PORTERVILLE COLLEGE

CAREER AND TECHNICAL EDUCATION DIVISION
PROGRAM REVIEW

Spring 2018

Career and Technical Education Division

Administration

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Full-Time Faculty

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Information Systems - James Carson, Professor

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INTRODUCTION

The most effective Career and Technical Education Division is one in which its activities are well coordinated, its programs understood by the general campus community, and its efforts integrated college-wide. This report provided the Career and Technical Education Division with an opportunity to assess their programs, identify strengths and areas of improvement, set goals, and establish a connection with the other programs in the division.

The Career and Technical Education Division's desired outcomes of this report included: the evaluation of program effectiveness; program improvement; looking ahead with established goals; and instilling a division and campus-wide understanding of the strengths and needs of all programs within the Career and Technical Education Division.

In an effort to integrate the Career and Technical Education Division into the operations of the college and local community, this report provides a linkage between the Career and Technical Education Division with the college mission statement and strategic plan. This way, the campus community can see the interrelationship of the programs of the Career and Technical Education Division, the general campus, and local community, and how these programs affect student learning, success, and job placement.

Career and Technical Education Programs

Administration of Justice
Agriculture
Business Education (Business, Business Administration, Entrepreneurship, and Logistics Management)
Child Development
Fire Technology (Fire Fighter I, Structural Fire Fighter and Wild land Fire Fighter)
Human Services
Industrial Technology (Industrial Maintenance, Solar Sales and Power Technician)
Information Systems
Interdisciplinary Studies

The MISSION of Porterville College

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.

In support of our values and philosophy, Porterville College will:

- Provide quality academic programs to all students who are capable of benefiting from community college instruction.
- 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 developmental education to students who need to enhance their knowledge and understanding of basic skills.
- Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

The VALUES of Porterville College

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:

- *Collaboration* - working together to encourage input and dialogue in a collegial and cooperative manner.
- *Respect* - treating each other with respect, trust, and dignity.
- *Innovation* - nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
- *Accountability* - continuously assessing where we are as a College and to assume responsibility for all that we do.
- *Participation* - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

The PHILOSOPHY of Porterville College

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.
- The College staff will provide the best service possible to its students in order for them to meet their individual academic or career goals.
- The College will encourage innovation, creativity, and new ideas and will support professional development opportunities for its staff.
- As an integral part of the community, the College will interact with and be responsive to local business and industry.

- As an integral part of the Kern Community College District, the College will participate in and be actively involved with all district-wide committees and governance structures.

The Career and Technical Education Division is committed to the general mission of the college in addition to the vision, mission, and values statements as listed below. The Career and Technical Education Division will maintain its responsibilities, complete its tasks, and serve our students in this spirit and dedication.

Career and Technical Education Division
Vision, Mission, and Values Statement

Vision

The Career and Technical Education Division's goal is to provide a quality education for a diverse population of students with all available resources while contributing to the overall enhancement of the institution.

Mission

The Career and Technical Education Division supports the mission of Porterville College by providing programs and instruction for students that will enable them to achieve academic and career goals while meeting the needs of a diverse community. Our programs are continually reviewed and updated to better meet the needs of students whether their aspirations are a certificate, terminal degree, or prerequisites for transfer.

Values

In support of our mission statement, the Career and Technical Education Division is committed to certain core values that define the character of the programs we provide:

- *Students* – The Career and Technical Education Division values each individual student and is committed to the College Mission Statement's introductory statement, "With students as our focus…"
- *Learning* – The Career and Technical Education Division supports student learning and career development and will provide necessary programs and services designed to enhance the overall learning experience of our students.
- *Professionalism* – The Career and Technical Education Division faculty and staff will work in a professional manner with students, colleagues, and administrators; treating everyone with the respect and dignity they deserve.

- *Assessment* – The Career and Technical Education Division is committed to an on-going process of assessment designed to monitor and improve the effectiveness of our programs to our students and community.

Career and Technical Education Division
General Student Learning Outcomes

The Career and Technical Education Division supports the expectations of the Accrediting Commission for Community and Junior Colleges (ACCJC) in regards to student learning outcomes and their assessment. The following student learning outcomes are either general, i.e. those shared by all Career and Technical Education Division programs at Porterville College, or program-specific, i.e. those relating specifically to a program within the division.

