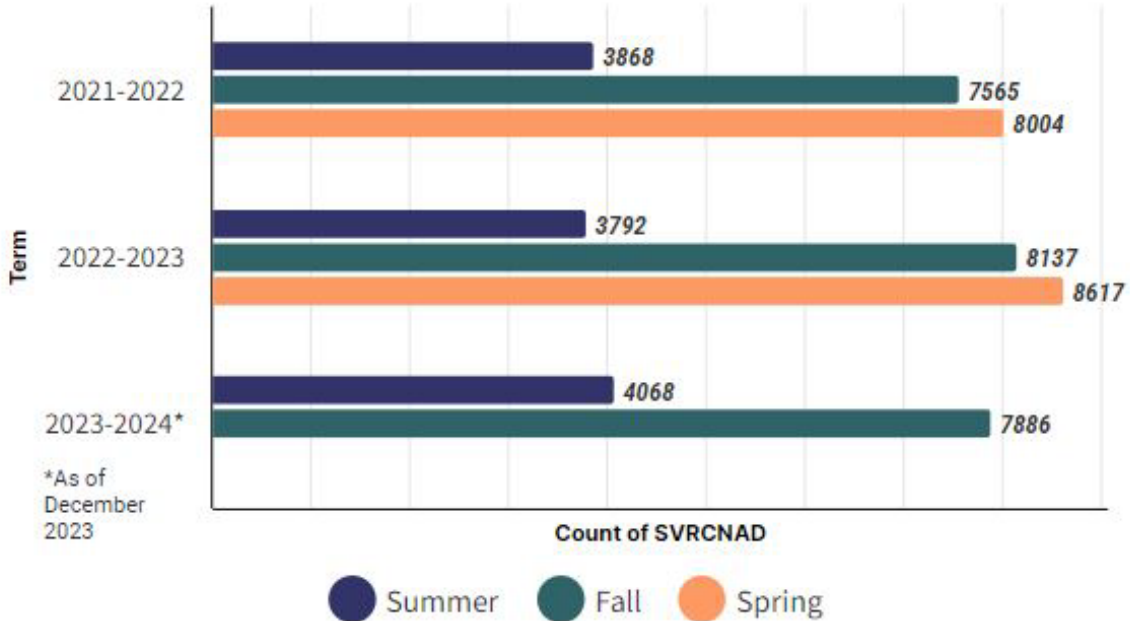
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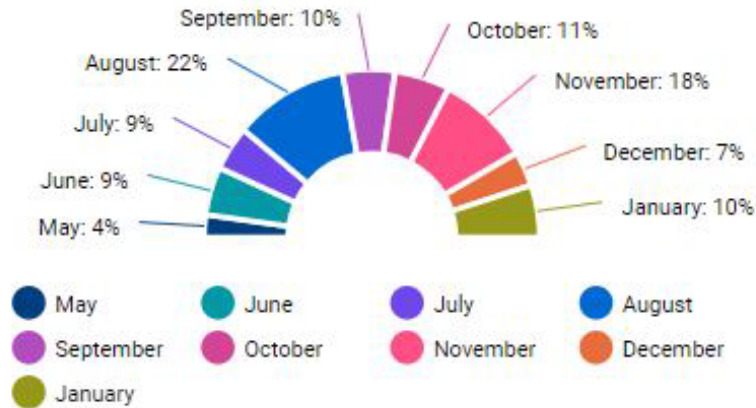
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PC Counselor Appointments by Term



Appointments by Month from May 2023 - January 2024



The most popular months for appointments correspond with registration dates

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Student Success (STSS) Courses

KCCD Program Review Total Enrollments Dashboard
College: Porterville College by: Section College

		2020-21	2021-22	2022-23
Total	Porterville College	607	657	823
% of Total	Porterville College	100.0%	100.0%	100.0%
Yr to Yr Change	Porterville College		8.2%	25.3%
Total	Total	607	657	823
% of Total	Total	100.0%	100.0%	100.0%
Yr to Yr Change	Total		8.2%	25.3%

Interdisciplinary Studies (INTS) Courses

KCCD Program Review Total Enrollments Dashboard
College: Porterville College by: Section College

		2018-19	2019-20	2020-21	2021-22	2022-23
Total	Porterville College	177	148	125	108	15
% of Total	Porterville College	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Porterville College	37.2%	-16.4%	-15.5%	-13.6%	-86.1%
Total	Total	177	148	125	108	15
% of Total	Total	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Total	37.2%	-16.4%	-15.5%	-13.6%	-86.1%

The Division offers 8 distinct courses with 1 zero-unit course completing the process of approval through curriculum this year. Total enrollment of Student Success (STSS) courses for the division has increased. We credit the rise to the increase in demand from our regional high schools. Total enrollment of Interdisciplinary Studies (INST) courses has decreased over the years but the faculty that teach these courses have been working on a leadership certificate and zero-unit course offerings for our leadership classes. The division voted and worked with curriculum to change the name of the non-leadership courses from Interdisciplinary Studies to Student Success in the 2020-2021 academic year. In the past these courses were taught by non-counseling adjuncts and within the last two years are now predominantly taught by our counseling staff where it is our goal to ensure students understand how to navigate through higher education and complete a student educational plan. These courses were taught by adjunct instructors and SLO data was not correctly collected or discussed amongst the division. The division in the last two years have been working with the outcomes coordinator to report on and assess our SLOs during our twice an academic year Outcomes Fest events. It is the goal of the division to have this data ready to present during our next program review in three years.

