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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 Office of Instruction supports the mission of Porterville College by overseeing instructional and support programs that will enable students to achieve academic and career goals while meeting the needs of a diverse community. The Office of Instruction ensures curricular program compliance with the standards and policies of the State of California Educational Code, California Title 5, and the accreditation requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC).

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PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

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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
1. Faculty/staff will participate in a variety of professional development activities.	An increased number of faculty and staff have participated in various internal and external professional development activities. All faculty and staff are expected to participate in professional development activities held on FLEX days each term. Recently, the re-emergence of the Staff Development Committee promises to bring organization, structure, and assessment to these efforts.	Data and feedback provided from faculty through department meetings, whole-group discussions, and the Culture Survey provided by the District Office help guide routine and optional professional developmental events to better meet needs going forward.
2. Faculty will have access to the resources, tools, training, and expertise necessary for quality instruction.	During the 2022-2024 academic years, PC significantly expanded its Zero Textbook Cost (ZTC) initiatives, with full-time and adjunct faculty participating in ZTC workshops, and several departments began implementing ZTC courses. As part of the Rising Scholars program, faculty and staff received specialized training on how to meet the unique needs of incarcerated and formerly incarcerated students. Faculty and administrative staff were actively engaged in the college's dual enrollment initiative, with a focus on strengthening partnerships with local high schools and improving the quality of instruction for dual enrollment students. Articulation workshops with transfer institutions, such as CSU and UC partners, were held to ensure faculty were aware of the latest transfer requirements and articulation agreements.	To achieve our goals in this area, we will be vigilant in seeking feedback on faculty needs and acknowledge that this work is on-going and will require continuous improvement.

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	The Office of Instruction monitors program review requests and advocates for funding and resources to address expressed needs.	
3. Faculty will comply with applicable state and federal laws/requirements, district policies, and accreditation standards related to education offerings and activities.	All relevant requirements are closely monitored across various areas of the college. Recent adjustments have been made to improve Dual Enrollment processes, ensure compliance with "regular and substantive interaction" in online courses, and address several aspects of transitioning from in-person to online instruction. The Enrollment Management Committee has also engaged in multiple discussions focused on instructional methods, student engagement, data collection, and apportionment coding, ensuring that the college meets all regulatory and instructional standards. Additionally, the college is completing the comprehensive, seven-year accreditation review process. By its nature, this requires an in-depth self-reflection of all areas relevant to institutional accreditation to maintain compliance.	This continues to be an ongoing task that necessitates regular review and adaptation, as shifting circumstances and new chancellor office and legislative directives frequently require programmatic modifications. The dynamic nature of the environment, combined with the introduction of updated policies and guidelines, means that constant monitoring and flexibility are essential to effectively manage and implement necessary changes. As a result, the process must remain fluid, allowing for timely adjustments in response to both external pressures and internal needs, ensuring alignment with institutional goals and compliance with evolving standards.
4. Full-time and adjunct faculty and staff will have timely access to evaluations that provide relevant and substantive feedback.	The college made significant strides in completing evaluations on schedule. The assessment results demonstrate that Porterville College has made considerable progress in providing timely and substantive evaluations for both full-time and adjunct faculty as well as staff.	Looking forward, maintaining this momentum in evaluation processes will be essential in meeting the evolving needs of our staff and faculty. The Office of Instruction began tracking evaluation cycles to ensure timely completion as prescribed by the Collective Bargaining Agreements.
5. Students will be able to access class	Schedules must be posted 30 days prior to classes opening for	Developing a one-year class schedule is an ambitious but

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schedules on Banner promptly.	registration. The Instruction Office Specialist ensures this happens every semester. To ensure the Instruction Office Specialist has the information they need, deans and chairs get course schedule information to them within the timeline provided and updated each semester.	strategic goal that would significantly enhance planning capabilities for both students and faculty at Porterville College.
6. Dual/concurrent students report that course offerings, pathways, and academic supports are appropriate, relevant, and lead them towards attaining individualized goals.	We have created a Dual Enrollment/ Early College Survey to help gather this information from students participating in this program. This survey will be shared at the end of every academic term. The first term we will be requesting this feedback is fall 2024, our current term. We are hopeful that this survey will help us gather information from students in this program going forward.	Information from current dual/concurrent students is pending, but we are executing the method. This promises opportunities for analysis and evaluation.

Program Analysis and Trends:

The last program review suggested the focus for the next three years should be flexibility, adaptability, and continuous assessment of community priorities. This approach provides a framework for the Office of Instruction's strategic efforts. Moving forward, a commitment to ongoing reflection and data review will be key to successfully implementing these goals.

