



Institutional Self-Evaluation Report
in Support of an Application for
Reaffirmation of Accreditation

Submitted by

Porterville College
100 E. College Avenue
Porterville, CA 93257

to

Accrediting Commission for Community and Junior Colleges

December 2024

Certification

To: Accrediting Commission for Community and Junior Colleges

From: [insert name of Chief Executive Officer]
Porterville College
100 E. College Ave.
Porterville, CA 93257

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC standards and policies.

Signatures:

[Chief Executive Officer of Multi-College District]

[Chief Executive Officer]

[Chairperson, Governing Board]

[Name, Title, Representing]

[Name, Title, Representing]

[Name, Title, Representing]

[Name, Title, Representing]

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Forward to the Institutional Self-Evaluation Report

Instructions: Provide a **very brief** (1 page maximum) overview of the high-level themes and findings that emerged from the institution's self-evaluation process. The forward is intended to provide readers with a sense of what the institution learned from its self-reflection (including areas of strength and opportunities for institutional growth). ACCJC staff recommend writing this section last, after the rest of the institutional narrative has been completed.¹

DRAFT

¹ These are the instructions from the template. I'm not sure if we are ready to write this portion or not

A. Introduction: Institutional Context

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

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

Porterville College covers approximately sixty acres and provides educational opportunities to people from a geographic area covering 2,800 square miles in southeastern Tulare County. Porterville College serves the community of Porterville, with a population of approximately 60,000, and a larger service area population of more than 120,000. The College enrolls approximately 4,500 individual full- and part-time students each year.

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

- Career Education
- Fine and Applied Arts
- Health Careers
- Kinesiology
- Language Arts
- Mathematics
- Natural Sciences
- Social Sciences, and
- Student Services.

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

Student success is central to the mission at the College, and numerous support services are offered in the spirit of student-centered learning. Included in these services are academic advising and counseling, the library, financial aid, the Learning Resource Center, the Transfer Center, Disability Resource Center (DRC), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), food services, bookstore, student activities and clubs, intercollegiate athletics, tutoring, assessment, admissions and records, orientation, and the Veterans Resource Center.

The Porterville College Foundation serves as the non-profit arm to Porterville College as an auxiliary 501(c)3 organization. The Foundation supports the College in developing activities, programs, and facilities in the best interest of students. Over the last thirty years, the Foundation's net asset allocation has grown and changed considerably. In 1991, the net assets were approximately \$350,000, with more than 80 percent dedicated to scholarships. Today, the Foundation estimates its net assets to be approximately \$9.3 million.

The Foundation actively pursues philanthropic opportunities to develop and support the College. For over 30 years, the Foundation holds a weekly Swap Meet which supports programs and facilities and student work study opportunities, while also fully funding the PC First scholarship program – which funds \$40,000 to \$50,000 in annual scholarships for local high school seniors attending Porterville College immediately following high school graduation. In addition, the Foundation offers a robust endowed scholarship program that funds in perpetuity scholarships for Porterville College students for years to come. Over the last ten years, the Foundation has awarded over \$1.6 million dollars in scholarships with approximately \$151,050 awarded at the Scholarship & Award Ceremony in April 2023.

The College is very proud of its reputation of being both academically focused and student-centered. As indicated in the Mission Statement, while the College promotes a student-centered learning environment, the College also commits to fostering “intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.”

List of Significant Changes Since the Last Self-Evaluation²

- New programs (get list from Judy)
- Expansion of dual enrollment
- New Allied Health building
- Innovation Centers (through 2020-2025 Title V grant)
- Covid
 - Technology to students
 - Lending Library went mobile
 - Faculty training for online learning
 - Drastic expansion of distance education
- Expansion of student life options
- More sports
- New programs in Student Services

² These are from 2018. Do we want to include a section like this in our ISER?

- \$7 million Mackenzie Scott
- AB 705 implementation and related awards

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:

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

Values

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

Participation - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

Integrity - holding one another accountable and remaining transparent by adhering to the highest academic and professional standards.

Respect - treating each other with respect, trust, and dignity.

Adaptability - nurturing and supporting exploration of innovative ideas, programs, and services to enhance our service to the community.

Teamwork - working together to encourage input and dialogue in a collegial and cooperative manner.

Equity - Supporting students in achieving their full educational potential regardless of race, ethnicity, age, gender, gender identity, sexual orientation, immigration status, religion, ability, culture, and learning modality.

Success – Striving to continually support students in achieving their academic, career, and personal goals.

Philosophy

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

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

Institution Set Standards

Porterville College Institution-Set Standards: 2023-24

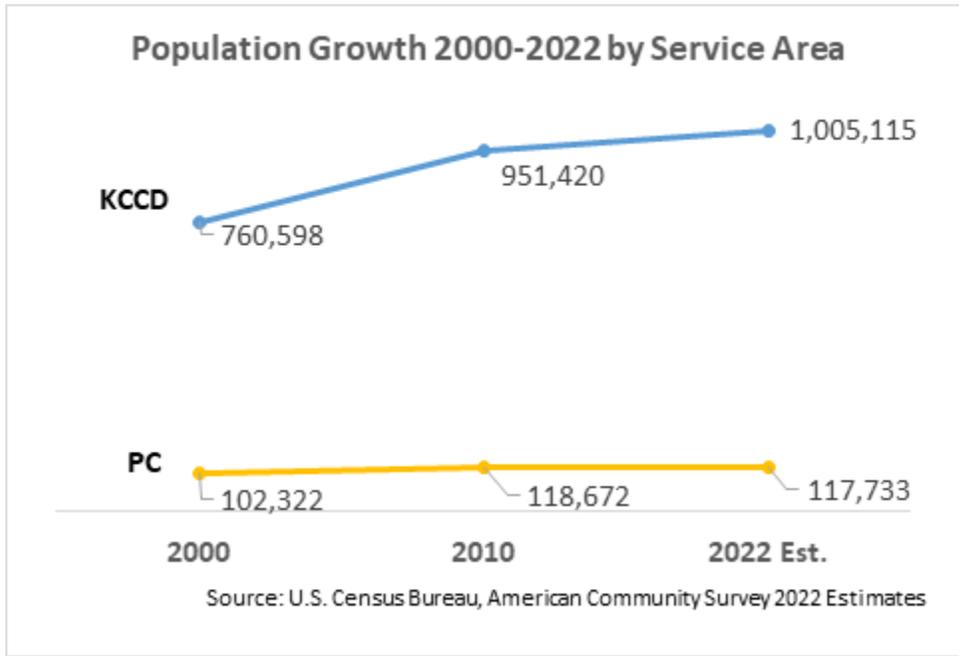
	ISS Metric	Source	2018-19	2019-20	2020-21	2021-22	2022-23	ISS	Stretch Goal
<i>Course Success</i>	Successful Course Completion	KCCD	76.6%	73.9%	72.9%	72.9%	74.9%	72.7%	77.4%
	Associate's Degrees Awarded	KCCD	696	837	677	654	669	632	856
<i>Outcomes</i>	Certificates of Achievement Awarded	KCCD	130	84	110	162	69	74	185
	Transfers	KCCD	324	318	400	295	302	286	412
	Registered Nursing	Health Careers	100%	78%	94%	77%	91%	78%	100%*
<i>Licensing Pass Rates</i>	Psychiatric Technician	Health Careers	86%	87%	89%	75%	93%	86%	98%
	EMT	Health Careers	50%	48%	39%	35%	42%	37%	55%
	Business and Management	KCCD	83.3%	78.3%	68.2%	60%	68%	73.23%	94%
<i>Job Placement Rates</i>	Engineering and Industrial Technologies	KCCD	69.7%	84.9%	94.4%	80%	94%	73.23%	100%*
	Health	KCCD	90.3%	92.5%	83.8%	80%	84%	73.23%	96%
	Information Technology	KCCD	NA	NA	NA	65%	64%	73.23%	NA
	Family and Consumer Sciences	KCCD	83.3%	83.3%	76.3%	89%	76%	73.23%	87%
	Public and Protective Services	KCCD	87.5%	86.1%	72.0%	77%	72%	73.23%	95%

*Adjusted to 100% because current performance is already high.

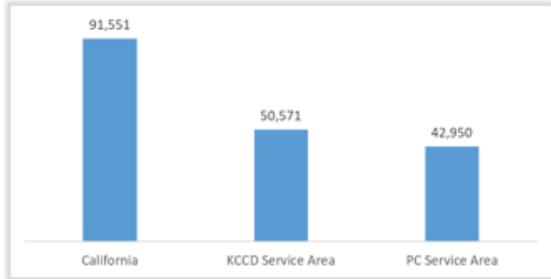
*ISS for job placement is the district negotiated Perkins Goal

4/3/2024

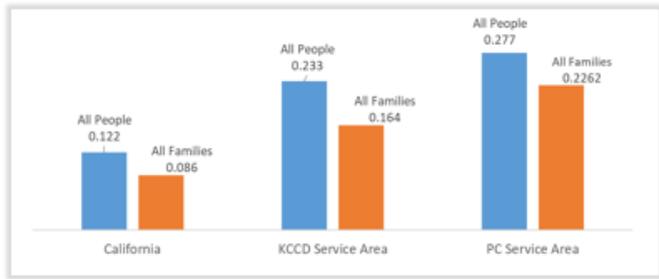
Demographic and Economic Data



Median Household Income 2022 Estimates



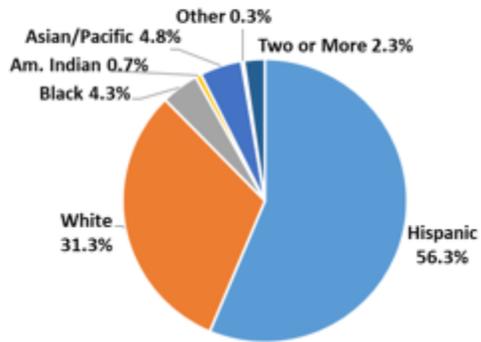
Income Below Poverty Level 2022 Estimates



Kern Community College District Service Area

Population by Race

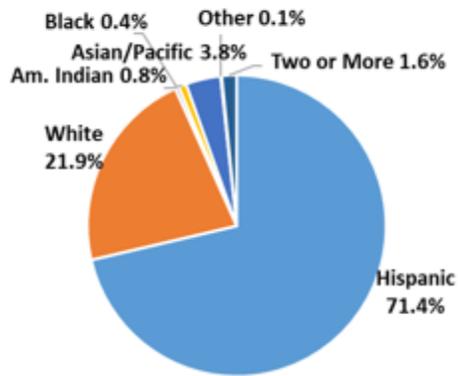
2022 Estimates

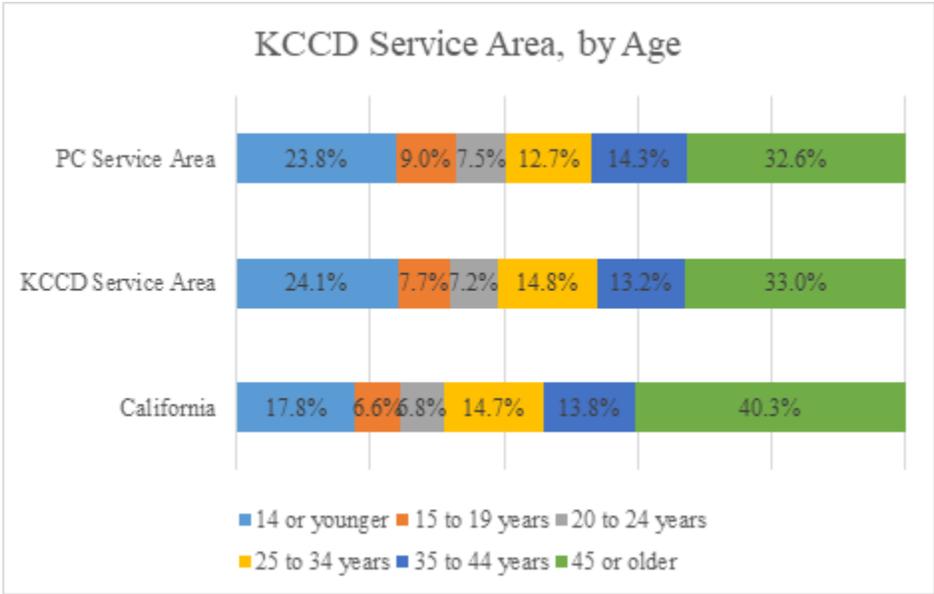
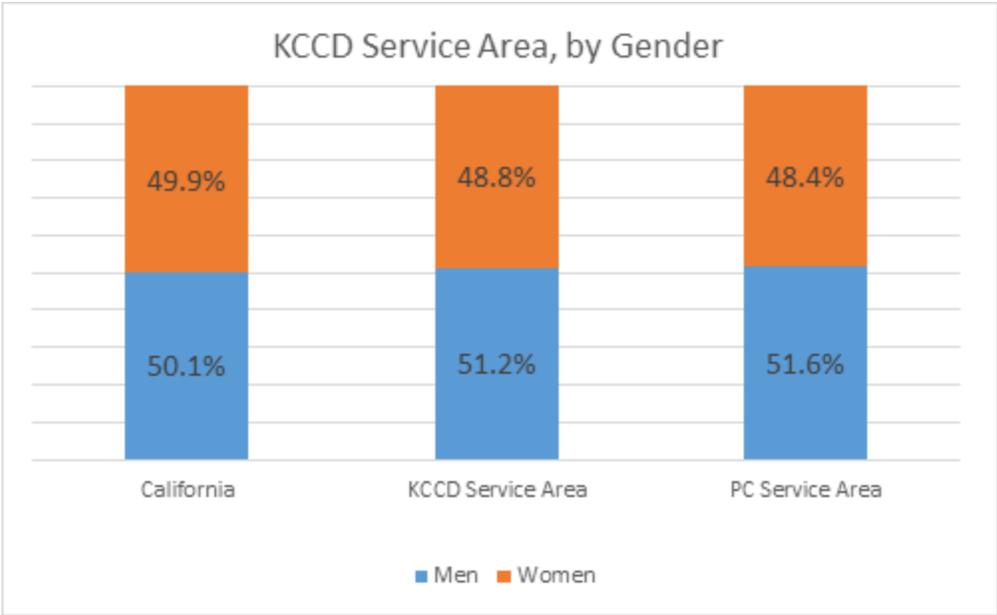