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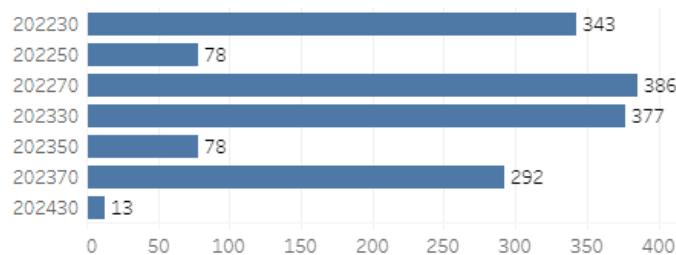
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Education Careers Program

The Education Careers Program houses students pursuing a career in education, all majoring in various majors at PC. To assist and support the Education Careers Program, objectives regarding increasing student graduation and transfer rates the following services, activities, and resources for students were implemented and coordinated by Teacher Education Counselor Ana Ceballos and Educational Advisor Jacqueline Escareno and Jacob Sandoval with the support of the Teacher Education Task Force from January 2021 to December 2023.

The teacher education counselor and advisor provided services to education career students via counseling, advising appointments, and workshops and activities. Education career students are tagged and tracked through Banner under the PCTEDS code. According to this tag, 292 education careers students received education career services. The number of education career student services and assistance between Spring 2021 (PCTEDS code implemented) to fall 2023 has decreased from 430 to 292; please see chart below. In part, the decrease was due to the transition of the educational advisor who transitioned to another role which caused a temporary gap in advisor services offered to education careers students. In addition, currently, 439 PCTEDS students have completed their comprehensive education plans; please see the chart below.



Educational Plans for PTEDS identified students:

Pcteds Flag?	Ed Plan?	Count	Percentage
PCTEDS	CSEP	439	95.6%
	No CSEP	20	4.4%
No	CSEP	612	46.6%
	No CSEP	700	53.4%
Grand Total		1,771	100.0%

In addition, the Education Careers Program has also been growing due to the new Elementary Teacher Education (AA-T) degree implemented in summer 2018. The Elementary Teacher Education (AAT) degree has increased from spring 2021 to fall 2023 from 231 student majoring in Elementary Teacher Education (AA-T) degree to 306 in fall 2023. Of these 306 majors, 292 have completed a comprehensive education plan; please see the charts below.

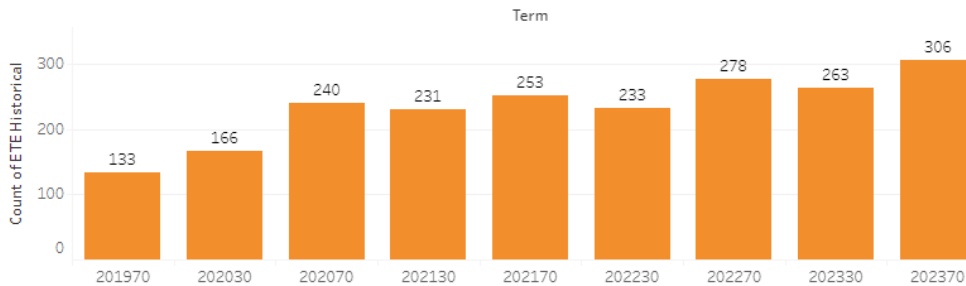
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Elem. Teacher Ed. Majors - Historical (headcount, census)



***Elementary Teacher Education (AA-T) majors tagged with PCTEDS with CSEP completed vs. Elementary Teacher Education (AA-T) majors not tagged with PCTEDS with CSEP completed.**

MAJOR/Field

- (All)
- Accounting
- Administration of Justice
- Agribusiness
- Agriculture: Production
- Anthropology
- Biological & Physical Science
- Biology
- Business
- Business Administration 2.0
- Child Dev Associate Teacher
- Child Dev Teacher Permit
- Child Development
- Child Development Teacher
- Commercial Art
- Communication Studies
- Computer Information Systems
- Early Child Care Admin Special
- Early Childhood Education
- Early Intervention Assistant
- Elementary Teacher Education

Ed Plans (for ed-career, and potential ed-career students)

Pcteds Flag?	Ed Plan?	Count	Percentage
No	CSEP	54	47.0%
	No CSEP	61	53.0%
PCTEDS	CSEP	170	96.0%
	No CSEP	7	4.0%
Grand Total		292	100.0%

The teacher education counselor and advisor implemented the following workshops and activities from spring 2021 to fall 2023. A total of 667 students participated. This is an increase from 251 students participating fall 2020.