Strategic enrollment management allows for the flexibility and adaptability that is especially important as we navigate the complexities of offering varied course formats, scheduling options, and support mechanisms that meet the unique needs of a diverse student body. The priority on constant monitoring and reflection will also drive our efforts in strategic planning, resource allocation, and faculty development, ensuring that we continuously refine our approaches to better serve the Porterville community.

Data Review

Associate Degrees for Transfer (ADT), Local Associate Degrees, and Certificates:

Over the past 3 years, associate degrees for transfer and local associate degrees are lower than pre-pandemic levels, while certificates are trending up.

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KCCD Program Review Program Award Dashboard
College: Porterville College by: Degree Category

		2019-20	2020-21	2021-22	2022-23	2023-24
Awards or Recipients Count	Associates for Transfer	266	263	247	255	245
	Associates	571	414	407	413	371
	Chancellor's Approved Certificate	84	110	162	69	168
	Non Credit Awards	11	15	2		6
	Job Skills Certificate	73	147	115	88	182
% of Total Awards or Recipients	Associates for Transfer	26.5%	27.7%	26.5%	30.9%	25.2%
	Associates	56.8%	43.6%	43.6%	50.1%	38.2%
	Chancellor's Approved Certificate	8.4%	11.6%	17.4%	8.4%	17.3%
	Non Credit Awards	1.1%	1.6%	0.2%		0.6%
	Job Skills Certificate	7.3%	15.5%	12.3%	10.7%	18.7%
Awards or R..	Total	1,005	949	933	825	972
% of Total A..	Total	100.0%	100.0%	100.0%	100.0%	100.0%

Enrollment:

Enrollment had been consistently trending upward since 2021-22. The data shows that full-time equivalency (FTES) has rebounded with the number back to 2019-20 levels.

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

		2019-20	2020-21	2021-22	2022-23	2023-24
Total	Porterville College	6,180	5,506	5,037	5,716	6,584
% of Total	Porterville College	100.0%	100.0%	100.0%	100.0%	100.0%
Yr to Yr Change	Porterville College	7.1%	-10.9%	-8.5%	13.5%	15.2%

KCCD Program Review Section Level Data Dashboard
College: Porterville College by: College

		2019-20	2020-21	2021-22	2022-23	2023-24
Porterville College	Course Count	303	290	281	281	283
	Section Count	1,069	1,021	1,003	1,060	1,139
	First Day Enrollment	32,579	26,577	24,121	27,056	33,656
	Census Day Enrollment	27,849	22,575	20,342	23,493	26,942
	Students Per Section	24.8	22.2	20.3	22.3	23.8
	First Day Waitlist Count	2,930	1,264	1,113	1,082	1,818
	FTES	3,318	2,629	2,466	2,865	3,310
	FTEF	245.05	236.08	238.13	242.86	265.20
	FTES to FTEF Ratio	13.5	11.1	10.4	11.8	12.5

Dual Enrollment:

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	Dual Enrollment			Concurrent Enrollments		Totals		
	Section Counts	Enrollments	Headcounts	Enrollments	Headcounts	Section Counts	Enrollments	Headcounts
2017-18	42	800	418	232	134	42	1,032	552
2018-19	57	939	487	408	163	57	1,347	650
2019-20	52	1361	647	472	231	52	1,833	878
2020-21	68	1737	920	536	310	68	2,273	1,230
2021-22	85	2,022	1,269	718	480	85	2,740	1,749
2022-23	125	2,972	2,053	1,039	663	125	4,011	2,716
2023-24	140	3,427	2,281	1,195	761	140	4,622	3,042
*2024-25	131	2,941	2,048	1,408	937	131	4,349	2,985

*2024-25 are projected numbers

The Dual Enrollment/Early College Program at Porterville College has experienced exponential growth. Since the last program review there has been 45% growth in dual sections, 43% growth in student enrollments, and 88% growth in headcount specific to dual enrollment.

There has also been steady growth in concurrent enrollment since 2021-22. In the last three years, when reviewing high school students taking courses concurrently here at Porterville College, there has been a 150% growth in enrollments and 187% growth in student headcount.

This growth in dual and concurrent enrollment is due to a strong partnership between Porterville College and local K-12 partners who have a shared goal of providing and expanding quality college and career experiences to high school students. This partnership is evident through multiple California College and Career Access Pathways (CCAP) agreements in place with Porterville Unified School District and Burton School District, as well as a memorandum of understanding (MOU) with Lindsay Unified School District. Lindsay Unified School District is located in the service-area of College of the Sequoias (COS), and we are able to meet the needs of their high school students to offer specific dual enrollment classes with the approval of COS. With the recent signing of senate bill, SB 1244, we are hopeful we can grow our CCAP partnerships to include K-12 districts outside of our service area.