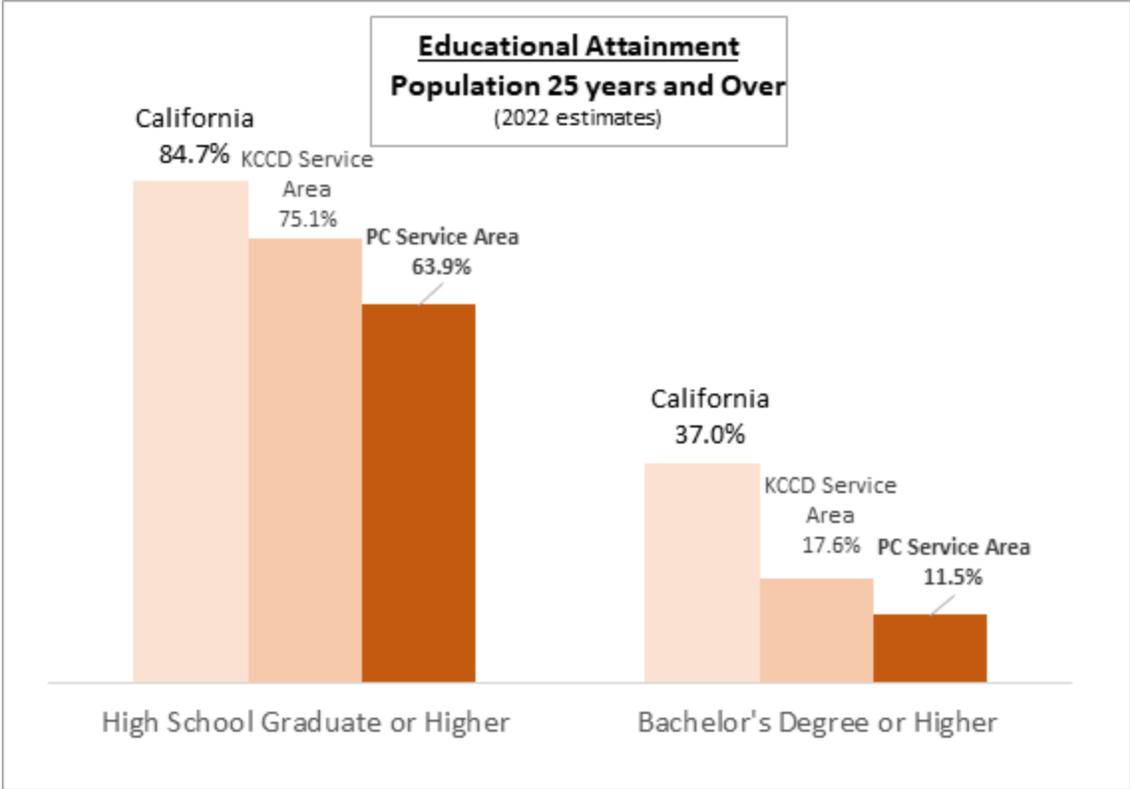
Porterville College Service Area

Population by Race

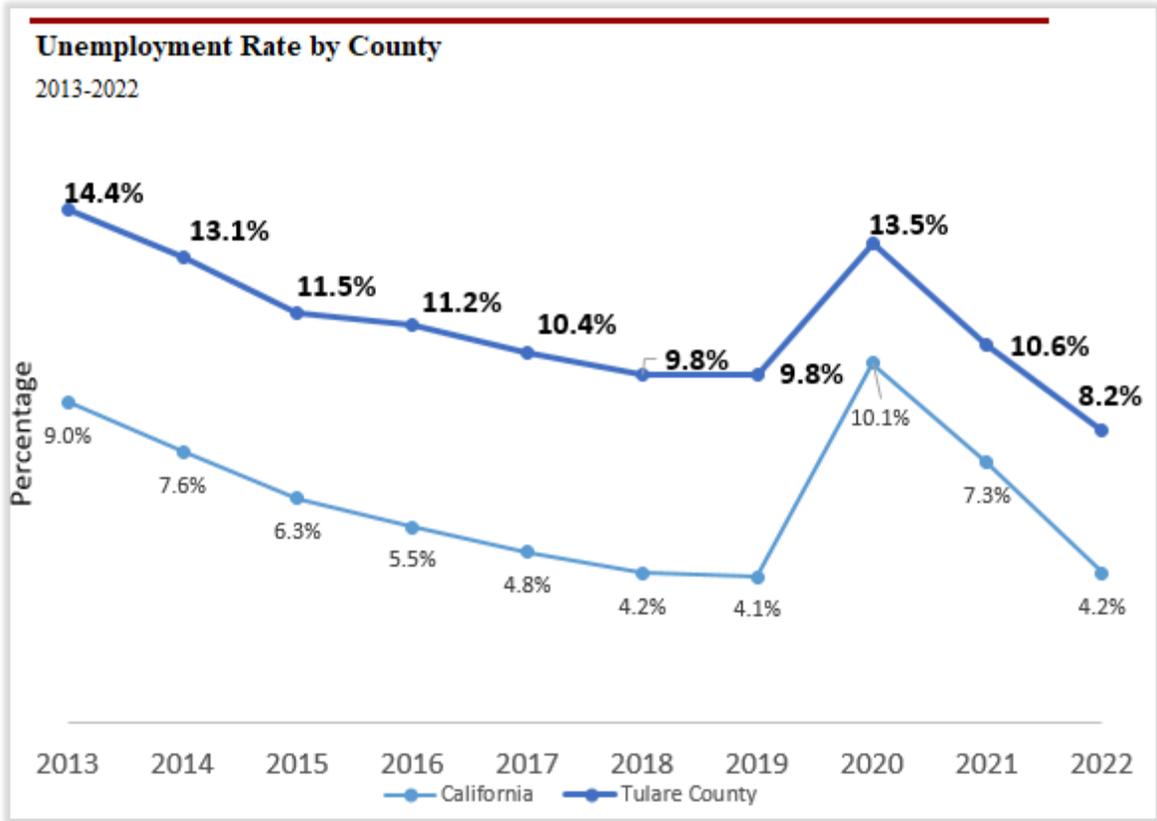
2022 Estimates



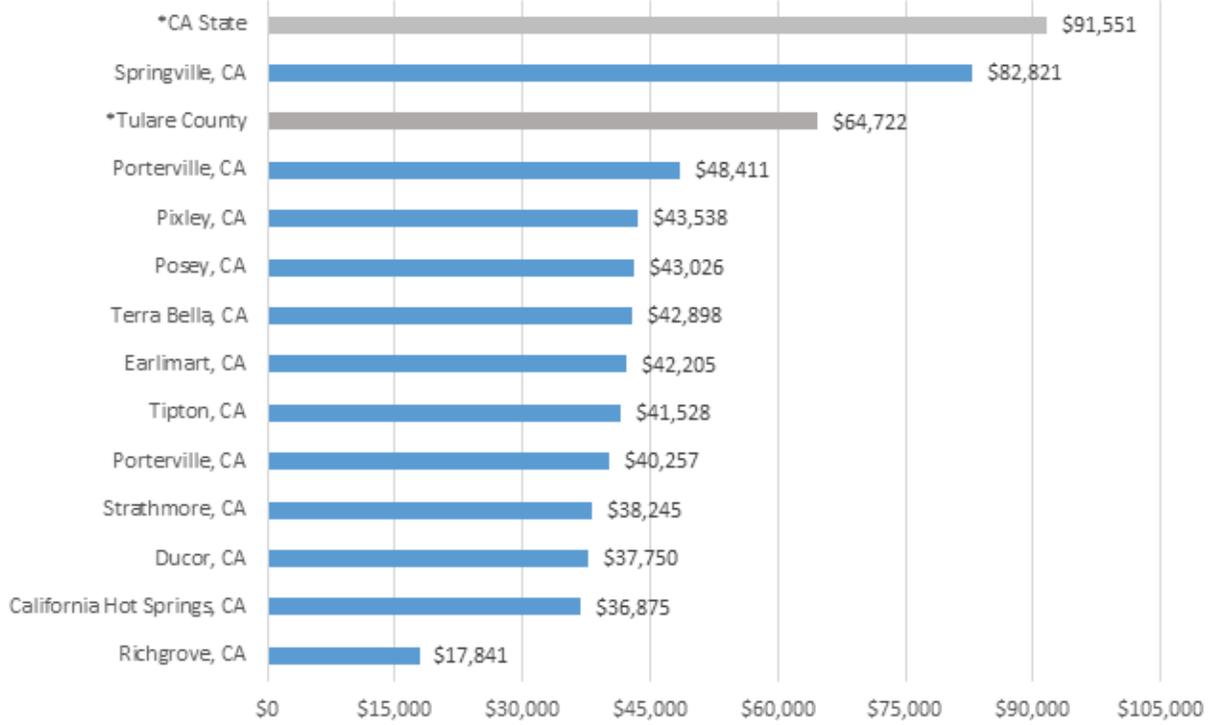




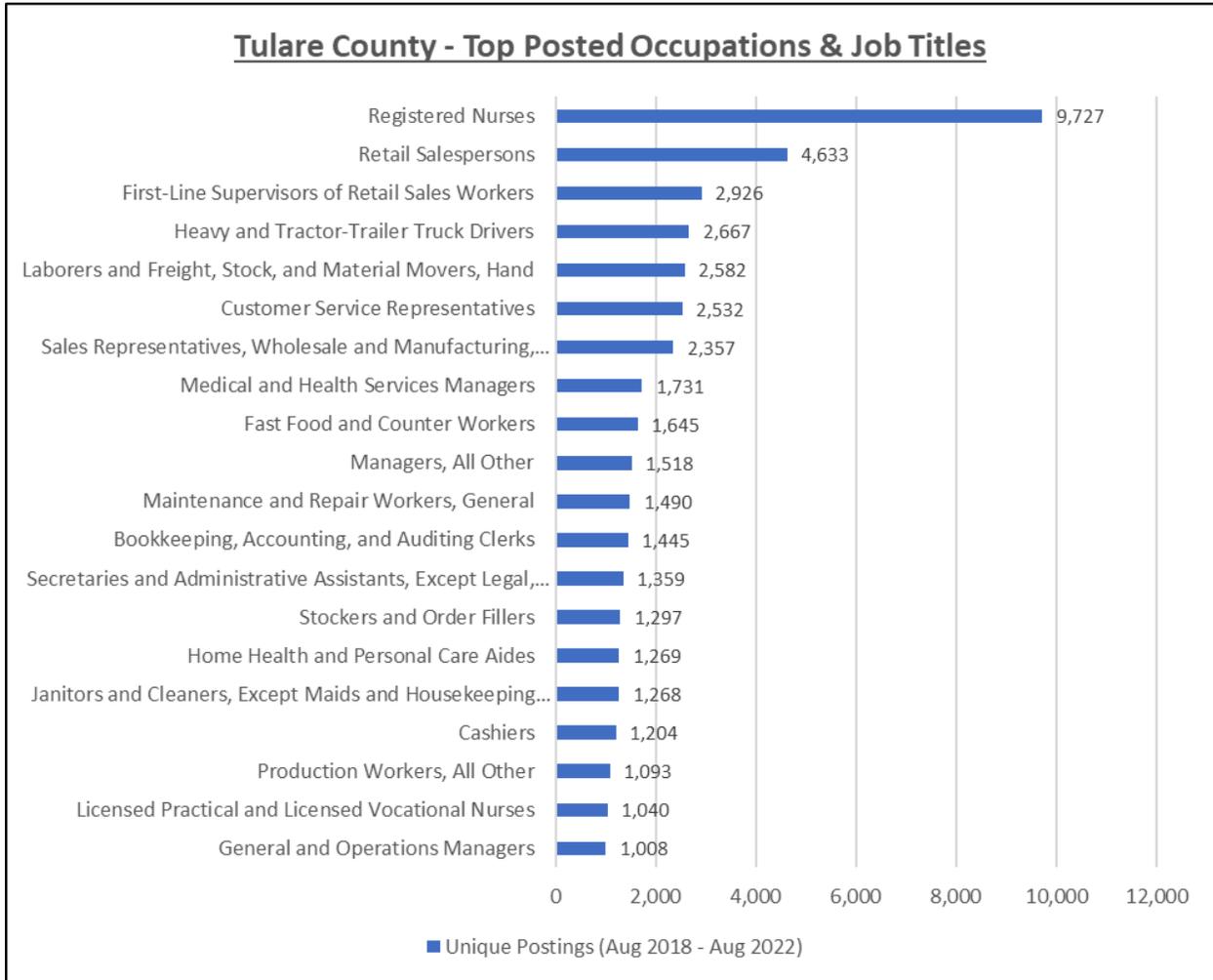
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PC Service Area - Median Household Income



Industries & Jobs



Porterville College Student Data

Student Demographics

Section Data

		2018-19	2019-20	2020-21	2021-22	2022-23
Porterville College	All					
	Course Count	↓ 285	↑ 303	↔ 290	↓ 281	↓ 281
	Section Count	↓ 998	↑ 1,069	↔ 1,021	↓ 1,003	↑ 1,060
	First Day Enrollment	↑ 25,470	↑ 26,086	↔ 22,985	↓ 20,606	↔ 22,562
	Census Enrollment	↑ 25,920	↑ 26,496	↔ 22,660	↓ 20,354	↔ 23,494
	Students Per Section	↑ 26	↑ 25	↔ 22	↓ 20	↔ 22
	First Day Waitlist Total	↑ 2,881	↑ 2,857	↔ 1,264	↓ 1,113	↓ 654
	FTEs	↑ 3,234	↑ 3,318	↓ 2,629	↓ 2,466	↔ 2,851
	FTEF	↓ 236	↑ 245	↓ 236	↔ 238	↑ 243
FTEs to FTEF Ratio	↑ 14	↑ 14	↓ 11	↓ 10	↔ 12	

		2018-19	2019-20	2020-21	2021-22	2022-23
CTE Course	Course Count	↑ 120	↑ 121	↔ 109	↓ 98	↓ 101
	Section Count	↔ 233	↔ 228	↓ 203	↔ 221	↑ 250
	First Day Enrollment	↑ 6,158	↑ 5,808	↓ 4,837	↓ 4,496	↔ 5,195
	Census Enrollment	↑ 6,309	↑ 6,022	↓ 4,777	↓ 4,373	↔ 5,352
	Students Per Section	↑ 27	↑ 26	↔ 24	↓ 20	↓ 21
	First Day Waitlist Total	↑ 563	↑ 637	↔ 237	↓ 143	↓ 74
	FTEs	↑ 774	↑ 775	↓ 594	↓ 578	↔ 702
	FTEF	↔ 61	↔ 62	↓ 59	↑ 64	↑ 65
	FTEs to FTEF Ratio	↑ 13	↑ 12	↔ 10	↓ 9	↔ 11

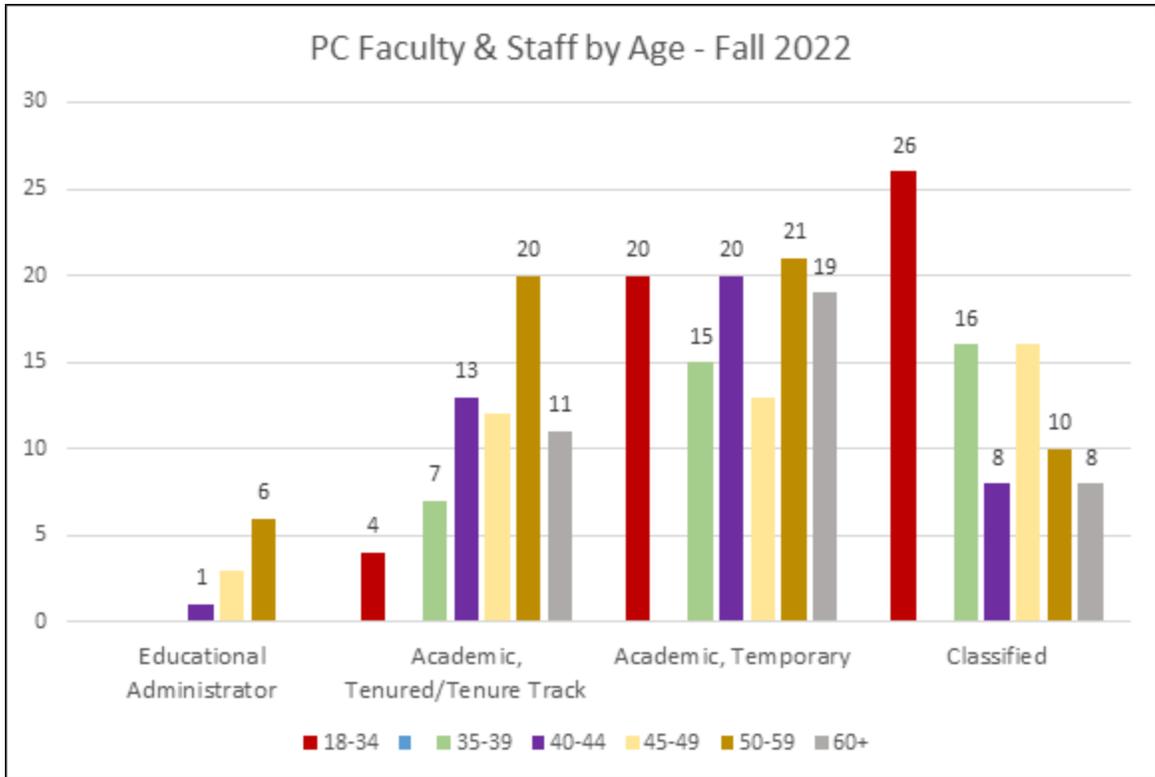
Workload/FTEF

Course Success Rates

Persistence

Awards

Faculty & Staff Demographics



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B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

1.1

The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution’s mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students.

The Porterville College Mission reads as follows:

Mission and Values

Our Mission

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:

- Provide quality academic programs to all students.
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- Prepare students for transfer and success at four-year institutions.
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Our Values

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

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

- *Success*—Striving to continually support students in achieving their academic, career, and personal goals.

Our Philosophy

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- Porterville College will encourage innovation, creativity, and new ideas and will support professional development opportunities.
- As an integral part of the community, Porterville College will develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce, and economic development needs of the region.
- As an integral part of the Kern Community College District, Porterville College will participate in and be actively involved with all districtwide committees and governance structures.

The Mission is reviewed often by the College Council, the broad, participatory governance, planning body for the College. In some cases, reviews result in no changes; other times, small or large edits are made. The issue of equity was added several years ago and has been an increasing focus of the college.

In 2021, College Council appointed a task force to thoroughly review the Mission and suggest revisions. That group brought forward several changes, including updating the previous section with the more current view of how we handle remediation, revising the Values to call out the issue of equity more explicitly and clearly in a way that was inclusive of all students, and several other minor edits. We found that the Values section could be reorganized to spell the College mascot, PIRATES, with the first letter of each of the values.

These changes were discussed at College Council and approved on December 6, 2021.³ The new Mission Statement then went to the Kern Community College District Board of Trustees, where it was approved on February 22, 2022.⁴

Our Mission Statement refers to our “local diverse communities.” Porterville College serves primarily the southeastern portion of Tulare County, the city of Porterville, and several smaller communities. Nearly two-thirds of our students come from a single zip code, 93257, in the Porterville area. The college does have an online presence, which historically had been small, but has recently expanded after the onset of the COVID-19 pandemic in the spring of 2020. Now, about half of course offerings are online.⁵

³ [College Council Minutes, 12-6-21](#)

⁴ [KCCCD Board of Trustees Minutes, 2-22-22](#)

⁵ [Porterville College Fast Facts](#)

The last bullet point of the Mission Statement mentions that the College awards “degrees, certificates, grants, and scholarships.” The degrees currently offered include associate of arts (AA), associate of science (AS), associate of arts for transfer (AA-T), and associate of science for transfer (AS-T). The College is currently considering adding bachelor’s degrees as an option. The College also offers both certificates of achievement and short-term job skills certificates. In recent years, non-credit English as a Second Language (ESL) certificates of competency have been added, and some other non-credit certificates are under consideration.⁶

Other bullet points detail the remainder of the mission and values. As has been reflected in the College’s Mission Statement for many years, Porterville College remains dedicated to keeping “students as our focus.” The College has continued to update and refine the Mission Statement, which now clearly outlines the degrees and certificates that we offer, but also emphasizes the College’s dedication to preparing students for transfer, helping them embrace all of the skills necessary for success, and enhancing their aptitude for seeking opportunity and finding success as productive members of the workforce. To maximize student success in achieving these goals, the College provides academic and student support programs, has clarified the goals, has emphasized its commitment to student equity, and has elaborated upon its resolution to cultivate community partnerships.

1.2

The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Porterville College has in place the structure for a robust planning process that includes meaningful and ambitious goals largely focused on improving student success and narrowing equity gaps. There are two challenges in recent years to that process. One is that the College has recently experienced a higher level of leadership turnover. But the more impactful challenge has been the COVID-19 pandemic and its impact on everything from enrollment to day-to-day work. While the pandemic has receded, during the time when it was most serious, the daily work of College staff was often dedicated to dealing with its impact and effect on students. This focus on the pressing emergency was necessary, but it meant that several of the plans got behind schedule. Part of the purpose of recently updating the Integrated Planning document⁷ was to get these plans back on track and re-dedicate the College to a regular cycle of planning and goal setting.

Program review is the grassroots basis of the College’s planning process. In each program review, area programs are expected to report on goals from their previous program review and to establish new goals. Each of these new goals must be linked to one or more of the bullet points at the top of the Mission Statement, as well as to each of the four pillars of the Guided Pathways framework. Each program lists a person responsible for the goal, a timeline for completion, and resources needed.⁸

Outcomes are measured through processes established in the Outcomes Committee, which has completed an Outcomes Handbook⁹ to document that process. The program’s processes for

⁶ [Degrees and Certificates Web Page](#) (will this page be replaced before the visit?)

⁷ [Program Review Forms, Instructional](#)

⁸ [Program Review Forms, Instructional, Program Review Forms, non-Instructional](#)

⁹ [Outcomes Handbook](#)

assessing Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs) are also documented in the program review as well as how the results of those assessment cycles are used to inform decisions about the program. Each program review describes how assessment occurred, lessons learned, and steps for future improvement.

The Program Review Handbook¹⁰ describes the program review process in great detail, including the documentation of outcomes assessment, goal setting, data on student success and equity, and how to avoid common pitfalls and mistakes when completing a program review. Each program review is discussed in the Strategic Planning Committee and assessed according to a rubric.¹¹ All the documents needed for program review and the most recent program review for each area are on the College's program review web page.¹²

Goals are also established in the College's Strategic Plan.¹³ This document includes a set of four goals, the first two of which are focused on improving student success and closing equity gaps. In the improvement of student success, the College has established objectives all along the student journey, from onboarding to engagement, the completion of momentum points, to finally, the completion of a degree, certificate, transfer, and post-college employment outcomes. For equity, the Strategic Planning Committee reviewed data broken out by various student characteristics but largely focused on reducing gaps in gender, ethnicity, first-generation status, and disability.