- Education Careers Program orientations

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- University information sessions
- Employer workshop and career development
- Education careers scholarships
- Fresno State South Valley Integrated Teacher Education Program (ITEP)
- TCOE IMPACT Credentialing Program
- TCOE careers in child development
- Online university teacher education & credentialing programs
- Other specialized workshops
- University campus trips

ESL Program Support

The ESL program broadens access to, accelerates progress, and increases the success of ESL students. The ESL program at Porterville College enables English learners at any level of proficiency the opportunity to learn the necessary skills in reading, writing, listening, and speaking to succeed in transfer-level college classes, enhance employment opportunities, and/or enhance quality of life. The ESL program offers credit and non-credit classes throughout rural communities, community centers, and Porterville College. Credit classes are intended to prepare students for college-level coursework. In addition, non-credit ESL classes are free and are designed to help non-native speakers develop the necessary skills needed to communicate effectively in the workplace and the community.

The ESL team consists of an ESL counselor, ESL advisor, an admissions and records technician, and a full-time faculty ESL instructor. The counselor assists ESL students with developing the credit and non-credit educational plans, providing information about the ESL classes and outreach services. Additional services provided by the ESL team includes guidance with the Porterville College admissions application, orientation, and ESL guided self-placement Assessments. The ESL program provides three distinctive certificates of ESL that include High Beginning, High Intermediate, and Advanced. Students will receive an ESL Certificate of Competency once the student completes all the classes listed in each certificate for non-credit ESL classes students determine the level of placement by taking the ESL Guided Self-Placements for grammar & writing and listening & speaking. All noncredit ESL courses are being taught in-person, zoom, and hybrid modalities.

Below are the enrollment numbers for each term for the ESL program:

- Spring 2021 Census Enrollment: 90
- Fall 2021 Census Enrollment: 108
- Spring 2022 Census Enrollment: 79
- Fall 2022 Census Enrollment: 130
- Spring 2023 Census Enrollment: 86
- Fall 2023 Census Enrollment: 168

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Based on the data, the semester with the highest enrollment for ESL students in the past three years was fall 2023 (168) which is approaching pre-COVID numbers. The lowest enrollment occurred in spring 2022 (79). Some of the common challenges that have been present when assisting ESL students are but are not limited to having an understanding and access to technology as well as access to transportation. The ESL program plans to continue scheduling outreach events and provide students with the tools necessary to be successful in the classroom setting, for example by lending out laptops. During and post pandemic we were providing hot spots for students to have access to the internet but last academic year we are no longer providing this service. In addition, the ESL program will identify ways to increase student enrollment.

Promise Program

The Porterville College Promise Program serves first-time college students through their first year by a comprehensive plan of support to complete an associate's degree, career technical certificate, or transfer requirements, while preparing students for employment in their field of study. One component of the program requires students to meet with a Student Services Counselor assigned to The Promise Program. The Promise Program completes their own program review within the Financial Aid Department, found at the Porterville College [Program Review Webpage](#).

Early Alert Program

The Early Alert Program is designed to assist students who are facing personal or academic difficulties in the classroom by providing immediate counseling and advising services. Instructional faculty refer students to the Early Alert staff, creating an institutional effort to help the student succeed. Once faculty refers students to the Early Alert staff, they contact the student immediately to discuss any difficulties the student is facing and provide advising/counseling services as needed. Students are referred to appropriate resources and services on or off campus.

The number of Early Alert referrals have fluctuated but have continuously increased over the years and we have made changes to meet student needs. Since the inception of Early Alert at Porterville College, a general counselor and/or advisor have addressed Early Alert referrals for the campus. It was during COVID years that we requested another advisor to assist the general counselor and advisor with the Early Alert referrals. At this time, the full-time counselor was the Student Services division chair, besides a general and Early Alert counselor and the advisor had multiple roles besides Early Alert. We currently have a full-time counselor, a part-time counselor and an advisor who assists with Early Alert referrals. Currently, the counselors and the advisor also have other roles and duties besides Early Alert.

Access program counselors began to see their students during COVID years to prevent duplication of services to those students but stopped meeting with them to discuss Early Alert referrals fall 2023 due to a lack of staff and faculty to meet with students immediately.

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Beginning spring 2024 Guided Pathways counselors, advisors, and program technicians will be addressing Early Alert referrals. Students will get to meet with their Guided Pathways counselors to serve as a touch point and build rapport with the students in the various pathways.

Below are some of the highlights of what was accomplished by the Early Alert team and the number of referrals received:

2021-2022

- Present at the Adjunct Faculty Orientation
- Email to all faculty was sent the third week of the semester
- Made sure faculty receive a Canvas pop-up to remind them to refer students during specific weeks of the semester
- Gave Academic Success Workshops
- Discussion took place about access program counselors meeting with their own students to avoid duplication of services
- Created best practices handout
- Trainings were provided to new counseling faculty so they were aware of Early Alert
- Provided trainings to staff and faculty from access programs
- Provided Zoom trainings to all division chairs and their faculty
- Front desk staff assisted with scheduling appointments
- Early Alert team discussed SAOs
- Discussed probation/disqualification and progress report as it relates to the program
- Discussed the number of referrals throughout the semester
- Made sure we were part of the Navigate taskforce
- The Early Alert team met as needed
- *A total of 372 students were referred fall 2021 and a total of 269 in the spring 2022*