This past spring (2024), summit meetings were held with our four large high school partners to ensure we have a sequence of courses established to meet the needs of their high school students. Additionally, Tulare County Office of Education, through the Tulare-Kings College & Career Collaborative, has initiated a process for K-12 partners to request college courses (dual and concurrent) a year-in-advance to their community college partner. This process, along with the summit meetings, has helped us know which classes are in high demand, along with the number of sections needed for staffing purposes.

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In addition to the efforts stated above, we have streamlined the course request process for individual high school students by implementing DualEnroll.com for our local high school partners that have dual enrollment courses occurring at their site. Utilizing DualEnroll.com has helped expedite student requests as well as have shared access to student information, which helps with communication between high schools, Porterville College, parents/guardians, and students. Prior to using DualEnroll.com, students were submitting their course requests on a paper form that had been pre-populated by their HS counselors, which often got lost in transition between Porterville College and the high school. Due to the growth of our program, transitioning to a fully online method has been beneficial for all as it is a digital process and can be accessed anywhere there is internet. It has also given high school students a more college-like experience when requesting courses. To assist with the implementation of DualEnroll.com, we have been able to provide different support staff to visit our local high schools on a daily basis to provide training or support with the platform.

Looking to the future, we have plans to begin a Welding Certificate program this spring and an Early Elementary Teaching AA-T program next year for students at Summit Collegiate High School. We have also been approved by Kern Community College District to hire four full-time positions (contingent on funding) to help support the program. These approved positions are Program Technician, Counselor, Educational Advisor, and Admissions & Records Tech I (which would change from part-time to full-time). We hope to complete the hiring process for these positions very soon.

Lastly, we have been promoting the benefit of transitioning traditional textbooks to open educational resource texts and are happy to see our efforts beginning to pay off. Looking at fall 2024, there are 50 dual enrollment sections, of which 43 of them use open educational resources for the required texts. The continued effort to have faculty and adjunct instructors utilizing open educational resources for required textbooks will be a regular initiative we regularly promote and encourage.

Distance education:
Since the COVID pandemic the college has continued to monitor and adjust section modalities according to student demand as demonstrated through enrollment patterns. Section counts have increased across all modalities but show a more notable increase in distance education modalities.

Over the past few years anecdotal evidence suggested students were choosing online sections over in-person sections because the college was offering fewer evening, in-person sections. To address this concern, Divisions, over a period of two years, increased evening section offerings to ensure ample offerings. Nearly every additional evening section was cancelled due to low enrollment. Quantitative data does not seem to support the anecdotal evidence. There is an

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acknowledgement that students may not be choosing evening sections due to safety or services concerns.

It should be noted the tables below include sections serving dual and concurrent enrollment students.
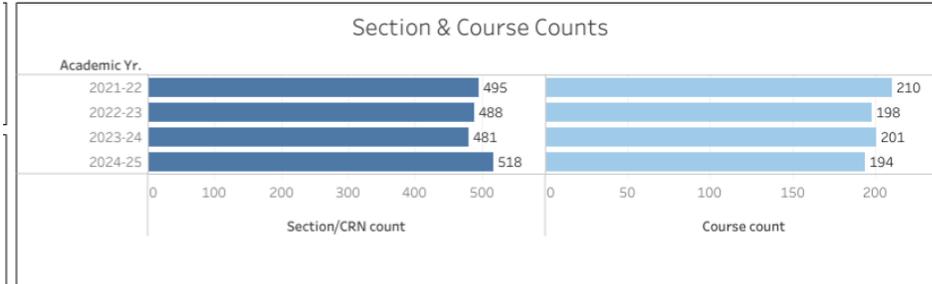
In-person section & course counts
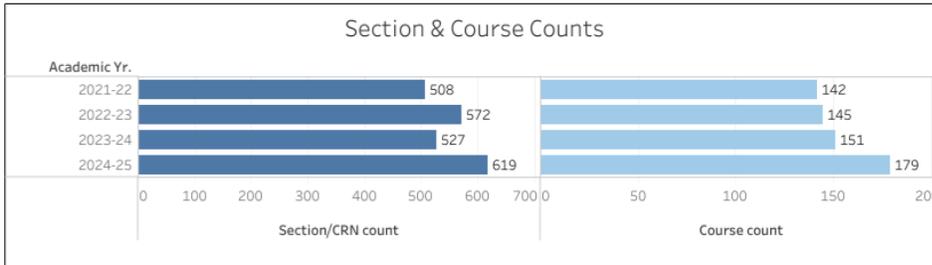
All distance education courses (including hybrid)
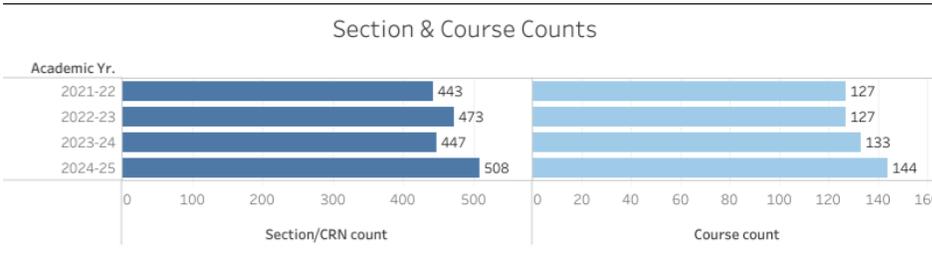
Online-only (no hybrid or HyFlex)