Several other College plans include goals, the most recent example being the Educational Master Plan.¹⁴ Developed in 2023 with the Collaborative Brain Trust as a consultant, this plan included the input of various college and community constituency groups and established a foundation for the next five years of the College's work. It was approved by the Board of Trustees on September 14, 2023,¹⁵ and will serve as the foundation of the upcoming Facilities Master Plan.

The entire planning process is described in detail in a document called Integrated Planning, Assessment and Action (IPAA).¹⁶ This document covers the College decision-making process and includes a description of and timelines for each of the College plans, including the Strategic Plan,¹⁷ Educational Master Plan,¹⁸ Facilities Master Plan, Enrollment Management Plan, Distance Education Plan, and Guided Pathways Work Plan. That document was updated in the 2022-23 academic year and the new version was approved by the College Council on October 2, 2023.¹⁹

¹⁰ [Program Review Handbook](#)

¹¹ [Program Review Handbook](#)

¹² [Program Review Web Page](#)

¹³ [Porterville College Strategic Plan](#)

¹⁴ [Educational Master Plan](#)

¹⁵ [Board of Trustees Minutes \(date ? possibly November 2023\)](#)

¹⁶ [Integrated Planning, Assessment, and Action](#)

¹⁷ [Porterville College Strategic Plan](#)

¹⁸ [Educational Master Plan](#)

¹⁹ [College Council minutes showing approval of IPAA document \(October 3, 2023; need minutes updated\)](#)

1.3

The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

Porterville College and Kern Community College District have a robust data capacity with dashboards that often exceed those available through the state Chancellor’s Office, in that the data are more recent, more inclusive, more complete, and disaggregate on a wider variety of student attributes. These data are used in program review, strategic planning, the College’s Guided Pathways work, and several other areas on a regular basis. The College has been recognized by Achieving the Dream and several other organizations for its work in this area, particularly in improving student outcomes and success rates of Hispanic students.

Program review is a starting point for these discussions but is by no means the only place the College evaluates disaggregated data. In the College’s program review data,²⁰ instructional programs are encouraged to assess the impact of their work on various student populations and can disaggregate their data on a variety of student characteristics. In the screenshot below for example, course completion and success data are broken out by more than twenty student attributes, including ethnicity, gender, first-generation status, participation in our disability center, and several other campus programs. Each program focuses on a student attribute that is significant for that area and/or where there are important equity gaps.

The screenshot displays a dashboard interface with a left-hand navigation pane and a main content area. The navigation pane includes five steps: Step 1: Select College & Rate Type (Porterville College, Success Rates); Step 2: Select Disaggregation Characteristic (Section College); Step 3: Apply Student Attribute Filters (with a 'Hide Student Attribute Filters' button); Step 4: Apply Course Attribute Filters (with a 'Show Course Attribute Filters' button); and Step 5: Include/Exclude Covid-19 Drops (Include Excused Withdrawals). The main content area features a 'Student Attribute Filters' panel with 20 dropdown menus for attributes such as Program of Study, Pathway, Gender, Age Category, Ethnicity, Home College, Athlete Status, CARE Status, CCPG Recipient, DSPS Status, Economically Disadvantaged, Ed Goal-Detailed, Ed Plan Detail, EOPS Status, Financial Aid Status, First Generation Status, Foster Youth Status, Matriculation - Fully, MESA Status, Pell Recipient, Residency Status, Single Parent Status, Student Type, Veteran, and VTEA Status. To the right, a 'Success Rates Dashboard' table shows data for 'Section College' across four academic years: 2018-19, 2019-20, 2020-21, and 2021-22. The table includes counts and percentages for each year.

	2018-19	2019-20	2020-21	2021-22
2018-19	25,564	27,425	22,527	20,585
2019-20	19,588	20,308	16,472	15,015
2020-21	77%	74%	73%	73%

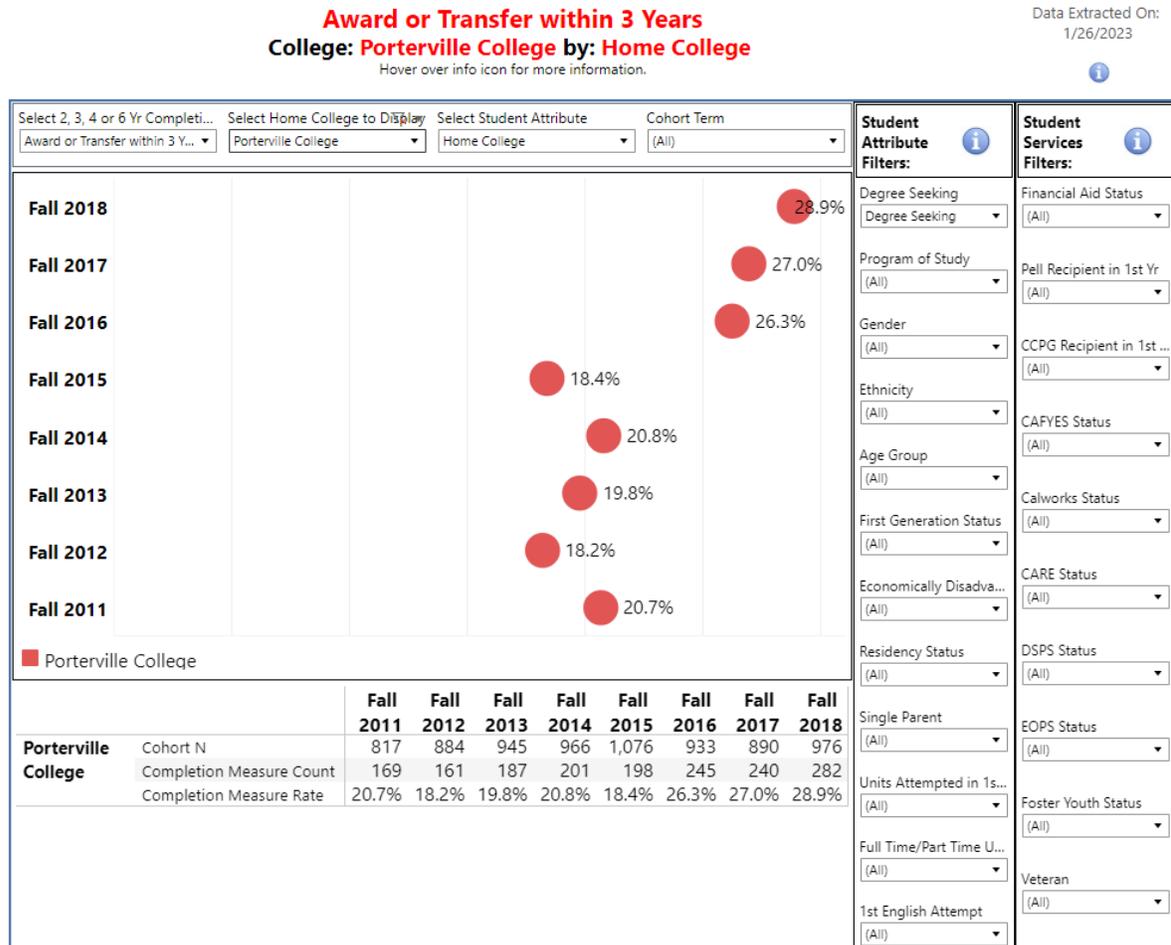
The College’s Strategic Plan²¹ also includes data disaggregated by multiple student attributes. Some of these come from program review data, but many come from our First-Time Student Cohort dashboard²² (see screenshot below) a process that began with the College’s participation

²⁰ [KCCD Program Review Data page](#)

²¹ [Porterville College Strategic Plan](#)

²² [KCCD First-Time Student Cohort Dashboard](#)

in the Achieving the Dream network of colleges. As part of this national initiative, Porterville College was named a Leader College in 2016, then a Leader College of Distinction²³ in 2021, an honor that was achieved from the College's efforts to increase student success and reduce equity gaps on some of those same achievements.



Also, as part of the Achieving the Dream process, the College established a Data Team, a group that initially reviewed College data from a wide variety of sources, with a focus on improving student success and reducing equity gaps. In 2022, the Data Team was reorganized to be part of the Guided Pathways initiative. It reports to the larger Guided Pathways Committee and supports the work of each of the Guided Pathways teams.²⁴ Various other committees and campus initiatives use disaggregated data as well.

The Kern CCD Strategic Plan²⁵ includes goal #1: Maximize Student Success, Ensure Student Access, and Reduce Equity Gaps and provide specific targets for student achievement.

²³ [Porterville College Achieving the Dream Leader College of Distinction Announcement](#)

²⁴ [Guided Pathways Committee Minutes](#) (minutes currently outdated; need to find a meeting in which Data Team discussions were at least summarized)

²⁵ [KCCD Strategic Plan Link](#)

An annual report from each college goes to the board of trustees called Targets and Tactics²⁶ which is an analysis of data and used to inform next steps forward.

1.4

The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

Porterville College has a framework for a strong planning process that focuses resources on furthering the College mission of student success and equity. As noted above in Standard I.2, leadership turnover and the COVID-19 pandemic effects have led some plan updates to be delayed, a situation the College is correcting. The Integrated Planning, Assessment and Action document²⁷ establishes a timeline for each plan to be updated and a cycle for the future.

Program review is the grassroots basis for the College's resource allocation process. In the program review forms,²⁸ each area evaluates its outcomes, progress on its previous goals, and current strengths and areas for improvement, then sets new goals and makes resource requests aligned with the program's needs and those goals. This includes staffing requests, budget requests, and a resource allocation process focused on four specific areas: technology, facilities, safety/security, and professional development. Guidance on completing these forms is provided in the Program Review Handbook,²⁹ and program compliance with this process is evaluated by the Strategic Planning Committee using an evaluation rubric.³⁰

After a detailed review meeting at Strategic Planning Committee in which requests for changes are often made, program reviews are then approved by the College Council³¹ before being routed to various college committees,³² including Budget Committee. That committee evaluates all budget and most resource allocation requests and implements a college budget that addresses those requests, with a focus on adhering to the College mission, as outlined in the program review process. In addition to the program review links to the College mission and guided pathways pillars, the annual budget request process asks each program to link their requests to the statewide Vision for Success and the college Strategic Plan.³³ The Budget Committee discusses the various program reviews and budget requests and uses them to create an annual College budget.³⁴

The rest of the College planning process, also described above in Standard 1.2, focuses resources on advancing the College mission. The Enrollment Management Plan, currently under development, will have a focus on ensuring that students have access to the classes they need, in

²⁶ [PC Targets and Tactics \(Link\)](#)

²⁷ [Integrated Planning, Assessment, and Action](#)

²⁸ [Program Review Forms, Instructional, Program Review Forms, non-Instructional](#)

²⁹ [Program Review Handbook](#)

³⁰ [Program Review Rubric](#)

³¹ [College Council Minutes \(shows approval of two program reviews\) 11-21-22](#)

³² [Program Review Approval Process Chart](#)

³³ [Annual Program Review Update & Budget Worksheet Instructions](#)

³⁴ [Budget Committee Minutes showing discussion of program reviews, budget requests, and resource allocation process](#)

the format(s) in which they need them, and at the time(s) when they need them.³⁵ This is part of the Guided Pathways framework, promoting student success and equity throughout the student journey.

The recently adopted Educational Master Plan³⁶ will provide the framework for much of the College's planning and resource allocation efforts soon. It will also be the basis for the next Facilities Master Plan, currently under discussion, which will plan for new and updated facilities for the future educational needs of Porterville College students.

The Grant Oversight Committee has been reconstituted as a subcommittee of the Budget Committee to guide efforts to seek out grants for the College to support its mission and further student success.³⁷ The new committee will now be a subcommittee of the Budget Committee, which is itself a subcommittee of the College Council, the broad participatory governance and planning group that makes policy recommendations to the president.

1.5

The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.

Communication proceeds at Porterville College through our participatory governance process, which is described in the College's Participatory Governance Statement.³⁸ This document outlines the communication and decision-making process of the College, including how committees are structured. The College Council is the broad participatory governance body of the College, with representation from all constituency groups. It makes recommendations to the College president regarding decisions and policies. Subcommittees of the College Council include Enrollment Management, Budget, Guided Pathways, Strategic Planning, and the Social Justice Action Committee, among others. Each of these focuses on a particular area of specialty, with important decisions and policies brought to the College Council for recommendations before going to the president.³⁹

The College has a robust planning process and works to engage both internal and external stakeholders with ongoing communication. A group recently noticed that the Participatory Governance statement⁴⁰ referenced above was last updated in 2018. In 2022, the College Council appointed a task force to begin an update of the document. That process is ongoing. The task force is reviewing the statement of one of the sister colleges and working to better define terms and committee types in the statement.

³⁵ [Enrollment Management Committee minutes discussing goals of upcoming Enrollment Management Plan](#) (from fall 2023, minutes from this year are currently vague on the issue.)

³⁶ [Educational Master Plan](#)

³⁷ [Budget Committee minutes showing discussion of new Grant Oversight Committee](#) (November 20, 2023)

³⁸ [Participatory Governance Statement](#)

³⁹ [Updated chart from Kendra's taskforce](#)

⁴⁰ [Planning Documents Web Page](#)

Planning is broadly communicated within the College and made available to the public as well. The program review web page⁴¹ includes all the things necessary for programs to complete their reviews, including the form templates, the program review handbook, the program review schedule (on a three-year cycle), and the rubric the Strategic Planning Committee uses to evaluate the documents. Additionally, the page includes the most recent program review for each area, so that the college community, and the broader public, can see progress on goals, resource requests, and all other aspects of a program review in which they might have interest.

Similarly, the Institutional Research Office maintains a planning documents web page.⁴² Here, members of the college community and the general public can find each of the College's planning documents, from links to accreditation, to the strategic and educational master plans, etc.

The College recently updated its Educational Master Plan,⁴³ working with the Collaborative Brain Trust (CBT) as a consultant. As part of that process, CBT conducted "listening sessions"⁴⁴ with both internal and external stakeholders of the College, gathering input on needs, hopes for goals to be included, and how resources should be devoted in the next few years.

Each of the Career Education (CE) programs has an advisory committee⁴⁵ comprised of College faculty and staff and community members with experience in the field. Industry experts advise faculty on matters of curriculum and related issues. These committees help the College improve the programs and foster a connection between the College and the communities and industries it serves.

The College communicates internally and externally, but there is always room for improvement. Some of the community meetings gathering input for the new Educational Master Plan were conducted or announced at a time when the city and school districts were working diligently to address flooding impact due to higher than usual rainfall and the overflow of the Tule River into Success Dam spillways in 2023. However, the College worked with some of those same organizations to address the flooding itself as well as the 2021 wildfires, providing emergency shelter for those most directly affected. Coordination and communication with various community stakeholders is ongoing.

Kern CCD goals are guided by the chancellor and board and are shared and updated regularly.⁴⁶

KCCD District Office program reviews are done every two years and are shared at both Chancellor's Cabinet and District Wide Consultation Council.⁴⁷

⁴¹ [Program Review Web Page](#)

⁴² [Planning Documents Web Page](#)

⁴³ [Educational Master Plan](#)

⁴⁴ [College Council meeting minutes 3-20-23](#), showing listening session for Educational Master Plan

⁴⁵ [CE Advisory Committee minutes](#)

⁴⁶ [District Consultation Council Agenda 4-26-22 \(Link\)](#), [District Consultation Council Minutes 3-26-2019 \(Link\)](#), [District Strategic Plan \(Link\)](#)

⁴⁷ [District Administrative Unit Reviews \(Link\)](#)

The annual Chancellor's Retreat is utilized to evaluate data, talk about strengths, and look at improvements with the outcome being the Targets and Tactics document produced by each college and sent to the KCCD Board of Trustees. (2023 Chancellor's Retreat Agenda,⁴⁸ Chancellor's Retreat Data Presentation,⁴⁹ Porterville Targets and Tactics⁵⁰)

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⁴⁸ 2023 Chancellor's Retreat Agenda ([Link](#))

⁴⁹ Chancellor's Retreat Data Presentation ([Link](#))

⁵⁰ Porterville Targets and Tactics ([Link](#))

Standard 2: Student Success

2.1

Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes.

In accordance with its mission,⁵¹ Porterville College ensures that academic programs are consistent and appropriate at all locations and in all modalities. Though the current endeavor to predict student demand and anticipate fluctuating modality needs is complicated, the practices and procedures in the Curriculum Committee, Distance Education Committee, Outcomes Committee, Enrollment Management Committee, and Strategic Planning Committee ensure that the College is providing courses and programs that meet student need and allow for intentional growth.

Porterville College offers a variety of associate degree and certificate program options. Courses are offered through a variety of modalities that include face-to-face, online, hybrid, hyflex (classes offered online and face-to-face simultaneously), and at community locations including high school sites as dual enrollment offerings, in detention facilities through the Rising Scholars program,⁵² and at off-site locations that are more convenient for groups of students, such as English As a Second Language (ESL) classes at the Tule River Reservation.⁵³ Most courses are offered as credit with some non-credit offerings.

Academic programs are listed in the Porterville College Catalog.⁵⁴ This publication helps the College communicate course and program offerings to students and the community. The courses and programs demonstrate the breadth and diversity of choices the College gives regardless of a student’s educational goals. The catalog includes Program Learning Outcomes (PLOs) for all programs ensuring transparency and clarity in communicating expectations.