2022-2023

- Student Services administrator presented at Adjunct Faculty Orientation
- Email to all faculty was sent the third week of the semester
- Made sure Early Alert was part of the Guided Pathways discussions
- Provided trainings to new access program counselors
- Communicated with Bakersfield and Cerro Coso College about their Early Alert program and had a meeting with them on Zoom; discussed trends and Navigate Early Alert report
- Made changes to the email we send at the start of the semester to faculty to be more specific regarding appropriate reasons and time period to refer in the semester
- Created an email which included links that students would receive when referred
- Created a Guided Pathways Early Alert flow chart
- Created an Early Alert guide for faculty and staff and training materials
- Discussed current and past SAOs

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- Discussed, probation/disqualification and progress report as it relates to the program
- Discussed number of referrals throughout the semester
- Attended Navigate taskforce meetings
- The Early Alert team met twice a month
- *A total of 498 students were referred fall 2022 and a total of 292 in the spring 2023*

Fall 2023

- Student Services administrator presented at Adjunct Faculty Orientation
- Email to all faculty the third week of the semester
- Guided Pathways: Provided Early Alert trainings to staff and faculty
- Attended Navigate taskforce meetings
- Front desk staff assisted with scheduling students
- Access program counselors and advisor did not meet with students as they did not have the staff or faculty available to meet with students in a timely manner
- Early Alert is up-to-date with SAOs
- Addressed fraudulent student referrals
- Discussed, probation/disqualification and progress report as it relates to the program
- Discussed number of referrals throughout the semester
- Attended Navigate taskforce meetings
- The Early Alert team met twice a month
- *A total of 319 students were referred this semester*

Spring 2024

- Guided Pathways counselors and advisors will be addressing referrals
- We will be updating the email students receive as the links are not working due to the PC websites changes made last semester
- Continue to attend Navigate taskforce meetings
- Continue to provide trainings and support the Guided Pathways teams as needed

Disability Resource Center (DRC)

The Disability Resource Center provides services for students with physical, learning and other types of disabilities. A full-time counselor is assigned to this population to assist students with their accommodations and providing academic guidance while at Porterville College. The disability resource center completes their own program review found at the Porterville College [Program Review Webpage](#).

Transfer and Career Center (PC Pathfinder)

PC Pathfinder is dedicated to empowering our Tulare County community to transfer to four-year institutions, while providing the most effective tools and resources to help them discover a fulfilling career path. A full-time coordinator, counselor and educational advisor are assigned to the center to assist students along their educational and professional journey. The PC Pathfinder

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completes their own program review, found at the Porterville College [Program Review Webpage](#).

Athletic Counseling Services

The athletic academic counselors must comply with both Porterville College academic counseling and advising standards as well as be knowledgeable of eligibility requirements and transfer pathways for students to pursue both academics and athletics in NAIA and NCAA Division I/II/III programs. Student-athletes must meet all Porterville College academic requirements and the California Community College Athletic Association (CCCAA) compliance standards. Athletic academic counselors offer degree-driven advising, counseling, and support services to help student-athletes manage academics, athletics, personal and social responsibilities, and career counseling. Athletic academic counseling is student centered as each student-athlete is unique in terms of their educational, career and athletic pursuits, and therefore, our role is to aid students in all their collegiate endeavors. Student-athletes must be enrolled in, and actively attending, 12 units or more with at least 9 of those units counting toward the associate degree, remediation, transfer and/or certification during their season of participation.

In the 2021-2022 athletic season, the program fluctuates in serving 106-120 student athletes. Of those 120 student-athletes, 88% have completed matriculation steps (SSSP) and have declared a pathway. Before the student-athlete enrolls at Porterville College, the athletic academic Counselor meets with recruits to ensure they have knowledge and/or have completed the Student Success and Support Program (SSSP) requirements. During this initial meeting, the Athletic Academic Counselor and the recruit held a New Student-Athlete Orientation and completed an abbreviated student education plan. This initial meeting helps set the tone in preparing them for academic success and ensuring that we are transferring and/or graduating our student-athletes in 2- years. During the student athletes' first semester of competition, the athletic academic counselor completes a comprehensive student education plan. This process has been successful and 88% of all student-athletes for the 2019-2020 season have comprehensive education plans on file.

Veteran Resource Center (VRC)

The Veteran Resource Center assists our Veterans with their transition from the military to the classroom. It provides a relaxing place for student Veterans to gather and meet with a full-time counselor who assists and advocates for them along their journey here at Porterville College. The VRC completes their own program review which can be found at the Porterville College [Program Review Webpage](#).