Rising Scholars*:*

The Porterville College Rising Scholars program, initiated in 2023, represents a strategic effort to expand educational opportunities for justice-impacted individuals. The program was launched

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with the support of a 30-month grant from the California Community College Chancellor's Office, underscoring the state's commitment to providing accessible education to marginalized populations.

The program's initial phase began in spring 2023, offering transfer courses at North Kern State Prison, a facility within the California Department of Corrections and Rehabilitation. This endeavor marked a significant step towards extending higher education to incarcerated individuals, promoting rehabilitation, and facilitating successful reintegration into society. By the fall of 2023, the program expanded to include noncredit English as a Second Language (ESL) and student success classes at the South Tulare Detention Facility. These courses were designed to address the immediate educational needs of inmates, enhancing their language skills, and preparing them for further academic pursuits or workforce readiness.

Recognizing the importance of comprehensive educational access, the program-initiated discussions with the Tulare County Office of Education and Juvenile Probation in 2023 to extend its reach to younger populations within the juvenile justice system. This collaboration resulted in the development of a Memorandum of Understanding (MOU), which was approved in August 2024, allowing the program to offer courses at the juvenile facility. This expansion highlights the program's commitment to serving diverse justice-impacted populations, from adults in state prisons to youth in juvenile detention.

To support these growing initiatives, a program manager was hired in 2023. This role is critical for the ongoing development of the Rising Scholars program, serving as the primary liaison with justice systems and leading outreach efforts to justice-impacted students. The program manager's responsibilities include developing tailored educational programs, coordinating correctional facilities, and ensuring that the educational needs of incarcerated and formerly incarcerated individuals are met.

Rising Scholars Trends and Future Directions

The Rising Scholars program at Porterville College is part of a broader trend within the California Community College system to provide equitable access to education for all, including justice-impacted individuals. The program's expansion to multiple correctional facilities and the inclusion of both credit and noncredit courses reflects a growing recognition of the transformative power of education in reducing recidivism and fostering positive societal contributions.

Looking ahead, the program is well-positioned to continue its growth. With the foundation laid by the initial grant and the support of a dedicated program manager, the Rising Scholars program can further expand its offerings, potentially incorporating vocational training and certificate programs that align with the needs of the justice-involved population. Additionally, ongoing partnerships with local educational and correctional institutions will be crucial in sustaining and enhancing the program's impact.

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The approval of the MOU with the Tulare County Office of Education and Juvenile Probation marks a significant milestone, paving the way for future collaborations that could extend educational services to additional facilities and justice-involved youth. As the program matures, it is essential for a continual assessment and adaptation to the evolving needs of its students, ensuring that the Rising Scholars program remains a vital and responsive educational resource within the community.

Career Education (CE)

Previously known as the *Career & Technical Education*, the program and academic division changed names since the last program review and is now named *Career Education (CE)*. This name change was made to be more aligned with statewide initiatives to have the same name for career related programs across the state.

Porterville College Career Education programs provide students with opportunities to obtain an education that reflects the needs of the community and anticipates changes in demands in business and industry. Students completing CE programs at Porterville College are in high demand in the job market. CE oversees 12 academic programs within the division.

Staffing
Career Education has made several changes since the previous program review, including the addition of a full-time director and a full-time counselor position dedicated to the program. This much needed increase in staffing has assisted the CE division and program in meeting increasing demands on the program in the following ways:
- An increase in reporting requirements
- An increase in community partnership requests
- An ability to attend more CE related conferences, symposiums, and trainings
- An ability to increase the programmatic offerings of the program

Additionally, since our last review, the CE program has also added one (1) summer (June, July and August) graduate student intern to the program to assist with the day-to-day operations of our summer Jump-Start program.