Porterville College courses are normed with the other California Community Colleges through the California Community Colleges Curriculum Inventory (COCI).⁵⁵ This system ensures consistency and alignment with community college courses across the state. Also, courses are normed with the California State University and the University of California systems, and many of the independent colleges and universities throughout California through the Course Identification Numbering System (C-ID).⁵⁶ The curriculum approval process requires courses to either align with C-ID in terms of breadth, depth, and rigor or justify any variation.^{57,58} The curriculum development software, eLumen, requires C-ID notification of changes for all

⁵¹ Mission Statement

⁵² Rising Scholar program

⁵³ ESL classes at tribe reservation

⁵⁴ Porterville College Catalog 2023-2024 ([link](#))

⁵⁵ California Community Colleges Curriculum Inventory (COCI) About page ([link](#))

⁵⁶ Course Identification Numbering System (C-ID) About page ([link](#))

⁵⁷ Course Outline of Record form

⁵⁸ Curriculum Handbook ([link](#))

applicable classes. Finally, articulation agreements with universities show that the College's level of instruction is appropriate.⁵⁹

Courses and programs reflect Porterville College's mission and values.⁶⁰ The review process outlined in the Curriculum Handbook ensures that programs and courses are only added if they are "consistent with the College mission."⁶¹ The curriculum approval process makes certain that all courses and programs are thoroughly vetted before they are added to the offerings and that they are reviewed at a minimum every four years (two years for Career Education courses). All program and course proposals begin with a faculty originator and are approved by the division. Then, a workgroup consisting of the Curriculum Chair, the Curriculum Specialist, the Outcomes Coordinator, and experienced faculty scrutinize the proposal, offer feedback, and suggest changes to the originator. Once the technical review workgroup is satisfied, the proposal moves to the Curriculum Committee for approval. If approved, the course or program must be approved by the Vice President of Instruction, the President, the Vice Chancellor of Educational Services, the Board of Trustees, and the California Community Colleges Chancellor's Office (CCCCO) before implementation at Porterville College.⁶²

Every program at the College, instructional and non-instructional, undergoes a program review every three years. The workflow of this process is outlined in the Program Review Handbook.⁶³ The Strategic Planning Committee oversees this process, including multiple checks using the program review rubric,⁶⁴ verifies alignment of programs to the College's mission, and ensures assessment and calibration of transfer/workforce goals.

To maintain consistency throughout modalities, the Curriculum Committee utilizes the state-required Distance Education Addendum, a form completed for all courses offered online or in a hybrid format.⁶⁵ The Curriculum Committee carefully considers if the breadth, depth, and rigor of the course can be maintained regardless of the modality and does not permit different depth/rigor for different modalities for the same course.

Another way Porterville College maintains consistency across modalities is by requiring that all instructors teaching in an online or hybrid capacity undergo rigorous training in the form of an in-house workshop Kung Fu Canvas⁶⁶ as well as Intro to Online Teaching and Learning (IOTL).⁶⁷ The combination of courses has proven fruitful as Porterville College has seen gains in the success rates of online courses.⁶⁸ Distance education has been growing at Porterville College since its inception with careful monitoring by the Distance Education Committee. The group

⁵⁹ [Articulation Agreements](#)

⁶⁰ Mission and [Values](#)

⁶¹ Curriculum Handbook ([link](#))

⁶² Curriculum Handbook ([link](#))

⁶³ Program Review Handbook ([link](#))

⁶⁴ [Program Review Rubric](#)

⁶⁵ Curriculum Handbook ([link](#))

⁶⁶ Kung Fu Canvas syllabus ([link](#))

⁶⁷ Intro to Online Teaching and Learning (IOTL) syllabus IOTL Canvas Modules ([link](#)), IOTL Syllabus ([link](#)) [Talk to Thad about this paragraph/process](#)

⁶⁸ Course Success Rates by Modality in 2018-19 through 2022-23 ([link](#))

discusses and establishes the processes and procedures for the College's online and hybrid classes. The Distance Education Handbook⁶⁹ outlines these processes and procedures and gives instructors a guide in best practices.

Because Porterville College is committed to maintaining rigor, standards, and outcomes regardless of the course location or modality, it strives to ensure consistency through the dual enrollment courses. In spring of 2024, Porterville College offered 76 sections of dual enrollment courses.⁷⁰ Instructors for these courses are vetted as rigorously as those for the courses taught on campus, and as of spring 2024, the dual enrollment instructors are evaluated the same way as all other faculty members.⁷¹

In addition to the checks and balances that the Curriculum Committee and the program review process provide, Porterville College aligns Student Learning Outcomes (SLOs) to Program Learning Outcomes (PLOs), General Education Learning Outcomes (GELOs),⁷² and Institutional-Level Outcomes (ILOs).⁷³ To ensure that all of the outcomes are aligned with the College's mission, all outcomes have been mapped to the ILOs which were developed to reflect the mission.⁷⁴

The College continues to monitor and refine those practices and procedures as necessary to eliminate success gaps between modalities, meet students' ever-changing modality needs, and establish programs that will give students a wide range of diverse opportunities in the future.

2.2

The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Porterville College endeavors to offer academic programs that meet the needs of students, adhere to rigor and standards within each discipline, and remain relevant and timely in the industries surrounding the school. The College does so with an ever-scrutinizing eye for identifying and reducing equity gaps in all success metrics.

The design of Porterville College's academic programs is driven by the Curriculum Committee. Faculty members create a proposal for a program with input and guidance from colleagues within their divisions, consultation with experts, and advice from local stakeholders, businesses and community members. Then, the proposal is reviewed for technical issues by the Curriculum Chair, Curriculum Specialist, Outcomes Coordinator, and experienced faculty members. The workgroup gives feedback to the originator and then the proposal moves to the Curriculum Committee where a representative from each division on campus votes on its approval.

⁶⁹ Distance Education Handbook (or plan?)

⁷⁰ PC Early College Master Spreadsheet ([link](#))

⁷¹ Contract change allowing for dual enrollment observation

⁷² GELOs

⁷³ ILOs

⁷⁴ Comparison of ILOs to mission?

The Course Identification Numbering System (C-ID) helps to align courses and programs to established and agreed-upon curriculum content across California Community Colleges, California State University, and the University of California systems. If faculty determine that a course requires a variation of some sort, they must justify that modification with the Course Unit Value/Contact Hour Justification Form.⁷⁵

The curriculum is communicated to students via the catalog. Here, the College outlines Program Learning Outcomes (PLOs) for all instructional programs.⁷⁶ The course-level Student Learning Outcomes (SLOs) are published in all course syllabi. The instructors send syllabi to administrative assistants who cross-check the learning outcomes against those in the course outline of record. Then, the syllabi are filed in the Vice President of Instruction's office at the start of each semester.⁷⁷

During the program review process, division faculty analyze relevant data to ensure that any gaps in student success are highlighted, discussed, and attended to. Also, the review process gives each program a chance to summarize its assessments of the learning outcomes. The division explains how they currently evaluate outcomes and student achievement and look for ways to improve in that endeavor.

Yet another way student learning and achievement data informs ongoing curriculum design and development is through advisory committees. This process is especially true in the Career Education division but is also prevalent in Health Careers.⁷⁸

The Curriculum Committee, which oversees the requirements of the general education program, spends time at every meeting assessing and discussing the General Education Learning Outcomes (GELOs). The committee uses the accumulated data to inform refinements in the construction of the program.⁷⁹ For example, the Curriculum Committee concluded in January 2022 that the method for assessing GELO #4 should change to be more holistic.⁸⁰ Each division chose two general education courses and requested an assignment that connected to the GELO from each course as well as sample student work. The Curriculum Committee evaluated all of the packets to determine if the assignments were assessing the outcome and if the students were demonstrating the outcome in their work.

Porterville College offers programs that reflect appropriate standards and maximize equitable student success outcomes. One way the College ensures the delivery of such programs is through Guided Pathways, “an equity-focused framework that allows us to forge clear paths for students and remove systemic obstacles to their success.”⁸¹ Efforts in this endeavor were evident in fall

⁷⁵ Curriculum Handbook ([link](#))

⁷⁶ Porterville College Catalog 2023-2024 ([link](#))

⁷⁷ [Sample syllabi and course outlines of record to demonstrate matching outcomes](#)

⁷⁸ [Examples of advisory committees informing curriculum design and development -Oswaldo is retrieving updated from each CE Program](#)

⁷⁹ [Curriculum Committee Minutes and/or presentations for GELOs](#)

⁸⁰ Implementation Plan for GELO #4 ([Link](#))

⁸¹ Guided Pathways ([Link](#))

2021,⁸² spring 2022,⁸³ and fall 2023⁸⁴ during the Guided Pathways Academy, a two-day workshop for faculty members to pair with a counselor to learn more about the intricacies of Porterville College's structures, systems, and services.

Math and English placement are clear examples of how student learning and achievement data combined with the goal of equitable attainment have informed curriculum design and development. In compliance with California Assembly Bill 705,⁸⁵ Porterville College began placing all incoming students in transfer-level math and English in fall 2019.⁸⁶ The AB 705 Workgroup, a collection of devoted instructors, administrators, counselors, and institutional researchers collaborating to create opportunities, support learning, eliminate equity gaps, and boost student success, made decisions for placement based on data and has continued to track students' progress to assess any placement policy changes that need to be made.⁸⁷ Currently, the College is implementing Assembly Bill 1705,⁸⁸ California's more recent measure to maximize equity in community colleges. AB 1705 goes further than AB 705 in limiting the number of prerequisite units and classes required of students outside their program of study.

In order to support equitable attainment of learning outcomes and achievement of educational goals, Porterville College strives to clearly communicate to students, faculty, administration, classified staff, and the community at large the benefits of its courses and programs. In this endeavor, the College has published the Outcomes Handbook, a straightforward guide to all college outcomes.⁸⁹ To demystify the process of assessment further, the College has conducted several workshops called Outcomes Fests. The Outcomes Coordinator tailors the seminar to the needs of the division or discipline and meets the participants where they are in the assessment cycle.⁹⁰ Much of the discussion revolves around equitable attainment of learning outcomes.

The Strategic Planning Committee focuses often on equity and actively seeks areas where improvements in the college experience can be made for students. These suggestions are documented in the Strategic Plan.⁹¹ On top of setting goals for growth and student success, the Strategic Planning Committee sets stretch goals, lofty but not entirely impossible objectives, for each category.⁹² These numbers are identified by the committee at least every three years as they create the College's Strategic Plan.

Finally, support for the equitable attainment of learning outcomes and achievement of educational goals is also evident in the College's Student Equity Plan.⁹³ This document outlines a

⁸² Guided Pathways Academy Fall 2021 Agenda ([link](#))

⁸³ Guided Pathways Academy Spring 2022 Schedule ([link](#))

⁸⁴ Guided Pathways Academy Fall 2023 Schedule

⁸⁵ Assembly Bill 705

⁸⁶ Math and English Placement Guides

⁸⁷ Minutes from AB705 Workgroup Meeting

⁸⁸ Assembly Bill 1705

⁸⁹ Porterville College Outcomes Handbook

⁹⁰ Outcomes Fest Agendas

⁹¹ Strategic Plan ([link](#))

⁹² Strategic Planning Committee Minutes 9/10/20 4/22/21

⁹³ Student Equity Plan

plan to embed equity throughout the fabric of Porterville College and keep its realization at the forefront of the College's collective consciousness.

Porterville College's systems of checks and balances, including learning outcomes assessment, program review, and curriculum development, ensure that the College is constantly striving to make Porterville College a path to achievement for all students. Of course, in a constantly changing world, these practices require continual attention, and the College must be diligent in attending to and balancing the needs of students, the surrounding community, and industry partners to remain relevant and useful.

2.3

All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, and the ability to engage with diverse perspectives.

Providing a general breadth of knowledge for all degree-seeking and transfer-bound students is a high priority at Porterville College. Every degree the College offers requires the general education program as a foundation of higher learning and good citizenship. These requirements are communicated through the College catalog.⁹⁴ Porterville College aligns the general education program with that of the four-year university partners through the articulation process.⁹⁵

The College revises the general education pattern as necessary to stay current with local, state, and national educational standards. In fall 2022, the College developed a General Education (GE) Subcommittee of the Curriculum Committee to evaluate current definitions of GE at Porterville College and to get updated definitions from all disciplines in the GE areas.^{96 97 98} These definitions were then utilized to evaluate whether courses were a good fit to meet that GE description. Recommendations were discussed and submitted to the Curriculum Committee by November 22, 2022.⁹⁹ In spring 2023, the Curriculum Committee voted to revise the General Education criteria to better suit the needs of students. The committee reduced the number of units from 33 that were required in the 2022-2023 school year to 24 units in 2023-2024 school year with the more specific definitions for each area, the group was able to pinpoint the necessary knowledge, skills, and competencies necessary for success in both transfer to four-year universities and/or positions in local industries without requiring superfluous classes and units.¹⁰⁰

Ethnic Studies was added to the general education guidelines at Porterville College in spring 2023 and is reflected in the 2023-2024 catalog.¹⁰¹ We also hired a full-time faculty member for

⁹⁴ Porterville College Catalog 2022-2023 and Porterville College Catalog 2023-2024

⁹⁵ Articulation agreements with four-year universities

⁹⁶ General Education Workgroup Agenda 10/4/22 ([link](#))

⁹⁷ General Education Updates Overview ([link](#))

⁹⁸ General Education Reviewers Notes ([link](#))

⁹⁹ Curriculum Committee Minutes 11/22/22, 1/24/23, 2/14/23, 2/28/23

¹⁰⁰ Revised General Education Areas ([link](#))

¹⁰¹ Porterville College Catalog 2023-2024 pages 57-58

the discipline. The inclusion of this new position should help the College not only meet the needs of students, but also ensure that courses cross-listed with Ethnic Studies can be more thoroughly vetted and then, approved for transfer to four-year institutions.

The local process for submitting programs, courses, and certificates is outlined in the Curriculum Handbook.¹⁰² This guide explains the submission process and includes new course/program submission forms, requirements for communication prior to curriculum approval, an explanation for utilizing eLumen, a description for how and when the proposal should be submitted to the Curriculum Committee, the Board, and the state, and the procedure for completing the final step, addition of the materials to the College catalog.

Our process for submitting and approving courses, programs, and certificates is as follows:

1. Item added to eLumen by faculty
2. Curriculum Committee approves item
3. Item submitted for Board approval
4. Item submitted to COCI
5. Item added to the catalog

This process includes several steps for checks and balances to ensure consistent and accurate information.

The College's transfer students primarily go into the California State University (CSU) or University of California (UC) systems and the College has strong partnerships with both. California Assembly Bill 928¹⁰³ requires the creation of a new aligned general education pattern across the CSUs and UCs by 2025 and Porterville College has been following the development of that pattern closely to maintain alignment and stay ahead of any changes.

In order to ensure learning is happening, the College has continual discussions and analyses of the General Education Learning Outcomes (GELOs). The Outcomes Coordinator attends every Curriculum Committee meeting to facilitate assessment. All general education courses are mapped to one or more GELO.¹⁰⁴ The Curriculum Committee first decides if the GELO should be revised and if so, works with the division representative to do that before the assessment. Then, the data is collected. This process has taken two forms: first, gathering completed SLO cycle information from the courses mapped to the GELO, and second, gathering assessments and sample student work from those courses. The committee discusses the data and creates a specific, actionable plan for improvement.¹⁰⁵ The Outcomes Coordinator oversees the implementation and checks in with the point person(s) at the designated meeting.¹⁰⁶

2.4

¹⁰² Curriculum Handbook ([link](#))

¹⁰³ AB 928

¹⁰⁴ GELO Course Map

¹⁰⁵ Curriculum Committee meeting minutes showing GELO discussion

¹⁰⁶ Improvement plan for GELO #???

The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

The primary method for communication of all college information is the Porterville College website. The site is a vital tool for students attending the institution, prospective students, and community members. The most relevant information to a student's success in their unique educational journey is easily accessible through the homepage. Each department/division is responsible for maintaining its respective web pages with up-to-date, accurate information regarding programs, services, and resources.

The institution communicates all information regarding programs in the catalog.¹⁰⁷ The Porterville College catalog is reviewed every year by members of the faculty and student services constituencies. All members of the Catalog Review Group ensure there is alignment throughout the catalog with respect to the various programs, services, and resources offered at Porterville College. The Catalog Review Group reflects this collegial collaboration to ensure the institution clearly communicates accurate and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

Classes and programs are updated through eLumen, the integrated platform for curricular management.¹⁰⁸ Using eLumen ensures that when changes are made to the course or program outline of record, those changes are automatically reflected in the catalog so that information is accurate and consistent across various mediums. The public site of eLumen allows for outside viewing of the programs and courses.¹⁰⁹

To provide transparency, the meetings of many of the committees are open to the public and all committee minutes are published for outside viewing.^{110 111}

Every course syllabus includes an accommodation statement and the course Student Learning Outcomes. Many instructors also choose to include a list of campus resources, learning support services, information about the Veterans Resource Center, and various other helpful areas that might be useful.

An innovative approach to informal communication across campus comes in the form of *News from the Crow's Nest*, a newsletter from the Porterville College Marketing and Communication Department.¹¹² The weekly publication is sent via email to everyone in the campus community and a daily form is available across social media.

2.5

¹⁰⁷ Porterville College Catalog 2023-2024 ([link](#))

¹⁰⁸ eLumen ([link](#))

¹⁰⁹ Public facing eLumen page

¹¹⁰ Porterville College Committees ([link](#))

¹¹¹ KCCD Board Minutes ([link](#))

¹¹² News from the Crow's Nest

The institution holds itself accountable for students’ success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.

Porterville College holds itself accountable for students’ success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period.

The College monitors the progress of students and ensures that they are on track to complete their programs within the expected timeframe and uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement. Porterville College is committed to ensuring that its students can complete their degree and certificate programs within the expected timeframe.

Porterville College has developed clearly defined program pathways for its degree and certificate programs. Guided Pathways¹¹³ outline the courses that students need to take each semester to complete their programs within the expected timeframe. These pathways allow students to move through their courses more deliberately with efficient use of units.

Porterville College has established a course sequencing plan for each program pathway. This plan ensures that students take courses in the proper sequence to build upon previous knowledge and skills. In spring 2023, each discipline completed a two-year plan for course offerings so counselors, educational advisors, and students can plan with confidence knowing which classes can be taken during which semester and in what modality.¹¹⁴ To facilitate scheduling, this information is inputted into Program Mapper, the student-facing website platform that outlines the academic and career pathways’ course sequences as a detailed visual course guide.¹¹⁵ Also, Porterville College strives to give incoming students credit for prior learning and in spring 2023, revamped the credits for high school advanced placement (AP) classes to eliminate duplication and unnecessary units.¹¹⁶

The College offers courses during the summer term to help students complete their programs faster. The College offers a variety of fast-track and late-start courses to accommodate students with busy and complex schedules.

As a member of the California Virtual Campus—Online Education Initiative (CVC-OEI),¹¹⁷ Porterville College has opened the door to a variety of online classes that meet its students’ needs for timely completion as well as opened access to its online classes to students throughout the state.