Changes in Program over Last Three Years

2020-Present:

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Program Mapper: The student services counseling and advising department began working on a new platform called Program Mapper in the summer of 2022. The Program Pathways Mapper (PPM) is an interactive visualization of our college’s academic programs. Designed to help students choose their path to an associate degree, or certificate, transfer to a 4-year institution, or gain the skills needed to start their career. The Program Mapper team includes a counselor, the Articulation Officer, a Guided Pathways administrator lead, a Guided Pathways faculty lead, and the Director of Communications. The PPM was implemented on the Porterville College website in Spring 2023, beginning with the year 2021-2022 catalog for all degree maps. “Milestones” were later added to align with Guided Pathway goals for the 2022-2023 catalog year for all degree maps. In March 2023, Porterville College hosted a Transfer Map Convening with CSUB faculty to build 2+2 maps for ADTs. The 2023-2024 academic maps include all degrees and certificates and full transfer maps for UC Merced. The CSUB maps are still pending. The Articulation Officer maintains the platform and makes revisions as curriculum updates are approved.

AB-705/1705: The multiple measures placement has adapted with the assistance from guidance from the state. The team’s Articulation Officer worked together to ensure that our Banner system would place students in the correct English and Math courses based on HS GPA and last math course completed. The codes are taken from CCC Apply and are self-reported by the students. New guides have been updated and printed for the counselors and a new version will be printed Spring 2024

Educational Planners: The counseling and advising department has been using MyDegreePath (Degree Works) to complete student educational plans. During HS visitation for ASEPs for the last three years, we brought either our laptops or requested a computer lab to complete this matriculation step for incoming freshmen. In spring 2023 EAB launched a new Educational Planner in the Navigate Platform the AO and division chair entered 4 ADT majors (Business Administration 2.0, Communication Studies, Sociology, and Elementary Teacher Education) for counselors to beta test. This new feature promises one-click registration based on educational plans completed on navigate but will not replace DegreeWorks Auditing capabilities. Counselors are still discussing if this new platform will be beneficial for students.

Guided Pathways: All pathways have a counselor assigned to them. Each team consists of a lead counselor, an adjunct counselor, an access counselor and an addition counselor based on need. The lead counselors participate in the Guided Pathways Committee, Attend Individual Pathway meetings, and the Guided Pathways Data Team. This is to ensure that instructional faculty are working with student services to better our students.

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Guided Pathways

Pathway	Role	Name
Green: Health and Science	Lead Counselor	Leah Camarena
	Adjunct Counselor	Marley Wynn
	Access Counselor	Yolanda Vasquez
	Adjunct Access Counselor	Maria Moreno
Blue: Business Information Systems and Industry	Lead Counselor	Katherine Figueroa Fernandez
	Full time Counselor	Christine Okialda
	Adjunct Counselor	Alexis Duran
	Full time Counselor	Kongming Mouanoutoua
	Access Counselor	Arececi Carranza
Purple: Arts, Humanities, Education	Lead Counselor	Stephanie Olmedo-Hinde
	Full time Counselor	Ana Ceballos
	Full time Counselor	Patricia Serrato
	Adjunct Counselor	Jacqueline E. Salas
	Adjunct Counselor	Hèctor Briseño
	Access Counselor	Ena See
Orange: Public Safety	Lead Counselor	BillyJean Cabunoc
	Full time Counselor	Ko Yang
	Adjunct Counselor	Cody Ridenour
	Access Counselor	Mee Miranda

Counseling Modalities: During the pandemic counselors were using Cranium Café and Zoom for virtual appointments with students. Post Pandemic Cranium Café was phased out as CCCConfer Zoom had more capabilities for the needs of our students. Cranium Café was also used because of its capabilities to sign documents using the program but the district added Adobe Sign for all users which then became the preferred application due to its tracking capabilities. Now counselors are flexible, and appointments can be made at the choice of the students. The students can have a phone call, zoom, or in-person appointment.

Outcomes: The counseling faculty are the leads in maintaining our Service Area Outcomes and teach our division’s STSS courses and report on SLOs. To provide time for our instructional and counseling faculty to work on their SAOs we have participated in Outcomes Fest, hosted by Melissa Long, the Outcomes Chair, every semester and will maintain participation moving forward. The feedback from our staff has been that it has been very informative and helpful to have the time and space to do this each semester.

STSS Instructor Retreat: The student services division has also provided an STSS Instructors Retreat each academic year to assist with training new instructors and provide guidance and best practices from veteran instructors. We will maintain this retreat to help our instructors grow.

Policy Updates: The counseling division agreed and voted on a policy for course assignments on 09/26/2022. The Counseling Division schedules courses based on faculty seniority within the division. Each full-time faculty member begins with a full load of counseling schedules. Full-time counselors who request a teaching semester workload shall not exceed 0.67 above a full load if adjunct faculty members are available to teach. Courses will be assigned by seniority in the following way: The most senior faculty member in the division will pick a course first, then the second most senior faculty member next, until full-time faculty have selected all the courses

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they want to teach for the semester. Any remaining unassigned courses will be offered to adjunct faculty by seniority in the same way.

Courses and the number of sections to be offered will be identified by the division chair in conjunction with administration. When scheduling a workload, faculty may choose courses from this list. Due to limited space and room usage, courses may need to be taught in the evenings.

This policy shall not conflict with the current CCA bargaining contract.