New Programs
Since our last program review, the faculty and administrative staff have worked collaboratively to bring new academic programs online that meet industry and job market demands. The following programs have been added to pre-existing Career Education programs:

- Personal Training - The Personal Training Certificate is designed to prepare students to be employed in the area of fitness training as personal trainers/instructors. The program is designed to provide theory-based training to prepare students to take the National Academy of Sports Medicine (NASM) certification, American College of Sports

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Medicine (ACSM), American Council on Exercise (ACE) or the Certified Personal Trainer (NSCA-CPT) certification preferred by major sports, health, and fitness clubs.

- Commercial Music - The Certificate of Achievement in Commercial Music is designed for students wishing to gain the necessary skills and expertise to work in the field of music. Completion of a Certificate in Music expands career opportunities including (but not limited to) private teacher/instructor, solo and/or ensemble performer, accompanist, composer, arranger, publisher, and music administrator.

- Digital Video Production - The Digital Video Production Certificate of Achievement prepares students to work in diverse motion picture industries. With a focus on historical through contemporary cinema and video art genres, students will develop skillsets in documentary, narrative, video art, and remix video formats

- Electric Vehicle Technologies – The Electric Vehicle technology program is a non-credit industry certification composed of 5 learning modules, covering everything from foundational to advanced EV technology.

- Hospitality Management - The Hospitality Management Associate in Science for Transfer degree prepares students for mid-level or manager-in-training positions in the hospitality industry. The curriculum is designed to prepare students with both management theories and occupational job skills required to enter any segment of the industry. Future Certificate of Achievement options are to include certificate programs in Beverage Management and Banquet/Catering Management. These programs will create a job/talent pipeline with the local industry partner.

The following pre-existing academic certificate program has been revised and updated to meet industry standards and needs:

- Welding – The program now has a Certificate of Achievement in addition to the the Job Skills Certificate.

Additionally, in 2024, CE completed its third year of its career exploration pre-apprenticeship program called Jump-Start. Incoming high school juniors from local area schools are provided with opportunities to explore and develop skills in a variety of career related industries. Additionally, students were provided with training in preparation for industry-recognized certifications testing which was provided by the program. Examples of certificates achieved by students included CPR/AED and Stop-the-Bleed, FAA Part 107 Remote Pilot Licensing, Safety Food Handler Permits, and Occupational Safety and Health Administration (OSHA-10).

Funding
In anticipation of a reduction in categorical funding for the 2025-2026 and 2026-2027 academic years, CE has strategically revised budgets to account for current and future needs of all CE programs. Examples include the investment of instructional supplies which support long-term use. A review of current CE funding expenditures that can be sustained by other funding sources is currently underway. Secondly, the dean and the director have sought out new funding sources to sustain existing and new programmatic needs. Once success in this area has been the securing

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of funding from the California Renewal Energy Laboratory (CREL) for a two-year, full-time, temporary faculty position for our EV Technology program.

Career Education Trends and Future Trajectory

Advisory Committees
CE has improved and expanded upon its program advisory committees. All CE programs are internally reviewed and assessed annually by administration, faculty, and advisory committees to ensure that CE programs are aligned with current and future industry needs, while adhering to the missions and standards of the Kern Community College District and the California Community Colleges Chancellor's Office. Based upon the recommendation of the advisory committees, CE has recently developed and launched programs in Digital Video Production, Commercial Music, and Personal Training. New programs in Electric Vehicle Technology and Hospitality Management are planned to launch in spring 2025. Porterville College continues to plan for future initiatives, focusing on student success.

Increased Program Development and Outreach
CE Programs have improved in completion rates and student success. CE internship opportunities have expanded, and future internship and apprenticeship programs are being explored. CE administrative staff and PC's Outreach and Marketing teams have attended many outreach events and strategically marketed to current and potential students.

Professional Development
Porterville College Career Education continues to support professional development opportunities to administration and faculty, to stay current with the existing and future needs of the department. Professional development is focused on curriculum, industry trends at the local and regional level, projections in labor markets, and internship and apprenticeship opportunities. Administration meets regularly with local and regional partners to review and plan programs, convening multiple times throughout the year at conferences throughout the region, state, and national level. Examples include ASCCC, CCCAOE, CCCCO (content specific events), MPACE, ACTE, CVML CRC events to name a few. Faculty attend professional development convenings based on their specific needs, including the ASCCC Curriculum Institute, CATA, POST, and SACA training events, to name a few.

Non-credit programs
CE has recently begun offering non-credit opportunities in its Electric Vehicle technology program, as well as CPR/AED training. These opportunities were created in part to better support student needs and accessibility to courses and skill development, including no-cost courses for students and evening/weekend course scheduling options. Additional opportunities are being explored.