Porterville College offers a variety of student support services to help students stay on track and complete their programs in a timely manner. These services include academic advising, tutoring,

¹¹³ Guided Pathways ([link](#))

¹¹⁴ [Two-Year Plans from Divisions](#)

¹¹⁵ Enrollment Management Minutes for February 27, 2023 ([link](#))

¹¹⁶ [Discussion of Advanced Placement Credit in Enrollment Management on April 23, 2023 \(link\) Should this be in Curriculum?](#)

¹¹⁷ California Virtual Campus—Online Education Initiative (CVC-OEI) ([Link](#))

and career counseling.¹¹⁸ The Promise Program serves first-time college students through their first year with a comprehensive plan of support to complete their educational goals.¹¹⁹ All along their educational journey, students are encouraged to use the learning support resources provided in the Learning Center and the Innovation Centers.¹²⁰

Another event held annually to promote timely movement through the College's programs is PC Connection. In April, high school seniors are invited to attend the two-day event and will receive priority registration. They also receive a welcome bag with helpful college information regarding resources and services and walk away registered for the upcoming summer/fall semesters.

College and Financial Aid Night is held each year at PC. This event is for high school students/parents as well as high school staff to receive valuable information regarding Porterville College academic and career pathways, student support services including financial aid and other resources. Presenters provide important updates related to the redesign of the FAFSA and CA Dream Act applications. Porterville College sends invitations/postcards to students by mail and delivers posters to the campuses to distribute across the high school sites.

More recently, Porterville College has held summits to design specific pathways with each local high school tailored to their career tracks and academies.¹²¹ Each high school had a separate summit so that the focus could really zero in on the best fit for that school.

Though Porterville College regularly analyzes data related to student progress and program completion rates to identify areas for improvement and adjust its scheduling and support services as needed, the College is limited on space and available faculty. Particularly during the busiest times on campus (Monday through Thursday from 9:00 a.m. until 2:00 p.m.), the College does not have enough classrooms to hold all of the courses that could be scheduled to meet student need. Instead, those courses are moved either online or to a different time and the enrollment drops. Because of its remote, rural location, adjunct faculty who teach in person are difficult to find and face-to-face classes are hard to staff.

The limits of space and resources are just one of the many issues related to scheduling and course offerings that are discussed frequently in the Enrollment Management Committee. Each agenda has a standing item for discussion specifically to address solutions and to monitor changes.¹²²

2.6

The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

¹¹⁸ [Advanced Placement Credit \(link\)](#)

¹¹⁹ Student Success & Support Program ([link](#))

¹²⁰ Business Innovation Center ([link](#)), STEM Innovation Center ([link](#)), Literacy Innovation Center ([link](#)), Tutor and Mentor Schedule ([link](#))

¹²¹ [Summit Agendas](#)

¹²² [Enrollment Management standing agenda item](#)

Porterville College's academic programs at all locations, in all modes of delivery, and in all fields of study align with the institution's mission,¹²³ ensuring that support services and resources are available to students whenever, wherever, and however they need them. The College evaluates student learning and achievement data to inform improvements and advance equitable outcomes. The College promotes equitable student learning and achievement by ensuring that resources, programs, and services are in place to support student success, regardless of the delivery mode or location of the program.

Porterville College offers a range of online, hybrid, and hyflex courses to meet the needs of its diverse student population. These courses provide flexibility for students who may have work or family commitments and cannot attend traditional in-person classes or prefer an online learning environment.¹²⁴

Porterville College promotes inclusive teaching practices that ensure equitable student learning and achievement. Faculty members are trained to use inclusive language, create an inclusive classroom environment, and design fair and unbiased assessments. Peer Online Course Review (POCR) has gained momentum in the last four years.¹²⁵ Porterville College boasts 21 instructors who have had 35 courses approved.¹²⁶ In order to have the course approved by California Virtual Campus-Online Education Initiative (CVC-OEI), the courses must adhere to a rubric and be aligned in four sections: content presentation, interaction, assessment, and accessibility.¹²⁷

The College uses active learning techniques in its courses, which promote student engagement and improve learning outcomes. These techniques include group discussions, problem-based learning, and hands-on activities. Many instructors use service learning to make the material relevant and applicable to real-world experiences.¹²⁸ Most courses in the Natural Science Division have a lab component that allows students to interact physically with the materials and concepts they are studying. Health Careers' courses use simulation labs and clinical hours to meet the unique needs of students.

Porterville College adopts a student-centered approach to teaching, which means that the needs and interests of students are central to the course design and delivery. Faculty members take the time to get to know their students, understand their learning styles, and tailor their teaching to meet their individual needs. The College provides professional development opportunities for its faculty members to improve their teaching skills and stay current with the latest teaching methodologies. These opportunities include workshops, conferences, and training sessions. The College offers the Student-Centered Teaching Workshop, a four-day intensive deep dive on addressing the affective domain continuously throughout the semester.¹²⁹ The workshop is required for English instructors who will be teaching English P101A with English P01AX, a corequisite course designed to support students with college-level composition. In May 2020,

¹²³ [Mission statement](#)

¹²⁴ [Promise Program \(link\)](#)

¹²⁵ [Peer Online Course Review \(POCR\) \(link\)](#)

¹²⁶ [List of Instructors \(Courses?\) POCR Approved](#)

¹²⁷ [CVC OEI Course Design Rubric \(link\)](#)

¹²⁸ [Screenshots of Schedule](#)

¹²⁹ [Student-Centered Teaching Workshop \(link\)](#)

Porterville College began a homegrown, faculty-driven project called Quick Tips for Online Success.¹³⁰ Seven faculty members from five different disciplines joined forces to offer colleagues tricks and hacks to help with online instruction. The presenters covered a wide range of topics, such as promoting student-to-student interaction, creating fun, and ensuring academic accountability. In each session, they focused their efforts on a single theme and delivered as many tips as possible in twenty minutes. The last ten minutes were reserved for unrecorded time for faculty to bond via Zoom when many felt disconnected from the College and their colleagues. In April 2023, Kern Community College District hosted the inaugural Teaching-and-Learning Exchange Festival (TALEFEST).¹³¹ The festival was created and led by faculty to promote sharing and discussion of peer-learning opportunities.

2.7

The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

Academic Support Services comprises the Porterville College Library, the Learning Center, and the Innovation Centers (Business Innovation Center, Literacy Innovation Center, and STEM Innovation Center) in partnership with Information Technology's Computer Commons. While Academic Support Services are meeting the standards, the College is not exceeding the standard. The mission of Academic Support Services is to support student achievement in coursework and student retention by providing inclusive opportunities for access to instructional materials, databases, textbooks, and technology, research assistance, peer tutoring, peer technology navigation, group study sessions, peer academic mentoring, and experiential learning. Academic Support Services also supports faculty professional development focused on effective teaching and learning. Academic Support Services, in collaboration with faculty, provides programming to support educational equity efforts on campus by providing culturally responsive education and training to peer educators, empowering students as leaders, reinforcing what is taught in the classroom, and creating transformative learning experiences for students.

The Porterville College Library is integral in many aspects of supporting student learning. Library staff review data to plan and provide improved services in the most equitable way possible. This process has led directly to the development of the Lending Library, a service that allows students to borrow textbooks for the semester for free.¹³² Collections are built and maintained according to faculty and student needs, using multiple modalities to ensure as equitable access as possible to the needed resources. The usage data gathered from Alma (the library catalog) also informs which databases the College subscribes to and renews, what materials are curated in which modality, and how the services are promoted.

¹³⁰ Quick Tips for Online Success ([link](#))

¹³¹ TALEfest ([link](#))

¹³² Computer Commons Hours

In addition to the Lending Library, departments such as the Veterans Resource Center (VRC),¹³³ Extended Opportunity Program & Services (EOPS),¹³⁴ CalWORKs,¹³⁵ and Disability Resource Center (DRC)¹³⁶ also provide free lending library opportunities to students that qualify with books and technology/equipment.

To meet the needs of the students, Academic Support Services are offered in a variety of modalities and timeframes to ensure students can access the resources. Study and virtual reality rooms in the Library, Learning Center, Innovation Centers, and Computer Commons can be booked online or in person for students to utilize.¹³⁷ Porterville College provides tutors, both in-person and virtually.¹³⁸ STAR-CA is the online tutoring tool that enables students to meet with Porterville College Tutors as 12 other California Community Colleges share their tutors through the service. NetTutor is a third-party 24/7 online service program to provide further flexibility to students outside of the department's hours of operation. Both platforms are available through the Virtual Academic Support Services Canvas Shell for all students to access.

The Learning Center and the Innovation Centers have partnered with the Disability Resource Center in a monthly workshop where the group discusses various policies and procedures to determine institutional barriers that can be removed for students with accommodations. The data also inform the need for additional professional development to better understand diversity, equity, inclusion, and accessibility issues. Therefore, the academic support services student worker program was redesigned to move CRLA training to before the semester begins (and eventually a non-credit certificate of competency program) and utilizing the bi-weekly mandatory student worker meetings to ensure that each meeting discusses different marginalized groups to give students the ability to tell their story/intersectional identity and to better understand the stories of the students they serve.

The mission of the Counseling and Advising Center¹³⁹ is to foster and promote the academic, personal, and social development of Porterville College 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 in their journey. Counselors assist students to develop educational plans, pre-requisite overrides, personal and academic counseling, transfer, and career exploration. Educational advisors assist students in reviewing educational plans, academic and career exploration, and transfer information.

To support dual enrollment students, counselors and educational advisors are assigned to visit all local high schools including schools from Porterville Unified School District, Lindsay School District, and Burton School District with the goal of having abbreviated student educational plans (ASEP) for students at the high school campuses. Visits occur monthly in coordination with the high school partners. Counselors and educational advisors are all trained to discuss early

¹³³ [Link to evidence](#)

¹³⁴ [Link to evidence](#)

¹³⁵ [Link to evidence](#)

¹³⁶ [Link to evidence](#)

¹³⁷ [Link to evidence](#)

¹³⁸ [Tutor and Mentor Schedule \(link\)](#)

¹³⁹ [Link to program review](#)

college options as well as Guided Pathways, career and major exploration/options, assist with registration, and explain college services, resources, and program-specific information.

The annual High School Counselors/Principals/Deans Retreat¹⁴⁰ is held in November. This event provides the College with an opportunity to update high school partners regarding programs, services, early college, and/or important changes. This retreat is also an opportunity for the College and high schools to collaborate on ideas to better serve our students. This event is hosted by Student Services and all area high schools are invited.

2.8

The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

To adequately serve the Porterville community, the College must know that community. Porterville College is in perpetual pursuit of knowing its students and potential students better. One way the College familiarizes itself with students' wants and needs is through the Community College Survey of Student Engagement (CCSSE). The College conducts the CCSSE every three years and creates goals in the Strategic Plan to improve the weakest areas of engagement. Those goals were mostly achieved.¹⁴¹ ¹⁴² Shortly before spring break and the COVID-19 pandemic closure in spring 2020, the Office of Institutional Research conducted a pair of focus groups to gather input from students on topics such as the transition from high school, placement processes, understanding of available resources, and textbooks.¹⁴³ As the COVID-19 pandemic required the College to shut down in-person classes, the College conducted surveys to gauge the impact on students and employees.¹⁴⁴ ¹⁴⁵ The results of these surveys led to the implementation of programs to reduce the impact, such as the purchase of Wi-Fi hotspots and other technology to assist students. As students returned from the pandemic, the College conducted a second student survey to assess where students stood on COVID-19 effects and their educational progress.¹⁴⁶

Programs like EOPS, CARE, CalWORKs, DRC, and NextUp/Foster Youth encourage lifelong learning and provide opportunities through workshops that help students with health and wellness, financial literacy, and career development.¹⁴⁷ DRC, EOP&S, and the NextUP/Foster Youth programs host their orientations on Canvas and utilize that tool to keep students engaged with their programs and make announcements on opportunities that are for the betterment of

¹⁴⁰ [High School Counselors/Principals/Deans Retreat Agenda](#)

¹⁴¹ [CCSSE 2022 Executive Summary of Results \(link\)](#)

¹⁴² [Research Brief #21: 2022 CCSSE Results Show Progress on Key Benchmarks for Student Engagement \(link\)](#)

¹⁴³ [Focus Group Report Spring 2020 \(link\)](#)

¹⁴⁴ [Student Remote Learning Survey Spring 2020 \(link\)](#)

¹⁴⁵ [Employee Remote Learning Survey Spring 2020 \(link\)](#)

¹⁴⁶ [Return to Campus Survey Fall 2021 \(link\)](#)

¹⁴⁷ [Access Programs Flyers and Minutes \(link\)](#)

their students. The Transfer Center developed a Discord Server for students in response to the pandemic to assist students with meeting other students, developing study groups, and interacting with clubs and services like tutoring and mentoring. Discord connects students with CSUs, UCs, and private university representatives. It is also where the College's Transfer Fair was hosted during the pandemic.¹⁴⁸

One of the most important populations to consider for inclusivity in the college community is first-generation college students. Because most Porterville College students are first generation,¹⁴⁹ it is responsible for encouraging and assisting them as they navigate the unknown. Porterville College celebrates First-Generation Day on November 8. It is a day to commemorate those first-generation students who have overcome challenges and barriers on their way to earning a college degree. In honor of first-generation students, Porterville College hosted a series of events during the week of November 7-10, 2022.^{150 151}

Porterville College was selected to participate in the Rising Scholars Program for incarcerated or formerly incarcerated students in the College's service area. Including incarcerated and formerly incarcerated students in higher education is core to the California Community Colleges' mission,¹⁵² critical to the Chancellor's DEI Call to Action,¹⁵³ and closely aligns with the *Vision for Success*¹⁵⁴ goal to reduce equity gaps among traditionally underrepresented student groups. The program's principal objective will be to expand the number of justice-involved students participating and succeeding in their educational goals. Porterville College has provided incarcerated students the opportunity to complete college transfer certificates and transfer degrees. Education is key to reduce recidivism, improve behavior and be better prepared to re-enter the community and support themselves and their families once they are released. Porterville College will implement new education programs in South Tulare County Detention facility and Tulare County Juvenile Detention facilities.¹⁵⁵

Two academic programs the College has implemented to foster belonging are Puente and UMOJA. The Puente Program has created a sense of belonging for the students in a strong way through "familia." Puente students are part of an annual cohort in which they have at least three classes together enabling them to interact with each other and engage in their classes by building community in the form of a network. Umoja is a program dedicated to the belief that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success.

The Associated Students of Porterville College (ASPC) and its various clubs engage students based on major, cultural, political, and other interests.¹⁵⁶ Events such as the Pride Flag Ceremony

¹⁴⁸ Discord ([link](#))

¹⁴⁹ [research brief](#)

¹⁵⁰ First-Generation Week Video ([link](#))

¹⁵¹ First-Generation Week Event Flyer ([link](#))

¹⁵² [Link to evidence](#)

¹⁵³ [Link to evidence](#)

¹⁵⁴ *Vision for Success*

¹⁵⁵ [Link to evidence](#)

¹⁵⁶ ASPC ([link](#))

or the Pride Club Tea Party are a way to help students feel like they are a part of the larger college community.¹⁵⁷ ¹⁵⁸ ASPC serves as the student voice promoting a diverse and inclusive campus culture that supports the mission, vision, and values of the College. ASPC's purpose is to represent Porterville College students through the participatory governance process, promote cooperation among faculty, students, and staff, and to stimulate the intellectual, physical, social, and cultural goals through sponsorship of educational and co-curricular programs.

Another way Porterville College encourages community is through the Student Ambassador Program,¹⁵⁹ an on-campus job opportunity where students serve to represent the College through campus events and outreach efforts. Student Ambassadors give campus tours, serve at campus events, assist at the front counter spaces, and attend outreach events.

At Porterville College, learning does not stop at the classroom door. In spring 2023, Alpha Chi Mu, Porterville College's chapter of the Phi Theta Kappa Honor Society, went to Ohio where they were recognized nationally.¹⁶⁰ During the 2022-23 and the 2023-24 school years, the Puente Program, art students, Student Life, Rising Scholars, and other groups have taken students to conferences, cultural trips, and university tours in Los Angeles, Sacramento, and other locations in California.¹⁶¹ In January 2022 and 2023, staff and faculty chaperoned PC students who had been chosen as Eisenhower Global Transportation Fellows to Washington, D.C. to attend the Department of Transportation Federal Highway Administration Conference.¹⁶²

Additionally, the Porterville College Safe Zone program was created as a way for the campus to create a supportive environment for the LGBTQIA+ community.¹⁶³ Many faculty have attended Safe Zone workshops and publicly identify themselves as making an effort to understand and support the needs of the LGBTQIA+ community. Finally, the Social Justice Action Committee examines past and present processes, procedures, and everyday interactions impacting students and through this examination, the committee is responsible for identifying and addressing current and historical injustices in the institutional culture.¹⁶⁴

Intercollegiate athletics provide multiple opportunities for students to engage with their peers and with the community overall. Intercollegiate athletics often serve as the "front door" to an institution, allowing students, community members, and families the opportunity to participate and support the College. Porterville College currently offers 12 intercollegiate sports,¹⁶⁵ all competing in the Central Valley Conference and boasting nearly 100 on-campus home sporting events..

¹⁵⁷ Video of Pride Flag Ceremony ([link](#))

¹⁵⁸ Pride Club Tea Party Poster ([link](#))

¹⁵⁹ Link to evidence

¹⁶⁰ Evidence of this happening?

¹⁶¹ Evidence we can link?

¹⁶² Evidence we can link?

¹⁶³ Safe Zone Program ([link](#))

¹⁶⁴ Social Justice Action Committee ([link](#))

¹⁶⁵ Link to evidence

Since 2017, Porterville College has brought back opportunities for students to participate in choir and band. Through participation in our music programs, students build community by working in groups toward a common goal and following their shared artistic passions. Our music programs also provide opportunities for Porterville College to engage with the larger Porterville community. Local residents attend music events, show support for their friends and family members who are performing, and see how talented Porterville College students are.¹⁶⁶

The Cultural and Historical Awareness Program (CHAP) is a unique group at Porterville College focused on bringing speakers to campus on a variety of topics to improve student and community awareness of the world around them and significant events occurring throughout the nation and world. Recent CHAP presentations have included “Women and the Environmental Movement” and “The Anthropocene.”^{167 168}

Other celebrations and events that foster a sense of belonging at Porterville College are the Grad Fair,¹⁶⁹ Job Fair,¹⁷⁰ Scholarship Ceremony,¹⁷¹ Distinguished Student,¹⁷² and Cesar Chavez Day Event.¹⁷³

2.9

The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

Review and assessment are ingrained into every process at Porterville College. The College ensures that every program, course, committee, and department adhere to regular checks and balances to guarantee all parts of the campus are constantly moving toward the ultimate vision of student success.