CVC-OEI: Porterville College participates in the California Virtual Campus – Online Education Initiative (CVC-OEI) which is a systemwide resource for the 116 California Community Colleges (CCCs), ensuring that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. The transfer counselor has been assigned to handle all prerequisite clearances for Porterville College courses. The transfer counselor checks the CVC-OEI website for the “Prerequisite Pending Review” queue and responds to requests within 48 hrs. Students who meet the prerequisite by taking a course that matches the Course Identification Number (C-ID) of a course offered at PC are cleared immediately. If the course does not have a C-ID the transfer counselor sends a course description to the division chair for approval. A follow up email is sent to the student once the clearance has been approved or denied.

Articulation Officer: Last program review the department indicated a need to hire an articulation officer. One of our full-time counselors volunteered to fill this need and what began as a temporary assignment turned into a committed assignment.

Report on Previous Goals

Goal	Status/Progress
1. Increase Follow Up Contacts/Appointment	Completed: The previous program review goals were to maintain follow-up contacts with students above 80% for the last three years we’ve maintained a 92% rate of follow up contacts with students.
2. Maximize Use of Technology	Completed and Ongoing: The Navigate system is now used by Students Services for appointment and enrollment campaigns. Instructors utilize the Progress Report feature for Access and Early Alert programs. Additional capacities such as “To Do” lists and the “Academic Planner” will need to be discussed on when and how to utilize these features.
3. Participate in the planning & Implementation of Guided Pathways: Pirate Maps	Completed and Ongoing: All counselors have volunteered to participate in a guided pathways team. There are 4 Pathway teams.

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	<ul style="list-style-type: none"> • Green: Health and Science • Blue: Business Information Systems and Industry • Purple: Arts, Humanities and Education • Orange: Public Safety <p>For each team there is a lead counselor, an access counselor, and an adjunct counselor. Based on student headcount some teams have more than one counselor assigned. Each lead counselor meets with their instructional counterpart and has full feedback on how each pathway will work to assist students.</p>
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Program Strengths

Student Services has a strong team committed to student success. Administrators, counselors, advisors, and front-line staff work together to provide quality services to our students. Student Services meetings occur twice a month to connect with other departments to communicate what services we provide and receive instructional updates from the other divisions.

In the past three years, the counseling and advising team has shown a great capacity to adapt to the many changes in regulations and procedures developed during COVID. Since the pandemic, we have gone fully paperless and student files are now stored on the Navigate platform. Best practices are shared between counselors to assist with database management. Appointment modalities are adaptable to best fit students' needs. Instead of cancelling appointments counselors call the students to see if a phone call appointment would be more beneficial.

Counselors participate in committees, teach the Student Success (STSS) courses, act as a liaison and member for other divisions and taskforces, and report at Student Services meetings. Counselors also participate in professional development opportunities by attending training webinars and conferences that develop on counseling skills and best practices. We have dedicated counselors assigned to a guided pathway team. They participate in campus-wide events, all in reach and outreach activities, and provide workshops, training, presentations, and coordinate programs as needed.

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Erin Wingfield

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Spring 2024

PC Coffee with Counselors & Advisors

FREE

Coffee & Donuts
October 18th, 2023
9:00 am - 10:30 am • AC-126
COME JOIN OUR MEET & GREET
Connect with your Porterville College Counselors and support staff to learn about our programs and services!

For more information, contact:
Counseling & Advising
pccounselingcenter@portervillecollege.edu • (559) 791-3663
PORTERVILLE COLLEGE, 100 E. College Ave., Porterville, CA 93257

If you are an individual with a disability and need accommodations, please contact (559) 791-2329 or pcar@portervillecollege.edu

Pick your future with Career & Major Exploration Workshop

Lots of Careers to Choose from!

- Accounting
- Administration of Justice
- Advanced Counseling
- Advanced Information Systems
- Agribusiness
- Agriculture Production
- Anthropology
- Associate Degree Nursing
- Basic Computer
- Biology
- Biology & Physical Science
- Business Administration
- Business Information Systems
- Business Management
- Accounting
- Entrepreneurship
- Child Development
- Child Development Associate Teacher Certificate
- Child Development Teacher Permit
- Commercial Art
- Communication Studies
- Computer Information Systems
- Digital Video Production
- Early Child Care Administration
- Specialization
- Early Childhood Education
- Early Intervention Assistant
- Emergency Teacher Education
- EMT-Basic
- Engineering
- English
- English as a Second Language
- Entrepreneurship
- Environmental Science
- Fire Technology/Structural Fire Fighter
- Beginning English as a Second Language
- Intermediate English as a Second Language
- History
- Human Resources Management
- Human Resources
- Industrial Maintenance
- Industrial Technology
- Kinesiology
- Leadership
- Liberal Arts: Arts & Humanities
- LVN to Associate Degree Nursing
- LVN to BA - 50 Unit Option
- Mathematics
- Music
- Personal Training
- Philosophy
- Political Science
- Psychiatric Technology
- Public Safety
- Social Science
- Sociology
- Spanish
- Studio Art
- Welding Technology
- Wildland Firefighter

October 12, 2023 4:00 pm - 5:00 pm • SCCR
October 25, 2023 9:00 am - 10:00 am • SCCR