Flattening CE Funding Over Next 3 Years

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In anticipation of a potential flattening or reduction in funding over the next three years, CE has been adjusting budgets to effectively and efficiently manage and sustain its CE programs with reduced funds. Investments are being made to provide the basic needs of each CE program, while accounting for future growth. Examples include the purchase of new student laptops, and equipment for EV Tech, Hospitality Management, and Welding programs. These investments will provide students with the tools necessary to support current and future skill development/student success for years to come.

Apprenticeship exploration
CE has been exploring apprenticeship opportunities, supporting Goal 1, workforce outcome 3 "Increase with equity the number of California community college students who earn a living wage" of the CCCCO's Vision 2030 initiative. In partnership with the CVML's Launch Apprenticeship Program, options are being sought to improve workforce output, via opportunities such as providing apprenticeship opportunities in the area. Initially, PC is considering its EV Tech program as a pilot program for apprenticeships and will explore additional options in the future.

Academic Support Services

Academic Support Services has significantly enhanced its offerings through the acquisition of multiple grants aimed at expanding student resources. Since the last program review, Academic Support Services has significantly expanded its offerings, particularly through increased resources within the makerspace and innovation center, supported by the 2020 Developing Hispanic Serving Institutions (DHSI) Title V grant. A newly awarded (2024) DHSI Title V grant will focus on supporting adult learners and STEM majors in achieving their educational aspirations. Additionally, the Mathematics, Engineering, Science Achievement (MESA) program has recently launched at the college, actively recruiting students and implementing the program's core objectives to foster success in STEM fields. Furthermore, the college librarian has initiated teaching courses designed for students interested in becoming peer tutors, generating apportionment while preparing students to support their peers academically.

Academic Support Services Trends and Future Directions

Academic Support Services is increasingly adapting to meet the evolving needs of diverse student populations, with trends pointing toward a more holistic, inclusive, and technology-driven approach. Future directions include expanded support for adult learners, non-traditional students, and justice-impacted individuals, addressing the growing demand for flexible tutoring and learning options. Technology integration, such as AI-driven tutoring, virtual support, and

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digital learning platforms, is set to transform how services are delivered, providing on-demand and tailored assistance for students. Emphasis on equity, with programs specifically designed for underrepresented groups in fields like STEM, is also on the rise, supported by targeted grants such as DHSI Title V.

Changes in Program over Last Three Years

Over the past three years, the Office of Instruction at Porterville College has experienced several significant changes. Notable curriculum developments include the expansion of noncredit and workforce development programs, driven by local labor market needs and a commitment to community engagement. The college introduced the Rising Scholars program, serving justice-impacted students, and expanded dual enrollment offerings, improving transfer pathways through alignment with high school and four-year institution curricula. The shift to Zero Textbook Cost (ZTC) courses has eased the financial burden on students, while the increased emphasis on equity-focused teaching through professional development has enhanced instructional quality. Staffing changes included the hiring of a program manager for Rising Scholars and other personnel shifts to support new initiatives. Additionally, the college has adapted to state directives on "regular and substantive interaction" in online courses and other regulatory changes. Resource adjustments include both increased technology investments to support online learning and limited budgets for certain in-person activities, reflecting ongoing adaptations to external funding and policy changes.

Report on Previous Goals

Goal	Status/Progress
1. Develop full-year scheduling and enrollment	In progress The progress toward developing a full-year scheduling and enrollment plan was hindered by technological challenges, which prevented the implementation of a year-long schedule. These technical obstacles made it difficult to finalize and execute the scheduling process as initially intended. Scheduling summits – faculty led the first-ever Scheduling Summit Extravaganza!, bringing together over 40 PC faculty, classified staff, and administrators, for a 3-hour review of enrollment data. The resulting insights and feedback will be used to plan for a more holistic and inclusive approach to the course scheduling process that will be more student-centered with the goal of removing

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	barriers for students to the more timely completion of degrees and certificates.
2. Develop and implement effective CE Program Advisory Committees	Completed CE Program Advisory Committees were established and held regular meetings, with minutes recorded and maintained to meet accreditation requirements.
3. Institutionalize Professional Development	Completed Office of Instruction brought on a general fund position of Director: Academic Technology and Professional Development to be responsible for leading the planning and development of professional development, CANVAS, assigned instructional programs support, and new campus initiatives.
4. Convert all instructional spaces to HyFlex	Phase I Completed A total of 23 classrooms were converted to HyFlex. There are no additional plans to convert any additional classrooms.

Program Strengths

Based on a comprehensive review of outcomes assessments, data, and recent developments, several key strengths have emerged within the Office of Instruction. One major area of strength is the successful expansion and implementation of workforce development and noncredit programs, which have aligned well with community and labor market needs. The launch and growth of the Rising Scholars program has also demonstrated a strong commitment to equity and inclusion, effectively supporting justice-impacted students. Faculty engagement in professional development, particularly around culturally responsive teaching and the adoption of Zero Textbook Cost (ZTC) materials, has significantly enhanced the quality of instruction and contributed to student success.