Career and Technical Education Division General Student Learning Outcomes:

1. Students who actively participate in Career and Technical Education programs will apply ethical decisions related to personal, family, academic, professional, and community issues.
2. Students who actively participate in Career and Technical Education programs will demonstrate personal responsibility and explain the principles of effective leadership.
3. Students who actively participate in Career and Technical Education programs will separate ideas, texts, artistic expression, or data into parts to study interrelationships and articulate an informed response.
4. Students who actively participate in Career and Technical Education programs will create written communication to convey information and express ideas for particular audiences.
5. Students who actively participate in Career and Technical Education programs will examine, understand, question, and integrate new information.

Analysis of Current Performance

Porterville College career and technical education programs provide students with opportunities to obtain an education that reflects the needs of the community and anticipate changes in demands in business and industry. Students completing CTE programs at Porterville College are in high demand in the job market.
Research indicates that over 75% of all new jobs require post-secondary education, making vocational training more important than ever.

General Summary of Strengths and Areas of Improvement

The following are the strengths and areas of improvement that are shared by the majority of programs as indicated in the individual program reviews. Since the areas of improvement listed

below were consistent across the division, these are considered priorities within the Career and Technical Education Division. As college/program staffing, equipment, and facilities plans are being developed for the future the areas of improvement listed below should be considered.

Strengths:

- The faculty and staff of the Career and Technical Education Division are dedicated to their jobs and to the success of our students.
- The Career and Technical Education Division is actively working toward building partnerships within the community and with local high schools to develop a solid pathway to college by serving on advisory boards and participating in continuing outreach activities such as High School Senior Day, Career fairs, and College night.
- The division is committed to student learning and the assessment of outcomes in an effort to improve and enhance overall programs offered to the students. All programs in the division are actively assessing Student Learning Outcomes. All programs have completed Program Learning Outcomes. All programs have established timelines for Student Learning Outcomes and Program Learning Outcomes.
- The division is actively involved in new curriculum development, program development, and course and program modifications to meet the needs of the growing college and local community. Two new Associate of Science for Transfer degrees, two Certificates of Achievement, and one new Job Skills Certificate have been added since spring 2012. In addition, the Early Childhood Education transfer degree is in progress and the Agricultural Business transfer degree is being developed.
- A Career and Technical Education Program Manager was implemented full-time in spring 2012; thus, the significant increase in Certificate of Achievement completions. Additionally, CTE outreach efforts and a new Job, Entrepreneur, and Career Center were developed with the assistance of the CTE Program manager, increasing student success in all programs.
- Programs within the CTE division are looking at developing strategic plans that are in line with student success measures.
- The CTE division has expanded online offerings and now have courses offered online in Accounting, Business Administration, Information Systems, and Child Development.

Areas of Improvement:

- All programs have staffing concerns and are in need of additional full-time, part-time, and additional support staff. The CTE division is currently staffed with five full-time faculty to oversee 14 programs and a Job, Entrepreneur, and Career Center.
- Continued new program development is a concern for the division as high school pathways continue to expand into new areas.
- Perkins funding is a major financial resource for the CTE programs. As programs meet Perkins target requirements, this funding will be reduced which will require programs to rely more on campus general funds.

Program-Specific Mission Statements, Program Reviews, and Student Learning Outcomes

It should be noted that the goals listed below for each program are not all encompassing, but rather they are highlighted or priority goals during the next program review cycle. Each program has a variety of goals they intend to accomplish each academic year as part of their regular activities, so not all program-related goals are listed in the following program reviews. In addition, the Student Learning and Program Level Outcomes may be modified as assessments are completed reviewed and programs modified accordingly.