Surveys are one of the tools the College uses to assess different facets of the student experience including academic rigor and engagement, belonging in the college community, and utilization of support services. The Community College Survey of Student Engagement (CCSSE) is conducted every three years and based on the data collected, the College creates goals in the Strategic Plan to improve the weakest areas. Those goals were mostly achieved.^{174 175}

Every program at Porterville College participates in a program review process on a three-year cycle. This process helps to provide that programs are functioning effectively and meeting

¹⁶⁶ Link to evidence

¹⁶⁷ CHAP Women and the Environmental Movement ([link](#))

¹⁶⁸ CHAP The Anthropocene ([link](#))

¹⁶⁹ Link to evidence

¹⁷⁰ Link to evidence

¹⁷¹ Link to evidence

¹⁷² Link to evidence

¹⁷³ Link to evidence

¹⁷⁴ CCSSE 2022 Executive Summary of Results ([link](#))

¹⁷⁵ Research Brief #21: 2022 CCSSE Results Show Progress on Key Benchmarks for Student Engagement ([link](#))

student's academic needs.^{176 177 178} Academic programs are systematically reviewed to ensure quality and implement improvements and innovations. This process is outlined in the Curriculum Handbook and takes place in the Curriculum Committee.¹⁷⁹

Instructional and non-instructional programs are reviewed on a three-year cycle through the program review process.¹⁸⁰ Each program submits its review to the Strategic Planning Committee for feedback. Then, the program review goes to College Council for approval.

To further investigate gaps in student success, math and English faculty began holding an event called Data Extravaganza every semester.¹⁸¹ Faculty collaborate to seek out relevant information available through the Porterville College and Kern Community College District Office of Institutional Research & Reporting dashboards, share that data with the group, and brainstorm plans to improve within the discipline.

Five types of outcomes are assessed at Porterville College: Course-Level Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), General Education Learning Outcomes (GELOs), Institutional Level Outcomes (ILOs), and Service Area Outcomes (SAOs).¹⁸² All outcomes are assessed using the same four-step cycle: collect, analyze, identify, and implement. Each outcome is assessed every four years at a minimum (some outcomes are assessed more often due to other standards and requirements) and more frequent assessment is encouraged.

SLOs are assessed by faculty in the classroom. Disciplines choose the assessment method(s) most appropriate to their subject matter and circumstances. For example, math instructors collaborated to include certain problems on at least one test in all sections of Math P122: Statistics. When the results are gathered, faculty have a clear data set to discuss. Other assessments are more subjective. English instructors can assess their SLOs for English P101A: Expository Composition however they like, and the assessment method becomes a part of the conversation as they analyze their findings. Once an action plan is created, the collected assessment data, notes on the discussion about that data, and the proposition for improvement with specific designations as to what job belongs to what person and dates for completion are entered into the Google form "Outcomes Assessment Cycle Rotation Completion."¹⁸³ A clear date is set to begin the next cycle.

Assessment analysis informs changes to improve instruction. With the completion of an assessment cycle rotation, business administration faculty identified that instruction needed to more intentionally define ethics to help students better achieve the outcome relating to students

¹⁷⁶ Program Review Handbook ([link](#))

¹⁷⁷ Program Review Page ([link](#))

¹⁷⁸ Program Review Schedule ([link](#))

¹⁷⁹ Curriculum Handbook ([link](#))

¹⁸⁰ Program Review Schedule ([Link](#))

¹⁸¹ Data Extravaganza Agendas

¹⁸² Porterville College Outcomes Handbook

¹⁸³ Outcomes Assessment Cycle Rotation Completion ([link](#))

being able to explain the role of social responsibility in an organization.¹⁸⁴ Assessment of SLO #4 of ADMJ P102: Introduction to Administration of Justice lead faculty to identify an opportunity to change their primary method of assessment of the outcome. It was decided the complexity of the assignment was likely interfering with the ability to accurately determine if students were learning the outcome.¹⁸⁵

PLOs are assessed through one of three methods. Some disciplines, such as business, map the SLOs of the program's courses to the PLOs.¹⁸⁶ Then, the "Collect" stage is a matter of rounding up the latest cycle of each SLO and analyzing them together to evaluate how well students are meeting the PLO. Spanish instructors used this first method to recognize that students needed more direct instruction time with grammatical tenses in the first two sequential courses.¹⁸⁷ Other disciplines use assignments and student samples of those assignments from the program's courses to assess the PLO. For example, English faculty assessed PLO #1 by gathering relevant assignments from English 101B: Argumentative Writing & Critical Thinking through Literature and all relevant literature courses. The group looked at the assignment itself, primarily a research essay, as well as three student papers for each assignment (one clearly demonstrating the outcome, one right at the cusp of demonstrating the outcome, and one not quite demonstrating the outcome). Then, they were able to evaluate whether students were demonstrating the PLO overall and recommend how they could better teach to and assess the PLO in the future. Ultimately, they decided to revise the PLO statement to better reflect the skills they deemed crucial to a student completing the associate in art for transfer degree in English.¹⁸⁸ Finally, the third method of PLO assessment is using the SLOs of a capstone course. Few programs at Porterville College have a capstone course, or a class taken last in a program's sequence which requires at its completion that a student demonstrate skills or knowledge gained from their learning throughout the program. Health Careers has programs that can assess their PLOs with this strategy.¹⁸⁹

Because general education is a large program, its outcomes are assessed in the same way the PLOs are assessed. GELOs are addressed by the Curriculum Committee at every meeting.¹⁹⁰ The Outcomes Coordinator facilitates this process, and the group begins by looking at the GELO statement and deciding if it should be revised. Then, the representatives decide on the method of collection (gathering completed SLO assessment cycles for SLOs mapped to that GELO or compiling relevant assignments and student samples from courses in the general education pattern). Finally, they discuss the material and identify areas of improvement. Upon completion, the cycle rotation is recorded, and a date is set for the next assessment cycle rotation to begin.¹⁹¹

¹⁸⁴ Business Administration Implementation Plan ([EVID-6B1.10])

¹⁸⁵ Administration of Justice Implementation Plan ([EVID-6B1.11])

¹⁸⁶ Business Map of SLOs to PLOs

¹⁸⁷ Spanish PLO Implementation Plan ([EVID-6B1.12])

¹⁸⁸ English AA-T PLO #1 Assessment Cycle

¹⁸⁹ Nursing PLO Assessment Cycle (???)

¹⁹⁰ Sample GELO presentations for Curriculum Committee meetings

¹⁹¹ Sample GELO presentations for Curriculum Committee meetings

In a similar manner, ILOs are assessed by the College Council at every meeting.¹⁹² With the Outcomes Coordinator facilitating, the committee reviews the ILO statement and decides if it should be revised. Then, participants gather as much evidence as possible to see where Porterville College is giving students the opportunity to develop and demonstrate the ILO. This evidence comes from all parts of campus and primarily from the events and services outside of the classroom because much of the learning in the classroom is assessed with the SLOs, PLOs, and GELOs. When the information has been compiled, the College Council discusses what the College is doing, how they can improve those endeavors, and ideas for new programs, events, or opportunities for students to develop and demonstrate the ILO. An action plan is created, and the Outcomes Coordinator asks for the responsible parties to report on their progress frequently.¹⁹³ A Flex Day presentation on critical thinking across disciplines was a result of ILO assessment. ILO #2 focuses on cognition and states that students should “[t]hink independently, creatively and critically to analyze, synthesize, and evaluate ideas and information.” The presentation was an introduction to how to integrate assignments/activities across the curriculum by sharing best practices in the classroom.¹⁹⁴

In spring 2021, due to the findings of an ILO assessment, voter awareness was expanded for the campus community. All incoming first-year students through the PC Promise Program can register to vote and are given presentations on many other social issues. Additionally, the College is working to create and/or identify student clubs related to social and cultural responsibility and provides training to students through the Associated Students of Porterville College (ASPC).¹⁹⁵

Service Area Outcomes (SAOs) are reported for programs in Student Services as well as non-instructional departments. These statements reflect what a student should be equipped to demonstrate or an attitude the student will have after receiving the services of a particular service. For example, the Early Alert program decided to change the questionnaire distributed to students because of the SAO assessment.¹⁹⁶

¹⁹² Sample ILO presentations for College Council meetings

¹⁹³ ILO #5 Implementation Plan

¹⁹⁴ Critical Thinking across the Disciplines Lecture from Kathryn Benander ([EVID-6B1.08])

¹⁹⁵ ILO #4 Implementation Plan

¹⁹⁶ Outcome Cycle Rotation Completion Form (2023), Early Alert, SAO #1

Standard 3: Infrastructure and Resources

3.1

The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.

Porterville College follows the minimum qualifications for hiring faculty and job descriptions as approved by Kern Community College District (KCCD) Board of Trustees. The College uses licensure requirements, education, and experience for employment postings to ensure all employees are qualified for their roles.¹⁹⁷

The equivalency determination process is used to determine whether a candidate for a faculty or adjunct position who does not meet minimum qualifications may still qualify to teach classes within a particular discipline. Equivalency requires that applicants demonstrate they have a combination of education and experience that would be equivalent to the stated minimum qualifications, allowing them to teach any class within the discipline.¹⁹⁸

If upon receiving a candidate's application, Human Resources determines that minimum qualifications are not met and an applicant has submitted an Equivalency Request form, an SEC may be convened (at the request of a hiring committee) to evaluate the application to determine if the candidate meets the equivalency criteria.¹⁹⁹

Staff, administrators, and other personnel are hired based on the necessary qualifications of the specific position and the skills and competencies necessary to perform that job well.

The institution has processes in place at both the District Office and at the colleges to ensure its staffing levels are adequate and support the success of all areas. Administrative Unit Reviews are completed by district office areas and Program Reviews are completed by the colleges to plan accordingly.²⁰⁰

Through consultation with the appropriate constituency groups KCCD develops and implements personnel policy and procedures that ensure consistency in the recruitment of personnel.²⁰¹

¹⁹⁷ Minimum Qualifications Handbook for CA Community Colleges ([link](#))

¹⁹⁸ (Something to show the equivalency process or is that in the handbook?)

¹⁹⁹ Porterville College Academic Senate Equivalency Procedures ([link](#))

²⁰⁰ 3.1 KCCD 2022-2024_IR_AUR.pdf ([Link](#)), 3.1 KCCD 2022-2024_IT_AUR.pdf ([Link](#)), 3.1 KCCD 2022-2024_HR_AUR.pdf ([Link](#)), 3.1 KCCD 2022-2024_Facilities_AUR.pdf ([Link](#)), 3.1 KCCD 2022-2024_EWD_Aur.pdf ([Link](#)), 3.1 KCCD 2022-2024_EducationalServices_AUR.pdf ([Link](#)), 3.1 KCCD 2022-2024_BusinessServices_AUR.pdf ([Link](#))

²⁰¹ 3.1 KCCD Fall 2022 FON Compliance Form - signed.pdf ([Link](#)), 3.1 53021-Title V California Code of Regulations.pdf ([Link](#))

The KCCD Human Resources Department adheres to criteria as set forth by the Board of Trustees in section... Minimum qualifications required for each job meet the requirements set forth in Title 5 California Code of Regulations and California Education Code.²⁰²

KCCD reviews all faculty postings to ensure they are appropriate and comprehensive by undergoing a review each year prior to the positions being posted.²⁰³

KCCD requires that all new hires undergo a comprehensive review by management to ensure that new hires possess the qualifications to be employed by the district. Only unopened official transcripts are accepted to verify the education of a new hire. New hires are required to provide references who are able to confirm experience and training.²⁰⁴

KCCD has a comprehensive electronic application system (NEOED) that produces annual reports that are evaluated by human resources.²⁰⁵

KCCD consistently reviews its policies and/or procedures for equitable hiring practices by ensuring the district's EEO Plan is kept current.²⁰⁶

3.2

The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The professional learning opportunities at Porterville College are designed to support the institution's mission and goals. The College has sought to increase professional development opportunities in recent years for all employee categories. In addition, faculty have led several new initiatives for faculty professional development, in coordination with College administration and the Academic Senate. The former Staff Development Committee, which

²⁰² 3.1 BP_7120 - Recruitment and Hiring.pdf ([Link](#)), 3.1 AP_7120 - Recruitment and Hiring.pdf ([Link](#)), 3.1 cccco-2021-report-min-qualifications-a11y.pdf ([Link](#)), 3.1 AP_8700 - Equivalency Criteria.pdf ([Link](#)), 3.1 KCCD Careers Page.png (Link—This link is broken), 3.1 KCCD Faculty Minimum Qualifications.png (Link—This link is broken), 3.1 Title V_53420 Min Quals Ed Admin.pdf ([Link](#)), 3.1 TitleV_53430 Equivalencies.pdf ([Link](#))

²⁰³ 3.1 BP_8700 - Faculty Hiring.pdf ([Link](#)), 3.1 BP_8900 - Temporary Full-time Faculty Employment.pdf ([Link](#)), 3.1 BP_8800 - Adjunct Employment.pdf ([Link](#)), Add CCA Agreement after September board approval

²⁰⁴ 3.1 AP_7211 Faculty Equivalency.pdf ([Link](#)), 3.1 AP_8700 - Equivalency Criteria.pdf ([Link](#)), 3.1 KCCD Careers Page.png (Link—This link is broken), 3.1 KCCD Faculty Minimum Qualifications.png (Link—This link is broken), 3.1 KCCD Employee Onboarding Check Sheet.pdf ([Link](#))

²⁰⁵ 3.1 2021 EEO Plan - FINAL.pdf ([Link](#))

²⁰⁶ 3.1 2021 EEO Plan - FINAL.pdf ([Link](#)), 3.1 KCCD Screening Committee Training 2.pdf ([Link](#)), 3.1 KCCD Screening Committee Workshop Evaluation Form.pdf ([Link](#))

had been dormant since 2019, has been the focus of discussion in a task force to revise the charge and membership. The charter was approved by the College Council in fall 2023.²⁰⁷

The College has also added a new position of Assistant Director of Academic Technology and Professional Development to support campus-wide efforts. Among the objectives of this position is to improve access to and support for professional development opportunities and ensure that the opportunities provided align with the needs of each employee category.

Flex Day activities target the college community with events that include faculty, administration, and classified staff.²⁰⁸ The planning for the day is led by the Academic Senate President and the Vice President of Instruction with input from the President's Office and employee constituent groups. Participants are surveyed after the Flex Day and the results are used to develop subsequent activities.²⁰⁹

To better understand the curriculum process, the Curriculum Committee Chair and the Curriculum Specialist hold training and work sessions to help faculty learn how to navigate eLumen for updating courses or programs.²¹⁰ Faculty has also received training on developing and writing non-credit courses in eLumen through the Zero-Unit/Non-Credit Training.²¹¹ Staff and faculty also attended the state Academic Senate Non-Credit Institute.²¹²

To demystify the outcomes assessment process, the Outcomes Coordinator facilitates an Outcomes Fest, a session to bring assessment data and discuss the findings with colleagues. Many of the early iterations of Outcomes Fest focused on revising Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and designing a plan for assessment.²¹³ More recent Outcomes Fests have been opportunities for robust analysis and plans to implement improved classroom activities, engaging lessons, and equitable assessments.²¹⁴

To study Porterville College students and trends in success and learning, math and English began holding Data Extravaganza, a semesterly event allowing faculty in those disciplines to explore the data and discuss equity gaps, changes in success, or other movements they see in the numbers.²¹⁵ The participants then create the next semester's agenda and work to improve student success and quality of learning in their discipline.

Porterville College's professional learning opportunities include attending conferences. For example, four adjunct instructors attended the California Association for Psychiatric Technician Educators training conference, an annual conference for instructors in the

²⁰⁷ Minutes for the October 2, 2023 meeting of College Council

²⁰⁸ FLEX Day Agenda

²⁰⁹ FLEX Day Survey

²¹⁰ Agenda or email for eLumen training/work session

²¹¹ Zero-Unit/Non-Credit Training Agenda

²¹² Link evidence here

²¹³ Outcomes Fest for Language Arts (Fall 2023)

²¹⁴ Outcomes Fest for Natural Science (Spring 2023)

²¹⁵ Data Extravaganza Agendas

psychiatric technician program offering training on current industry standards.²¹⁶ Nursing instructors attend California Organization Associate Degree Nursing Educators training.²¹⁷

The College ensures quality online learning through two mandatory trainings: Kung Fu Canvas and Introduction to Online Teaching and Learning. Before being assigned to an online or hybrid class, a faculty member must complete both courses.²¹⁸ ²¹⁹ A resource page that includes the distance education standards, Canvas resources, and professional development opportunities is provided through the Center for Instructional Technology on Canvas. Peer Online Course Review (POCR), a program designed for regular evaluation of instructional effectiveness, has gained momentum in the last four years.²²⁰ Porterville College boasts 18 instructors and 35 courses that have been approved and is a teacher college for CVC-OEI.²²¹

Porterville College began a homegrown, faculty-driven project called Quick Tips for Online Success.²²² Seven faculty members from five different disciplines joined forces to offer colleagues tricks and hacks to help with online instruction. The presenters covered a wide range of topics, such as promoting student-to-student interaction, creating fun, and ensuring academic accountability. In each session, they focused their efforts on a single theme and delivered as many tips as possible in twenty minutes. The last ten minutes were reserved for unrecorded time for faculty to bond via Zoom when many felt disconnected from the College and their colleagues.

In April 2023, Kern Community College District hosted the inaugural Teaching-and-Learning Exchange Festival (TALEFEST), an event created by faculty.²²³ The festival was created to promote sharing and discussion of peer-learning opportunities.

The College offers the Student-Centered Teaching Workshop, a four-day intensive deep dive on addressing the affective domain continuously throughout the semester.²²⁴ The workshop is required for English instructors who will be teaching English P101A with English P01AX, a corequisite course designed to support students with college-level composition.

In spring 2022, a faculty learning community was developed with a focus on innovative technology for instruction to enhance student engagement and teaching effectiveness. The group has primarily focused on virtual reality thus far.²²⁵

²¹⁶ California Association for Psychiatric Technician Educators training conference

²¹⁷ California Organization Associate Degree Nursing Educators training

²¹⁸ Kung Fu Canvas

²¹⁹ Introduction to Online Teaching and Learning

²²⁰ Peer Online Course Review (POCR) ([link](#))

²²¹ List of Instructors (Courses?) POCR Approved, Check with Thad on this paragraph and make sure it is consistent with Standard 2

²²² Quick Tips for Online Success ([link](#))

²²³ TALEfest ([link](#))

²²⁴ Student-Centered Teaching Workshop ([link](#))

²²⁵ PC Virtual Reality Faculty Learning Community

Eight members of the PC staff attended the Academic & Career Coaching for Student Success between 2020 and 2023.²²⁶ (I need help with this section. Please describe how each event listed connects to the standard)²²⁷

To align the hiring process more closely with the College mission,²²⁸ frequent, required workshops have been held to instruct search committee participants on diversity, equity, inclusion, and accessibility (DEIA) considerations and updates.²²⁹

The Porterville College Safe Zone program was created as a way for our campus to create a supportive environment for the LGBTQIA+ community.²³⁰ Many faculty have attended Safe Zone workshops and publicly identify themselves as making an effort to understand and support the needs of the LGBTQIA+ community.