The participatory governance structure, guided by the Office of Instruction, has enhanced the college's focus on data-driven, collaborative decision-making. This approach, exemplified through dual enrollment data summits and articulation workshops with transfer institutions, has resulted in improved curriculum alignment and increased transfer rates. The Office of Instruction has also shown adaptability in responding to state directives, such as ensuring "regular and substantive interaction" in online courses, maintaining compliance, and continuing to provide high-quality instruction despite external challenges. Overall, these strengths reflect the department's ability to innovate, support diverse student needs, and maintain a commitment to continuous improvement.

Porterville College is recognized as a forerunner in several key state initiatives, consistently demonstrating leadership in innovative educational practices. Faculty have presented at

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international and regional conferences, showcasing the college's commitment to academic excellence and engagement. Additionally, the college continues to develop and implement student-facing success programs, further strengthening its reputation for fostering student achievement and addressing equity gaps.

Areas for Improvement

Based on the review of outcomes assessments, data, and recent changes, several areas for improvement have been identified within the Office of Instruction at Porterville College. One key area for improvement is the development of a full-year scheduling process, which has been delayed due to technological and logistical challenges. Addressing these technology barriers is critical to streamlining course planning and improving enrollment management. Additionally, while significant progress has been made in professional development, there is a need to increase access to more role-specific and advanced training opportunities for both full-time and adjunct faculty, and classified staff. This would ensure that professional development is tailored to their evolving needs, particularly in areas like online instruction, the use of instructional technology, and cross training. Another area requiring attention is the frequency and depth of adjunct faculty evaluations, as many adjuncts have expressed a desire for more regular feedback and support to improve their instructional practices.

Furthermore, while the Rising Scholars program has been a successful initiative, there is room to expand training and resources to better support faculty working with justice-impacted students, ensuring consistent success and retention. Similarly, dual enrollment programs, while growing, could benefit from improved coordination with high school partners and enhanced academic support for dual enrollment students to address equity gaps. Finally, resource constraints, particularly related to maintaining and updating instructional technology and equipment for workforce programs, remain a challenge. Addressing these areas of improvement through targeted goals and budget requests will be critical to maintaining the momentum of the Office of Instruction's growth and ensuring it meets the evolving needs of students and faculty.

In alignment with the college's strategic goals, there is also a desire to continue expanding international opportunities for faculty and students. This includes increased faculty participation in international conferences, the development of faculty exchange programs, and the creation of new international curriculum offerings. These initiatives will strengthen the global perspective within the college's programs and provide professional development that fosters innovative teaching and learning practices.

Cultural competency through immersion in diverse international contexts allows faculty and students to gain firsthand understanding of different cultural frameworks, broadening their worldview and equipping them to navigate an increasingly interconnected global landscape. This deepened cultural awareness enriches classroom experiences, promotes inclusive practices, and prepares students to engage effectively in a multicultural workforce and society.

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To sustain and advance these initiatives, securing additional grant funding is essential, ensuring that academic support services can continue to adapt and effectively serve an increasingly diverse student body.

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Goals (This section is for you to report on progress on *new goals*. If your program is addressing more than 3 goals, please add rows. Note that for the Mission Statement column, please list the numbered goal(s) from the college Mission Statement and Guided Pathways Pillars (see page 1) that would be furthered if this goal were accomplished.)

Goal(s)	Timeline for completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)	Mission Statement	Guided Pathways Pillars
1. Expand Noncredit and Workforce Development Programs	Spring 2028	Financial Resources Subject Matter Experts Local Industry Partnerships Marketing and Outreach	Deans	Developing partnerships with local industries and businesses may take time and effort, especially in ensuring that the curriculum matches workforce needs. Noncredit programs may face lower enrollment rates due to lack of awareness or student perceptions that noncredit offerings are less valuable.	1, 3, 4, 5, 6	1, 2, 3, 4
2. Strengthen Equity-Focused Initiatives in Teaching and Learning	Spring 2028	Culturally Responsive Pedagogy Training, Inclusive Curriculum Development, Culture of support for faculty on new Assessment(s)	VPI Deans	There may be some hesitation to adopt time-intensive changes in teaching practices, particularly if current methods appear effective and faculty and staff face limited access to resources. Scaling up training for a large number of faculty in culturally responsive pedagogy may be resource-intensive and logistically complex.	1, 3, 4, 6	3, 4