START SMALL GO BIG **November 6, 2023 4:00 pm - 5:00 pm**
Zoom: <https://tinyurl.com/5xpehcs>

November 13, 2023 11:00 am - 12:00 pm • SCCR

For more information, contact:
The Counseling & Advising Center
pccounselingcenter@portervillecollege.edu • (559) 791-3663
PORTERVILLE COLLEGE, 100 E. College Ave., Porterville, CA 93257

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COUNSELORS IN THE QUAD

NOVEMBER 2023

START YOUR WEEK OFF RIGHT
WITH MONDAY ADVISING & COUNSELING IN THE QUAD

EVERY MONDAY STARTING 11/13
2:00 PM - 4:00 PM

FREE LUNCH
provided to students who complete a Comprehensive Educational Plan

For more information, contact: Stephanie Olmedo-Hinde, General and Transfer Counselor
solmedo@portervillecollege.edu • (559) 791-2425
PORTERVILLE COLLEGE, 100 E. College Ave., Porterville, CA 93257

If you are an individual with a disability and need accommodations, please contact (559) 791-2329 or pccounselingcenter@portervillecollege.edu

PORTERVILLE COLLEGE COFFEE with a COUNSELOR

FREE

COFFEE & DONUTS
September 18, 2023
9:00 am - 10:30 am • AC-126
COME JOIN OUR MEET & GREET!
Connect with your Porterville College Counselors and support staff to learn about our programs and services!

For more information, contact:
Counseling & Advising
pccounselingcenter@portervillecollege.edu • (559) 791-2306
PORTERVILLE COLLEGE, 100 East College Avenue, Porterville, CA 93257

If you are an individual with a disability and need accommodations, please contact (559) 791-2329 or (559) 791-3663, or email pccounselingcenter@portervillecollege.edu

JOIN US PC Orientation

Did you miss attending the general PC orientation? It's not too late! Join us & Ensure you receive priority registration that begins November 1st.

October 10, 2023 3:00 pm - 4:00 pm
Zoom: <https://tinyurl.com/5xpehcs>

October 13, 2023 9:00 am - 10:00 am
In Person - SCCR • Snacks will be provided

October 24, 2023 3:00 pm - 4:00 pm
In Person - SCCR • Snacks will be provided

For more information, contact:
pccounselingcenter@portervillecollege.edu
(559) 791-3663
PORTERVILLE COLLEGE, 100 E. College Ave., Porterville, CA 93257

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PC PORTERVILLE COLLEGE REGFEST

Continuing Students

Counselors, Educational Advisors and Support Staff will be available to assist you with course registration, applying for support resources, etc. for the Spring 2024 semester. **Take advantage of assistance and walk away registered for the Spring semester.**

November 1 9 am - 4 pm
For Veterans, current & former foster youth, DFC, EOPS, CalVOC, and students, student parents (with dependent children under 18), Justice Involved (formerly incarcerated)

November 2 9 am - 4 pm
For honors and dean's list students, presidential scholars, and athletes

November 3 8 am - 12 pm
For continuing students with less than 100 units earned. Excluding students on academic probation 2

November 6 9 am - 4 pm
For continuing students with less than 100 units earned. Excluding students on academic standing probation 2

November 7 9 am - 4 pm
For continuing students with less than 100 units earned. Excluding students on academic standing probation 2

Please call (559) 791-2329, (559) 791-3663 or email pccounselingcenter@portervillecollege.edu for more information.
PORTERVILLE COLLEGE, 100 E. College Ave., Porterville, CA 93257

If you are an individual with a disability and need accommodations, please contact 559-791-2329 or pccounselingcenter@portervillecollege.edu

Areas for Improvement

Student Success (STSS) Courses: The curriculum committee worked together to reduce the number of units a student would have to complete for general education for local degrees. During this process, the Student Services division courses were cut from the general education list. The changes are now in effect starting fall 2023 and the division will monitor how this will affect enrollment in the courses. It is important to note that many students and faculty agree that courses that focus on college success and study skills are important for first generation college students. Many four-year institutions require a mandatory freshman seminar course. The division

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will continue to try to find a place where our courses can fit back into the GE. During this time, our articulation officer submitted our STSS P105 (College Planning and Success) and STSS P106 (Personal and Career Exploration) courses with the UCs to make them UC transferable. We are also receiving an increasing number of course requests from our region's high schools.

Office Space: Office space has also been an issue for our Student Services counseling team. We have done a great job coordinating where our adjunct counselors will be located but we have outgrown our space. To accommodate overlapping schedules, we have been able to reserve two offices in another building located in the Library Resource Center (LRC) which is located on the other side of campus. This causes extra time for students to check in at the counseling office in the Academic Center (AC) building and then walk across campus to find their counselor in the LRC. This isn't ideal as it separates counselors from the main area where they could potentially assist students for walk-ins or other assistance if their scheduled appointments become no-shows.

Mental Wellness: Continued training for all counselors and a full-time non-faculty lead.

Communication: Students are over saturated with email and text notifications. Will need to identify and strategize the type of communication we send to students.