KCCD Leadership Academy²³¹

KCCD Employee Engagements²³²

FRISK Training for Management²³³

Screening Committee Training²³⁴

KCCD does provide opportunities for evaluation of training and uses this information for planning professional development to support the needs of the employees.²³⁵

3.3

Employees are evaluated regularly, using clear criteria that align with their professional responsibilities and support the institution's mission and goals.

All employees periodically undergo a performance evaluation at prescribed intervals.²³⁶ Article 6 of the CCA contract defines evaluations for full-time faculty. They have four annual evaluations of new faculty and recurring evaluations every three years thereafter. Article 7 of the CCA contract defines evaluations for part-time faculty with recurring evaluations every three years.²³⁷ Article 13.3 of the California School Employees Association (CSEA) contract defines annual evaluations for classified faculty based on the duties outlined in the employee's job description.²³⁸ AP 7150 of the KCCD board policy defines the evaluation of confidential

²²⁶ Academic & Career Coaching for Student Success

²²⁷ Really think we should include the new CE instructor and academic coaching 40-hour workshops. (Comment from Accreditation meeting)

²²⁸ Link to mission

²²⁹ Search Committee Trainings

²³⁰ Safe Zone Program ([link](#))

²³¹ KCCD Leadership Academy ([Link](#))

²³² KCCD Employee Engagements ([Link](#))

²³³ FRISK Training for Management ([Link](#))

²³⁴ Screening Committee Training ([Link](#)) ([Link](#)) ([Link](#))

²³⁵ 3.1 KCCD Screening Committee Workshop Evaluation Form.pdf ([Link](#))

²³⁶ BP 7150 Evaluation ([link](#))

²³⁷ KCCD CCA Contract 2020-2023 ([link](#))

²³⁸ Agreement with the California School Employees Association ([link](#))

and management employees. Evaluation of confidential and management employees has as its primary purpose recognition of successes and commitment to improvement of job performance as it relates to the mission of the District. A written evaluation report shall be completed annually during the first two years of employment and every two years thereafter for each confidential and management employee²³⁹

While Porterville College meets the requirement of regular evaluations, there are opportunities for improvement in the process. Specifically, timely notifications and accurate tracking of employee evaluation lists from Human Resources are essential. Currently, faculty evaluations are typically dispatched during the third or fourth week of the semester. To streamline the scheduling and evaluation process, it would be advantageous for these lists to be distributed during the first week of the semester.

Moreover, there are concerns regarding the accuracy of the faculty evaluation lists from Human Resources. These lists often contain errors, such as including faculty who are not due for evaluation or omitting those who are. Similarly, the evaluation lists for classified and confidential management staff are frequently dispatched after the evaluation deadline has passed.

To address these issues, it is recommended that Human Resources improve the accuracy and timeliness of evaluation lists. Area administrators and division chairs have been forced to manually track evaluations within their areas to ensure completeness and accuracy, indicating a need for enhanced coordination between departments.

KCCCD has policies and procedures in place to effectively evaluate faculty, staff, and administrators to ensure the mission and goals of the district are successfully met.²⁴⁰

3.4

The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

The allocation model components includes consideration of the student-centered funding formula, stabilization, growth, and reserves, and district and districtwide expenses. The student-centered funding formula supports student access through enrollment-based funding, student equity by allocating funds with an equity lens to support successful student outcomes.²⁴¹

The allocation model has guiding principles:²⁴²

- Recognize the District as the fiscal entity while honoring the unique legacy and culture of each institution to meet their mission.
- Use planning and goals to drive the budget process.
- Ensure that unrestricted resource allocation decisions align with the type of funding.

²³⁹ AP 7150 Evaluation ([link](#))

²⁴⁰ [3.3 BP_7150 Evaluation.pdf](#) [3.3 AP_7150 Evaluation.pdf](#) [3.3 2021-2024_csea-agreement.pdf](#)
([Link](#))

²⁴¹ [Link to evidence](#)

²⁴² [Link to evidence](#)

- Consider both the inputs and outcomes of proposed budget decisions.
- Regularly assess operations and use data to inform the decision-making and planning processes.
- Incentivize innovation and program development.
- Take a long-term perspective.
- Be transparent, simple and easy to explain.

Apportionment revenue is allocated by the District to the colleges based on their SCFF components.

KCCD established the Board Finance and Audit Committee²⁴³ to ensure proper fiscal management. The committee has representation from all three colleges. Financial updates and reports are shared to encourage transparency related to the Districts’ fiscal health.

KCCD assembled a committee which participates in the review of the districtwide processes related to budget development. The committee is comprised of stakeholders and constituent groups. The committee’s charge includes the review of the annual districtwide budget development premises and the review of long-term trends related to the districtwide fiscal health. The Districtwide Budget Committee analyzes the California Community College Chancellor’s Office Funding CCCCCO (Schedule C Allocation to audited financials),²⁴⁴ the KCCD District Carryover,²⁴⁵ and annual allocations. Updates and presentations related to the State of California Governor’s Budget²⁴⁶ are shared. with the committee and potential impacts or outcomes are discussed and communicated. The committee follows the districtwide budget calendar²⁴⁷ and reports status updates as needed.

Porterville College has resources to support essential program needs and operational functions. The Budget Committee established a combined zero-based and performance-based budgeting approach. The Budget Committee is a subcommittee of the College Council. The budget committee has the responsibility to coordinate budget planning in an effective manner to assist the institution to utilize fiscal resources in the pursuit of the College mission.²⁴⁸ The committee establishes an annual budget planning calendar²⁴⁹ that aligns with the district planning calendar to ensure that the institution complies with the Board of Trustee approved annual calendar. The committee utilizes instructional and non-instructional program reviews and budget requests in the budget planning process. Budget requests must also algin with Program Learning Outcomes (PLOs) and Service Area Outcomes (SAOs), department goals identified in the program review, integrated planning linking requests to the *CCCCO Vision For Success*,²⁵⁰ and PC Strategic Planning goals, and budget requests must identify any sustainability issues needing to be addressed. The Budget Committee utilizes a rubric to assess pending budget requests.²⁵¹ Budget

²⁴³ [Link to evidence](#)

²⁴⁴ [Link to evidence](#)

²⁴⁵ [Link to evidence](#)

²⁴⁶ [Link to evidence](#)

²⁴⁷ [Link to evidence](#)

²⁴⁸ [Link to evidence](#)

²⁴⁹ [Link to evidence](#)

²⁵⁰ *CCCCO Vision For Success*

²⁵¹ [Link to evidence](#)

requests are reviewed and prioritized by the Budget Committee, and the final recommendation is presented to the executive team and College Council.

3.5

The institution’s mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Porterville College has resources to support essential program needs and operational functions. The PC Budget Committee established a combined zero-based and performance-based budgeting approach. The Budget Committee is a subcommittee of the PC College Council. The budget committee has the responsibility to coordinate budget planning in an effective manner to assist the institution to utilize fiscal resources in the pursuit of the College mission.²⁵² The committee establishes an annual budget planning calendar²⁵³ that aligns with the district planning calendar to ensure that the institution complies with the Board of Trustee approved annual calendar. The committee utilizes instructional and non-instructional program reviews and budget requests in the budget planning process. Budget requests must also align with Program Learning Outcomes (PLOs) and Service Area Outcomes (SAOs), department goals identified in the program review, integrated planning linking requests to the *CCCCO Vision For Success*,²⁵⁴ and PC Strategic Planning goals, and budget requests must identify any sustainability issues needing to be addressed. The Budget Committee utilizes a rubric to assess pending budget requests.²⁵⁵ Budget requests are reviewed and prioritized by the Budget Committee, and the final recommendation is presented to the executive team and College Council.²⁵⁶

3.6

The institution assures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

The Kern Community College District (KCCD) has established fiscal control and proper separation of duties for all financial transactions. Board Policy (BP) 6100 Delegation of Authority, Business and Fiscal Affairs²⁵⁷ authorizes the Chancellor to supervise general business procedures to assure proper administration of property, contracts, budget, audit and accounting of funds, and other similar resources. All transactions must comply with applicable laws and regulations, and with the California Community Colleges Budget and Account Manual (BAM).²⁵⁸

²⁵² Link to evidence

²⁵³ Link to evidence

²⁵⁴ *CCCCO Vision For Success*

²⁵⁵ Link to evidence

²⁵⁶ This is the exact same paragraph!!!!!!

²⁵⁷ BP 6100 (???)

²⁵⁸ California Community Colleges Budget and Account Manual (BAM)

KCCD has established the following board policies to ensure the integrity and responsible use of its financial resources: BP 6200 Budget Preparation²⁵⁹ and BP 6250 Budget Management.²⁶⁰ The budget development is required to meet specific criteria such as, but not limited to, supporting the District Educational Master Plan.²⁶¹ Budget projections must address long-term goals and commitments, and the proposed budget must not exceed estimated revenues. The budget must be managed in accordance with Title V²⁶² and the California Community College Budget and Accounting Manual (BAM).²⁶³

3.7

The institution assures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability.

Porterville College's financial resources provide a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the Institution considers its long-range financial priorities to assure financial stability. The Institution clearly identifies plans and allocates resources for payment of liabilities and future obligations.

The District Chief Financial Officer directly oversees liabilities and other long-term obligations. The District maintains adequate reserves to ensure financial solvency. In addition to the state-required 15 percent minimum reserve, the District has an obligation to fund post-retirement benefits. The annual Adoption Budget²⁶⁴ reflects compliance with external standards, including, but not limited to, Government Accounting Standards Board (GASB), other post-employment benefits (OPEB), the Education Code, Title V regulations,²⁶⁵ Full-Time Faculty Obligation Number (FON), the 50 percent law, EPA funding, etc. Throughout the past six years, the District and College have shown diligence and discipline in budget management. The College and District operations review and allocate funding to meet their banked load and accrued vacation liabilities.²⁶⁶

The internal Kern Community College District budget allocation model allows for stability funding for at least one year when enrollments decline or allocation reductions result in a decline in a college's allocation. This surplus allows sufficient time for the impacted College to evaluate its process and adjust. The District Budget Allocation Model²⁶⁷ review provided several recommendations to address short-term and long-term financial priorities to assure financial stability. These recommendations are being discussed at the District-wide Budget Committee²⁶⁸ and financial best practices have been forwarded to the Consultation Council and

²⁵⁹ BP 6200 Budget Preparation ([link](#))

²⁶⁰ BP 6250 Budget Management

²⁶¹ District Master Plan

²⁶² Title V

²⁶³ California Community Colleges Budget and Account Manual (BAM)

²⁶⁴ Link to evidence

²⁶⁵ Title V

²⁶⁶ KCCD Budget Premise

²⁶⁷ District Budget Allocation Model

²⁶⁸ District-wide Budget Committee Document

Chancellor. The Vice President of Finance and Administrative Services regularly forecasts short-term financial resources by monitoring enrollment, labor costs, and planned campus expenditures. Following the recessionary practices of previous years, the College has continued to control its discretionary spending even during periods of increases in state funding. Federal, state, and local trends and projected changes are discussed with the Budget Committee. Cost increases are factored into the College budget.

3.8

The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution assures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.

The Institution assures safe and effective physical resources through scheduled maintenance of infrastructure equipment and buildings campus-wide. The ongoing renovations and modernization of the Porterville College campus, such as classrooms, art gallery, gymnasium, and fire alarm detection ensure safe and effective resources are provided to support and sustain educational resources.

The Facilities Master Plan identifies the need for development and new buildings that support and sustain educational services and operational functions. The construction of the new sports complex will begin in the coming months and will provide student athletes with a safe facility to perform in. The Institution actively seeks support for funding of capital projects through state bond dollars. The construction of the new Allied Health building and the stadium renovation by Porterville College was made possible through Measure G and J along with state funds.

The Facilities Planning Advisory Sub-Committee is made up of representatives from campus stakeholders and is intended to provide an opportunity for input on safety and physical needs and to share facilities-related updates and information to the campus community. The College is currently working on re-establishing this committee as it is a vital resource to ensure effective resources that sustain educational services.

KCCCD Construction and Facilities Planning personnel aligns planning, maintenance of facilities, and other facilities requirements via the administrative unit review, CCCCCO annual space inventory report, regular college meetings regarding existing and future project needs, and assistance in the college facilities master plan development.²⁶⁹

KCCCD and College Facilities Teams place student, staff and the general public safety its highest priority. Each college facility is supported by a computerized maintenance management (work order) system that allows for individual reporting of safety concerns. Regular inspections of college are performed by site maintenance staff.²⁷⁰

²⁶⁹ 2022-24 Administrative Unit Review – DO Facilities, FUSION Space Inventory Report, 2024-29 Facilities Master Plans-BC, CC, PC (Missing links)

²⁷⁰ Safety Response Protocol – BC, CC, PC

KCCD Facilities personnel meets annually with College Administration to review Facilities Utilization as part of the Space Inventory process and analyze options to improve space utilization.²⁷¹

3.9

The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Porterville College Information Technology (IT), with the support of the Budget Committee and active participation of the IT Committee, the District IT Managers group, and Director of IT, has ensured that technology is being used to enhance the operational effectiveness of the Institution. The IT Committee continues to look at new instructional needs and priorities as needed. The Director of IT continues to seek input from faculty, staff, and students on IT needs, while working with the District Office and other KCCD colleges to bring new technology to the campus.

The Information Technology Plan²⁷² and Information Technology Program review²⁷³ show the functions the Information Technology department performs for campus to sustain IT educational services. Many IT projects to support the campus, students, staff, and faculty have been discussed and approved through our local campus IT Committee. Projects such as wi-fi installations, hyflex classrooms installations, core network upgrades, computer replacements, and campus fiber installations, have been completed in the past four years.²⁷⁴

Within the Computing and Network Use Agreement,²⁷⁵ users are informed of the appropriate and acceptable use of computers, networking resources, and other college technology. Users must sign off on the agreement. The local campus IT department works closely with the District IT Security team and collaborates on the responsibility of effective protocols and data security. These security protocols are outlined in the District IT Administrative Unit Review.²⁷⁶

KCCD IT aligns technology planning, implementation, and maintenance with the institutional mission via the administrative unit review and master planning processes.²⁷⁷

²⁷¹ FacilitySoft Space Utilization Reporting Tool – BC, CC, PC (Missing link)

²⁷² PC IT Plan ([Link](#))

²⁷³ Information Technology Program Review ([Link](#))

²⁷⁴ [IT Committee Minutes 10-30-20](#), [IT Committee Minutes 4-9-21](#), [IT Committee Minutes 9-24-21](#), [IT Committee Minutes 11-19-21](#), [IT Committee Agenda 4/21/23](#), [IT Committee Agenda 9/1/23](#)

²⁷⁵ Computing and Network Use Agreement ([Link](#))

²⁷⁶ District IT Administrative Unit Review, pages 9 and 14 ([Link](#))

²⁷⁷ 2022-2024 Administrative Unit Review - DO IT ([Link](#)), 2018-2023 Technology Master Plan ([Link](#))

KCCD IT leadership ensures that technology infrastructure is appropriate to support educational services and operations by engaging regularly via several committees including IT managers meetings, Banner steering committee, and the VP meetings to receive feedback.²⁷⁸

The institution clearly communicates guidelines/rules for appropriate use of its technologies to all users via administrative procedure including AP 3720 and AP 3750.²⁷⁹

KCCD takes several steps to ensure the security of our networks and data including phishing campaigns, third party vulnerability assessments, contractual language with vendors, as well as backup and disaster recovery plans.²⁸⁰

KCCD regularly monitors its network infrastructure with monitoring tools and proactively conducts vulnerability assessments and phishing campaigns to ensure effectiveness in supporting educational services and operations.²⁸¹

3.10

The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Addressed by another department.²⁸²

Addressed by another department.²⁸³

Addressed by another department.

