2019 Data Team Recommendations

2019-1: We recommend that tutoring and related Learning Center services be made available as early as possible in each term, if possible, during the first week.

2019-2: We recommend that Disability Resource Center staff have input into the training of those working in tutoring, mentoring, and related services so that the particular needs of students with disabilities are included.

2019-3: We recommend that the college offer at least a handful of late-start classes, ones that begin a week or two into the term so that students who find themselves in a class that does not fit can find a substitute. This is a particular need in math and English. We also recommend a few short-term sections be offered each term.

2019-4: We recommend that faculty attempt to assess SLOs with more than one method, if possible, so that students who are weaker in a particular area (writing or multiple-choice testing, for example) are not evaluated by that method for all of the course-level outcomes.

2019-5: We recommend that the college, through marketing and outreach groups, publicize the fact that in our Student Satisfaction Survey, 90% of students rated the quality of instruction as "good" or "excellent" and 93% said they would recommend Porterville College to others, the latter an all-time high for the survey.

2019-6: We recommend that the college more prominently publicize, on the web site and across the campus, the College Mission Statement.

2019-7: We recommend that the Office of Institutional Research include in focus groups, questions addressing student perception of textbooks so that we can better understand declining satisfaction with them.

2019-8: We recommend that the Lending Library investigate the feasibility, and possible funding sources for, lending laptops to students in addition to textbooks.