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		of Course Materials				
3. Increase Professional Development Opportunities for Office Staff		Training, Budget, Professional Development programs to include classified, Release Time for Training		Staff members may have full workloads, making it difficult to find time to participate in professional development programs. Expanding professional development opportunities often requires funding for training programs, external facilitators, and potentially travel for conferences or off-campus workshops. Limited budgets could hinder the ability to provide diverse, high-quality opportunities. One-size-fits-all professional development may not meet the diverse needs of various staff roles across the Office.	1, 4	4
4. Successfully complete the Accreditation Comprehensive Review and focused site visit	Fall 2025	Faculty, staff	VPI Accreditation Committee	NA	1	3,4
5. Explore International	Spring 2028	Identification of grant (funding) resources.	VPI	Financial resources to cover costs for international partnerships, faculty exchanges, and student scholarships. Expanding into	1,2,4	1,2,3,4

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Education Programs		Qualified personnel Training staff and faculty on cultural competence. Technology. Student support best practices (tutoring, community building, etc.)		international education requires dedicated administrative support, experienced staff, and technological infrastructure to manage overseas partnerships and facilitate in-person/virtual exchanges. International education may require adaptation to diverse cultural norms, language differences, and varying pedagogical approaches.		

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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	0	Faculty	0
Temporary	0	Temporary	0
Classified	9 (incl 1 unfilled – exec sec)	Classified	0
Management	8 (incl 1 unfilled – Dir Nursing)	Management	0

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	Program Tech, CE	Classified	FT	New
Position 2	Exec Sec, Dean	Classified	FT	Replacement
Position 3	Department Assistant III, Instruction	Classified	FT	New

Justification:

Program Tech, CE- Career Education is seeking the addition of a program technician, as a new position, to support the current and future program needs of the department. Duties might include instructional supplies management/purchasing, LMI management/industry trends research, event planning, day-to-day operational support, etc.

Executive Secretary, Dean – Personnel has accepted another position at PC which vacates this position.

Departmental Assistant III, Instruction - The potential addition of a new DA III within the Office of Instruction is anticipated to bolster operational efficiency and align with the office's academic objectives. This role would prepare various reports and serve as a liaison with the Kern

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Community College District (KCCD) Business Office for grants, and grant related purchase orders, ensuring their accurate forwarding to the District Office for payment and closure. The position would provide support for grants Strong Workforce, VTEA, and Title V, and new grants acquired to ensure forward movement on goals.

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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	AI-Driven Adaptive Learning Systems	Request for AI-driven platforms which personalize content delivery to meet individual learning needs and support administrative functions.
Item 2	Update Classroom Equipment	Request for interactive smartboards, tablets, or virtual reality equipment to support innovative, technology-driven pedagogical approaches that enhance engagement and accommodate diverse learning styles. Acquire resources like screen readers, voice recognition software, and closed-captioning services to make digital content accessible for all students. Convert remaining classrooms to HyFlex.
Item 3	Update Office Technology	Update office computers, monitors, and other peripherals that are on the 3-5 year replacement cycle, continue to remain attentive to changes in software needs, security risks, productivity impacts, and organizational priorities.
Item 4	Student Evaluation Scanning Software	Purely online student evaluations are not proving to be practical and effective. We need to return to paper forms for in-person classes.

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

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Item 1	Welding Shop-Replacement of Ventilation System	The current ventilation system is outdated and does not meet industry standards for air filtration inside of the welding shop.
Item 2	N/A	

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	All classroom & office doors have electronic locks	Maximizes safety and security for students and staff
Item 2	NA	

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	Diversity, Equity, Inclusion, and Accessibility (DEIA)	DEIA lies in its alignment with the institutional commitment to fostering an inclusive, supportive, and equitable environment for all students and staff. Training opportunities will ensure that the office is equipped with the cultural competence and awareness necessary to engage effectively with an increasingly diverse student body and the California Chancellor's 2030 Vision.
Item 2	Emerging Technology	Workshops on integrating emerging technologies in the classroom, such as AI-driven tools, VR, and adaptive learning technologies to enhance digital pedagogical practices.
Item 3	Leadership and Management Skills	Workshops on leadership, effective communication, stress management, and project management, enhancing manager's capacity to lead and mentor staff, and staff to grow in the district, while promoting mental clarity and emotional well-being.

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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.)

	Current Budget	Amount of Change	Revised Total
2000 (Student Workers Only)			
4000			
5000	15000	5000	20000
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.)

5000 – Employee travel and professional development – The VP travel budget attempts to cover professional development and travel for not only the VP, but two schedulers, Curriculum Committee Chair, Director of Early College & Dual Enrollment, and the Assistant Director of Academic Technology and Professional Development. $15000 is insufficient.