KCCD IT has contractual assurances from our software and hosting vendor of our ERP/SIS related to backup schedules and retention timeframes, RTO, and RPO for disaster recovery as well as procedures on how to back up other key systems.²⁸⁴

²⁷⁸ VP Meeting Minutes March 2023 ([Link](#)), DO IT VP Meeting Status Update April 2023 ([Link](#)), IT Manager Meeting Notes Sept 8 2022 ([Link](#)), Banner Steering Committee Minutes April 2023 ([Link](#))

²⁷⁹ AP 3720: Computing and Network Use ([Link](#)), AP 3750: Use of Copyrighted Material ([Link](#))

²⁸⁰ Phishing Campaign Plan ([Link](#)), ResoluteGuard Vulnerability Assessment Letter ([Link](#)), Ellucian Banner ERP Hosting Contract: Information Security Addendum ([Link](#)), Ellucian Banner ERP Contract: Backup and Disaster Recovery Language ([Link](#)), KCCD Backup Documentation (Sensitive Security Info Redacted) ([Link](#))

²⁸¹ LAN/WAN Monitoring Tool Screenshots ([Link](#)), Phishing Campaign Plan ([Link](#)), ResoluteGuard Vulnerability Assessment Letter ([Link](#))

²⁸² AP 3505: Emergency Planning, Preparedness, and Response Plan ([Link](#)), BP 3505: Emergency Planning, Preparedness, and Response ([Link](#)), KCCD DO IT Incident Response Plan ([Link](#))

²⁸³ Cyber Insurance: Certificate of Insurance ([Link](#))

²⁸⁴ Ellucian Banner ERP Contract: Backup and Disaster Recovery Language ([Link](#)), KCCD Backup Documentation (Sensitive Security Info Redacted) ([Link](#))

Standard 4: Governance and Decision-Making

4.1

The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

The institution communicates its commitment to principles of academic freedom and freedom of inquiry to relevant stakeholders, including students. Board Policy 4030 and Administrative Procedure 4030 relate the district level commitment to academic freedom. Article Four of the negotiated agreement between the district and the Kern Community College District Community College Association similarly explains expectations for the District, Colleges, and the unit members regarding academic freedom. Furthermore, the Academic Information and Standards section of the catalog includes the same clarifying language regarding Academic Freedom. These resources are consistently available on the district or college website and are also distributed to relevant constituency groups.

https://www.kccd.edu/board-trustees/_documents/board-policy/chapter-4/BP_4030.pdf

https://www.kccd.edu/board-trustees/_documents/board-policy/chapter-4/AP4030_0.pdf

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The institution communicates clear expectations for academic integrity and freedom of inquiry to relevant stakeholders, including students. The Academic Information and Standards section of the catalog includes guiding language for all constituency groups regarding academic integrity and freedom of inquiry, including the specific concepts of academic honesty and intervention procedures.

https://www.portervillecollege.edu/_resources/assets/pdfs/Academics/2023_2024_Catalog.pdf

The institution follows clearly communicated procedures for addressing instances of academic dishonesty and violations of its principles of academic freedom and freedom of inquiry. The Academic Information and Standards section of the catalog includes guiding language for all constituency groups regarding academic integrity and freedom of inquiry, including the specific concepts of academic honesty and intervention procedures. Additionally, the Student Services section of the catalog includes communication regarding the Standards of Student Conduct as stipulated by Board Policy 5500, and Administrative Procedures 5500, 5520, and 5530. AP 5530 also communicates student rights and grievances. Beyond the catalog, procedures and expectations are communicated through the Faculty Handbook and during Adjunct Orientation presentations at the start of each fall and spring semester. Reporting, tracking and management portal of issues is facilitated through MAXIENT, a new student conduct management software. This new software allows the campus community to participate more effectively in the operationalization of academic integrity cases and

²⁸⁵ BP 4030 Academic Freedom ([Link](#)), BP 4700 Controversial Issues in Curriculum ([Link](#))

²⁸⁶ Faculty Contract ([Link](#))

incidences. The faculty contract addresses Progressive Corrective Action which would include violations of academic dishonesty and violations of academic freedom.²⁸⁷

https://cm.maxient.com/reportingform.php?KernCCD&layout_id=43

https://cm.maxient.com/reportingform.php?KernCCD&layout_id=42

https://www.kccd.edu/board-trustees/_documents/board-policy/chapter-5/BP-5500_May-2023.pdf

https://www.kccd.edu/board-trustees/_documents/board-policy/chapter-5/AP-5500_May2023.pdf

https://www.kccd.edu/board-trustees/_documents/board-policy/chapter-5/AP-5520_May2023.pdf

https://www.kccd.edu/board-trustees/_documents/board-policy/chapter-5/AP-5530_May2023.pdf

<https://www.portervillecollege.edu/resources/assets/pdfs/FacultyHandbook2023.pdf>

4.2

Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution's character.

Structures for decision-making are appropriate for the institution's mission and organizational structure. The Elements of Decision Making document outlines the decision making process in alignment with the institution's mission and organizational structure and defines the roles, responsibilities, and opportunities for participation in decision-making. The document is periodically reviewed by the colleges and was last approved by District Consultation Council in _____. [hasn't been approved by District Consultation Council yet] For example, the budget development process and budget planning calendar at Porterville College are in alignment with the district-wide Budget Planning Calendar. The college vice presidents of finance and administrative services issue budget preparation instructions to the colleges. The Porterville College (PC) Budget Subcommittee participates in the budget development process and takes the

²⁸⁷ Faculty Contract ([Link](#))

lead in communicating the process with the college-wide constituent groups. The process also allows time for the college constituent groups to participate and make budget requests for the upcoming fiscal year and allows time for the PC executive team to review the proposed budget to make necessary adjustments in order to meet the goals and objectives for the upcoming academic year. The budget development process at the college level aligns with district-wide due dates to ensure that the budget is developed in a timely manner and presented to the Kern Community College District (KCCD) Board of Trustees for review and approval of the proposed budget.²⁸⁸

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https://committees.portervillecollege.edu/resources/assets/committee-documents/college-council/2024-02-05/CC_2.5.24_Minutes.docx [link is CC minutes showing PC reviewed document in 2024]

Procedures for institutional decision-making are documented and widely available to relevant stakeholders. In February of 2016 [new date upon approval], District Consultation Council approved “The Elements of Decision Making” document to guide decision making which is published on the District Consultation Council web site. (The Elements of Decision Making) [link incoming after approved]

Roles, responsibilities, and opportunities for participation in decision-making are clearly defined in The Elements of Decision Making document. (The Elements of Decision Making) link once approved

4.3

The institution’s decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.

The institution holds itself accountable for implementing its decision-making practices consistently to ensure inclusion of appropriate stakeholders and shared understanding of decisions. The Elements of Decision Making document outlines the decision making process for the District and Colleges and relates where all constituency groups fall within the decision making structure. elements once approved The District Consultation Council discusses, vets, and approves key decisions within the district such as budget, COVID vaccine requirement, Bachelor’s Degree Program Applications, and board policy updates. The College and District are committed to consistent inclusion of all groups by ensuring all governance-related committees

²⁸⁸ [KCCD Budget Development Calendar and Example Budget Request Process and Instructions](#)

²⁸⁹ [The Elements of Decision Making \(Link\)](#)

²⁹⁰ [The Elements of Decision Making \(Link\)](#) !! Notes: Need to review/update the district decision making process.

²⁹¹ [The Elements of Decision Making \(Link\)](#)

are regularly scheduled and are included in the relevant participatory workflow. (DCC Agenda 4-25-23, DCC Approved minutes 2-28-23, DCC Agenda 11-22-22, DCC Approved minutes 4-26-22, DCC Approved minutes 8-24-21) links are found in 4.3 section of DO provided accred doc²⁹²

<https://committees.portervillecollege.edu/college-council/index.html>

Decision-making practices result in decisions that support institutional innovation and advance the mission of the institution. College Council strategically includes broad representation of all constituent groups and meets twice monthly. Consistently scheduled discussion and thorough representation ensures diverse thought and consideration guide each decision and ensure alignment to the mission. District Consultation Council supports institutional innovation as exemplified by their support of the Bachelor's Degree Program, technology improvement from EthicsPoint to Maxient, and the Faculty Leadership Initiative. (DCC Approved minutes 10-18-22, DCC Approved minutes 3-1-22, , DCC Approved minutes 4-26-22)links are found in 4.3 section of DO provided accred doc²⁹³

<https://committees.portervillecollege.edu/college-council/index.html>

The institution evaluates its decision-making practices and makes improvements when needed to improve effectiveness. The Elements of Decision Making document is periodically reviewed and updated by the College and the District to reflect thoughtful and strategic changes to the participatory governance process, including in 2024.. [Elements doc when approved - also College Council minutes from 2/5/24 demonstrating discussion of Elements](#)
https://committees.portervillecollege.edu/_resources/assets/committee-documents/college-council/2024-02-05/CC_2.5.24_Minutes.docx

Note: Will need to include 2023 revision process for The Elements of Decision Making update.

4.4

Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.

²⁹² DCC Agenda 4-25-23 (Link), DCC Approved minutes 2-28-23 (Link), DCC Agenda 11-22-22 (Link), DCC Approved minutes 4-26-22 (Link), DCC Approved minutes 8-24-21 (Link)

²⁹³ DCC Approved minutes 10-18-22 (Link), DCC Approved minutes 3-1-22 (Link), DCC Approved minutes 4-26-22 (Link)

Kern Community College District has appropriate policies that delineate the governing board's accountability for academic quality and achievement of equitable outcomes. Board policy clearly delineates the governing board's duties, responsibilities, participation in local decision-making, and addresses board code of ethics.²⁹⁴

The Kern Community College District governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality and equitable outcomes. The Student Success with Equity subcommittee of the board regularly meets to review student success metrics and the meeting is summarized in a report to the full board.²⁹⁵

Kern Community College District has a policy manual or other compilation of policy documents that delineates the governing board's role and responsibility in ensuring the financial stability of the institution. The board duties and responsibilities are addressed in BP 2200 including assuring the financial health of the institution.²⁹⁶

The Kern Community College District governing board regularly reviews key fiscal information and documents regarding the stability of the institution. The board has created a Board Finance and Audit Committee who regularly engages and reviews the financial stability of the district.²⁹⁷

The Kern Community College District governing board has a system for evaluating and revising its policies on a regular basis. Board Policy 2410 states board policy and procedures will be reviewed on a periodic basis.²⁹⁸

Kern Community College District board policy clearly delineates the governing board's duties, responsibilities, participation in local decision-making, and addresses board code of ethics as defined in Board Policies 2200, 2510, and 2715.²⁹⁹

The Student Success with Equity subcommittee of the board regularly meets to review student success metrics and the meeting is summarized in a report to the full board.³⁰⁰

4.5

²⁹⁴ ([BP 2200](#), [BP 2510](#), [BP 2715](#))

²⁹⁵ ([SSE Subcommittee Agenda 5-10-22](#), [SSE Subcommittee Agenda 5-8-23](#), [SSE Subcommittee Agenda 7-31-23](#))

²⁹⁶ ([BP 2200 Board Duties and Responsibilities](#))

²⁹⁷ ([BoT Finance and Audit Committee Agenda 7-27-2023 Agenda](#), [BoT Finance and Audit Committee Agenda 5-25-2023 Agenda](#), [BoT Finance and Audit Committee Agenda 4-26-2023 Agenda](#))

²⁹⁸ ([BP 2410 Board Policies and Procedures, Review and Approval BP 2220 and 3810](#), [Review and Approval Chapter 5](#), [Review and Approval BP 4k](#), [BP 7D2A](#), [BP7D4](#))

²⁹⁹ [BP 2200 \(Link\)](#), [BP 2510 \(Link\)](#), [BP 2715 \(Link\)](#)

³⁰⁰ [SSE Subcommittee Agenda 5-10-22 \(Link\)](#), [SSE Subcommittee Agenda 5-8-23 \(Link\)](#), [SSE Subcommittee Agenda 7-31-23 \(Link\)](#)

The governing board selects the institution’s chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Kern Community College District governing board sets clear expectations for regular reports on institutional performance from the chief administrator. In board policy BP 2430 it clearly defines the delegation of authority to the district chancellor.³⁰¹

The Kern Community College District governing board has policies outlining the delegation of administrative authority to the institution’s chief administrator. Board policy BP 2430 it clearly defines the delegation of authority to the district chancellor.³⁰²

The Kern Community College District governing board adheres to its policies for delegation of administrative authority to the institution’s chief administrator. Board policy 2435 addresses the evaluation of the District Chancellor.^{303 304}

In Kern CCD board policy BP 2430 it clearly defines the delegation of authority to the district chancellor.³⁰⁵

In Kern CCD board policy BP 2430 it clearly defines the delegation of authority to the district chancellor.³⁰⁶

Kern CCD board policy 2435 addresses the evaluation of the District Chancellor.³⁰⁷

Additional evidence: BP 2431 District Chancellor Selection BP 2432 District Chancellor Succession³⁰⁸

4.6

The governing board functions effectively as a collective entity to promote the institution’s values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

The Kern Community College District governing board outlines its expectations for working as a collective unit in support of the mission. Board Policy 2200 Board Duties and Responsibilities documents the responsibilities of the board and outlines expectations for working as a collective unit in support of the mission. **(BP)**.

³⁰¹ [\(BP 2430 Delegation of Authority to the District Chancellor\)](#)

³⁰² [\(BP 2430 Delegation of Authority to the District Chancellor\)](#)

³⁰³ [\(BP 2435 Evaluation of the District Chancellor\)](#)

³⁰⁴ [BP 2431 District Chancellor Selection, BP 2432 District Chancellor Succession](#)

³⁰⁵ [BP 2430 Delegation of Authority to the District Chancellor \(Link\)](#)

³⁰⁶ [BP 2430 Delegation of Authority to the District Chancellor \(Link\)](#)

³⁰⁷ [BP 2435 Evaluation of the District Chancellor \(Link\)](#)

³⁰⁸ [BP 2431 District Chancellor Selection \(Link\), BP 2432 District Chancellor Succession \(Link\)](#)

The governing board demonstrates the ability to act in the best interest of the institution, independent from undue influence. Board Policy 2710 Code of Ethics and BP 2715 Standards of Practice govern behaviors related to this criterion. The unanimous selection of a new chancellor and the approval of a district-wide vaccine requirement as a response to COVID-19—both potentially controversial decisions--are examples of the board acting in the best interests of the colleges and its students, independent from undue influence **(KCCD Board Vaccine Resolution, KCCD Board Contract Approval-New Chancellor)**. [working on links]

Once a collective decision has been reached, board members, individually, demonstrate their support for board policies and decisions. Board Policy 2715 Standards of Practice explicitly sets the expectation that board members uphold the final decisions of the board **(BP)**. Evidence of the board demonstrating its collective decision making is the unanimous approvals of high-level planning documents within its purview, such as the KCCD Strategic Plan, College Strategic Plans, and the College Student Equity, College Strategic Plans, and the College Student Equity Plans **(2019 Strategic Plan Approval, BC Strategic Plan Approval, PC Strategic Plan Approval, CC Strategic Plan Approval, 2022 KCCD Strategic Plan Addendum Approval, 2022 College Equity Plan approvals)**. working on links

The institution's governing board has documented procedures for self-governance and/or addressing behavior that does not align with its policies. Board Policy 2715 Code of Ethics/Standards of Practice addresses behavior that does not align with its policies **(BP)**. Board policies describe the ways in which the board may make decisions or act, including:

- BP 2310 Regular Meetings of the Board
- BP 2315 Closed Sessions
- BP 2320 Special and Emergency Meetings
- BP 2330 Quorum and Voting
- BP 2510 Participation in Local Decision-Making **(BP's)**

The governing board improves its own effectiveness through orientations, professional development, and regular board self-evaluation. Board Policy 2740 Board Education and Board Policy 2745 Self Evaluation govern the topics of this criterion. The board and chancellor adhere to the Standard by conducting onboarding orientation for new trustees; periodic training for the full board on topics such as ethics, diversity, and the Brown Act; and regular self-evaluations. The last self-evaluation was conducted in 2023 **(2022 New board member onboarding, 2019 New board member training, 2020 Sexual Harassment Prevention Training, DEI Training, Board ethics training, Board Evaluation Review 2022-Agenda Item, 2022 Board evaluation summary, 2023 Board evaluation summary)**. [working on links to docs]

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C. Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	[Insert document name(s) and link(s)]
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	[Insert document name(s) and link(s)]
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	[Insert document name(s) and link(s)]
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	[Insert document name(s) and link(s)]
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	[Insert document name(s) and link(s)]

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: <ul style="list-style-type: none"> ● Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees ● Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities 	[Insert document name(s) and link(s)]

<ul style="list-style-type: none"> ● Adherence to the Department of Education’s standards for clock-to-credit hour conversions, if applicable (ER 10) <p>(See Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i>)</p>	
<p>ii. Documentation that the institution’s transfer of credit policies include the following:</p> <ul style="list-style-type: none"> ● Any established criteria the institution uses regarding the transfer of credit earned at another institution ● Any types of institutions or sources from which the institution will not accept credits ● A list of institutions with which the institution has established an articulation agreement ● Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See <i>Policy on Transfer of Credit</i></p>	<p>[Insert document name(s) and link(s)]</p>
<p>iii. Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the <i>Policy on Institutional Advertising and Student Recruitment</i> (ER 16)</p>	<p>[Insert document name(s) and link(s)]</p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> ● Evidence that these policies/procedures are accessible to students in the catalog and online; ● Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs 	<p>[Insert document name(s) and link(s)]</p>
<p>v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating:</p> <ul style="list-style-type: none"> ● Accurate and consistent implementation of complaint policies and procedures 	<p>No link required; to be verified by the team during in-person site visit</p>

<ul style="list-style-type: none"> No issues indicative of noncompliance with Standards 	
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution’s policies and/or practices for the release of student records	[Insert document name(s) and link(s)]
viii. Documentation that the institution’s policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	[Insert document name(s) and link(s)]
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution’s implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> Findings from any audits and program/other review activities by the U.S. Department of Education (ED) Evidence of timely corrective action taken in response to any Title IV audits or program reviews See <i>Policy on Institutional Compliance with Title IV</i>	[Insert document name(s) and link(s)]
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution’s : <ul style="list-style-type: none"> Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) Policies regarding protection of student privacy See <i>Policy on Distance Education and on Correspondence Education</i>	[Insert document name(s) and link(s)]
REQUIRED ONLY IF APPLICABLE	

xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	[Insert document name(s) and link(s)]
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	[Insert document name(s) and link(s)]
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	[Insert document name(s) and link(s)]
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	[Insert document name(s) and link(s)]

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	[Insert document name(s) and link(s)]
ii. Employee handbooks or similar documents that communicate expectations to employees	[Insert document name(s) and link(s)]
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	[Insert document name(s) and link(s)]
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	[Insert document name(s) and link(s)]
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	[Insert document name(s) and link(s)]
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	[Insert document name(s) and link(s)]
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution’s student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	[Insert document name(s) and link(s)]
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC’s policy on contractual relationships with non-accredited organizations	[Insert document name(s) and link(s)]

ix. Written code of professional ethics for all personnel including consequences for violations	[Insert document name(s) and link(s)]
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Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	[Insert document name(s) and link(s)]
ii. Documentation or certification that the institution’s CEO does not serve as the chair of the governing board (ER 4)	[Insert document name(s) and link(s)]
iii. Governing board policies/procedures/bylaws related to Board Ethics	[Insert document name(s) and link(s)]
iv. Governing board policies/procedures/bylaws related to conflict of interest	[Insert document name(s) and link(s)]

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
<p>i. Documentation of the institution’s appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up</p> <p>See <u><i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i></u>, Section D</p>	[Insert link to documentation]
<p>ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page</p> <p>See <u><i>Policy on Representation of Accredited Status</i></u></p>	[Insert link to documentation]

D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	
Educational Mission	
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	
Course, Program, and Degree Offerings	
Student Learning Outcomes of Programs and Degrees	
Academic Calendar and Program Length	
Academic Freedom Statement	
Available Student Financial Aid	
Available Learning Resources	
Names and Degrees of Administrators and Faculty	
Names of Governing Board Members	
Requirements	
Admissions	
Student Tuition, Fees, and Other Financial Obligations	
Degrees, Certificates, Graduation and Transfer	
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	
Nondiscrimination	
Acceptance and Transfer of Credits	
Transcripts	
Grievance and Complaint Procedures	
Sexual Harassment	
Refund of Fees	
Locations or Publications Where Other Policies May be Found	
[Insert additional rows as needed]	

E. Appendix 2: Organizational Structure

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F. Appendix 3: Approved Locations

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