Continued Professional Development and memberships: Counselors are encouraged to attend conferences and trainings and participate in memberships.

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4. Improve the overall amount of CSEPs until we reach an 80% rate of completion for all students	Fall 2027	Counselor time throughout the semester. Navigate campaigns, calls, text messages, outreach efforts	All Counselors	Student participation	2	3

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General Counseling/Advising Staffing:

Current Staffing Levels

Please use the table below to describe current staffing levels, by employee type. Raw numbers are sufficient, not FTE.

Full-time		Part-time	
Faculty	6 Counselors	Faculty	7 Adjunct Counselors
Temporary		Temporary	
Classified	3 Educational Advisors	Classified	
Management	1 Dean	Management	

Two full-time counselors as well as the division chair 20 % (chair responsibilities) are paid out of general counseling funding (GU001). Another full-time counselor is paid out of transfer general funding (GU001).

All other full-time counselors/advisors/part-time adjuncts are funded out of categorical dollars (Contingent on Funding) or HEERF one time funding.

Request for New/Replacement Staff

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

	Title of Position	Classification (Faculty, Classified, or Management)	Full- or Part-Time	New or Replacement
Position 1	Mental Health Clinician	Management	Full-Time	New
Position 2				
Position 3				

Justification:

(Address each position requested. Note that a position need should be demonstrated in earlier sections, such as your needs for improvement or to meet specific goals)

We currently only have a part-time mental wellness counselor at PC who works 28 hours a semester. There is a need for a full-time position to support students through a variety of comprehensive psychological services including referrals to community agencies when appropriate. This is due to the continued increase of student BIT cases and students in distress or

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crisis on campus. This position would be a clinician and not a counselor. This position would be paid through categorical funding, Mental Health and Basic Needs (Contingent of Funding). If approved, we would no longer have an adjunct wellness counselor position.

This position would work with the dean to develop, implement and evaluate student health and wellness/mental health services, policies and programs for the college. Here are a sample of duties for this new position:

- Meet with student referrals submitted through campus Behavior Intervention Team (BIT). Participate in BIT meetings with campus team.
- Provide short-term sessions of personal counseling to students. Exercise independent judgement regarding student case load. Document student cases in the Maxient (Student Conduct Software) system.
- Develop intervention and post intervention support strategies, assess social, psychological and basic needs of students.
- Develop an appropriate plan of action to decrease behavioral/student conduct concerns and increase academic persistence.
- Assist with crisis intervention as situations arise.
- Provide faculty and staff training/presentations related to student health and wellness.
- Collaborate with staff and community agencies in developing, implementing, and evaluating educational and outreach activities on the prevention, recognition and treatment of psychological and behavioral problems, which may include anger management, substance, self-harm, relationship skills development, suicide prevention and early onset of an acute mental health illness.
- Provide consultation services for staff and administrators regarding students with mental health or emotional concerns.

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Resource Requests

The following four sections are for requesting resources, such as technology, facilities, safety/security, and professional development. Please include all needs, even if you already have identified funds for them. Requests made here should be linked to needs identified in earlier sections (outcomes, areas for improvement, goals). If you have no needs in a particular area, just type NA.

TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. If you have more than two technology needs, add rows below.

	Technology Need	Justification
Item 1	New desktops, monitors, keyboards, and speakers for counselors, advisors and the student lab area.	The current technology is over 5 years old and needs to be replaced by IT. This would include the general counselor/advisor offices, AC-121 Lab and AC-126 student computers.
Item 2		

FACILITIES REQUEST

Use this section to list any facilities needs for your program. If you have more than two facilities needs, add rows below.

	Facilities Need	Justification
Item 1	Office Locations	Office spaces for counselors/adjuncts are limited. Currently, adjunct counselors share work offices but have overlapping schedules which causes an issue. We currently have two temporary office spaces designated in the LRC Commons A area to help with the office shortage for the time being.
Item 2		

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SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

	Safety/Security Need	Justification
Item 1		
Item 2		

PROFESSIONAL DEVELOPMENT REQUEST

Use this section to list any professional development opportunities you would like to have available for your program. If you have more than two professional development needs, add rows below.

	Professional Development Need	Justification
Item 1	Ongoing Degree Works Scribe/Staff Training	
Item 2	Ongoing Guided Pathways/Program Mapper Training	
Item 3	The National Academic Advising Association Membership (NACADA)	The Global Community for Academic Advising Annual Conference member services and conference attendance. NACADA has over 10,000 members representing all 50 states, Puerto Rico, Canada and several other international countries. Its goals are to support academic advisors by providing professional development and networking opportunities.

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Budget

(Please include all budget needs, even if your program is funded entirely by categorical funds.
Do not include staffing in this section.)

General Counseling Budget - GU001

	Current Budget	Amount of Change	Revised Total
2000 (Student Workers Only)	0	0	0
4000	750	0	750
5000	1200	0	1200
Other			

Justification:

(Please justify all significant expenditures. Note that budget needs should be demonstrated in earlier sections, such as your needs for improvement or to meet specific goals)

The Student Success and Support Program (SSSP) and Student Equity categorical programs also support the counseling/advising needs in Student Services.