Job, Entrepreneur, and Career Center

Program Mission Statement:

The Job, Entrepreneur, and Career Center assists in the development of a strong, competitive, educated workforce for our community by providing information to new job seekers and a venue for employers to advertise and meet with potential candidates. The center also offers academic/career coach advising, and a variety of job/business skills related workshops to new job seekers, entrepreneurs, and employers. These populations include and are not limited to Porterville College's Career and Technical Education students, alumni, entrepreneurs, employers, and community members. The center will be available to individuals who are living with disabilities; from economically disadvantaged families, including foster children; preparing for non-traditional fields; single parents (including single, pregnant women); displaced homemakers; or challenged by limited English proficiency.
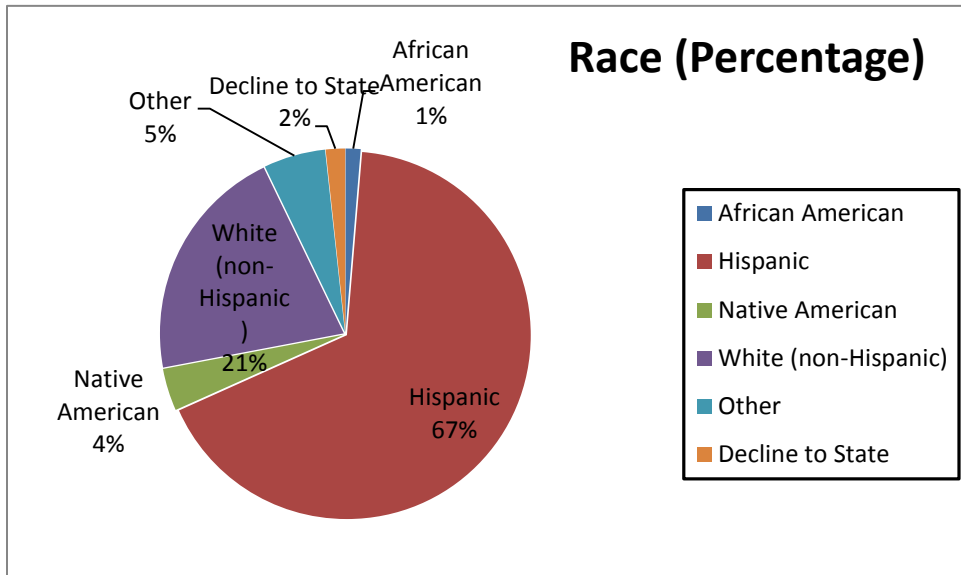
Analysis of Current Performance:

In March 2013, we discovered an immediate need to offer career resource information, as well as job placement opportunities to students. The Entrepreneurship Program was thriving and those students need access to additional services and information, as do the students with an undeclared major. Therefore, by opening a Job, Entrepreneur, and Career Center on campus we are meeting these needs and becoming an information hub for the community.

To date the JEC Center has had a total of 137 workshops and classroom presentations, 3963 students have attended the workshops and presentations. There have been 1373 individual students receive a service from the JEC Center at least once.

The JEC Center opened in November 2013. From November 2013 – June 30, 2014: 37 workshops and classroom presentations, 1850 students attended those presentations, 619 new students received JEC services at least once. From July 1, 2014 – March 1, 2015: 100 workshops and classroom presentations, 2113 students attended those presentations, 754 new students received services at least once.

The current demographics of students using the JEC center are shown in the chart below.

Race (Percentage)

- African American 1%
- Decline to State 2%
- Other 5%
- White (non-Hispanic) 21%
- Native American 4%
- Hispanic 67%

Legend:
- African American
- Hispanic
- Native American
- White (non-Hispanic)
- Other
- Decline to State

These demographics are representative of the Porterville College student population.

<u>Program Strengths and Areas for Improvement:</u>

- Created and maintain an online employment site for new job seekers, students, entrepreneurs, alumni, employers, and community members.
- Offer career and academic advising to assist in identifying career goals and objectives through career exploration and education.
- Offer students, entrepreneurs, alumni, and community members' employment resources for finding temporary, part-time and full time jobs in our community.
- Develop and maintain a list of business partners willing to council/mentor new entrepreneurs.
- Develop and maintain a list of funding sources for entrepreneurs.
- Schedule and maintain dates/times with the Small Business Development Center.
- Offer community education classes and free workshops in business planning.
- Provide assistance for entrepreneur.
- Develop relationships with business leaders to provide mentoring and internship opportunities for PC students and local high school students.

The JEC Center has additional partnerships (below) that assist with the function of the center, by providing workshops, individual student assistance and the like.

- **The Lyles Center for Innovation and Entrepreneurship, California State University, Fresno**: this is a pathway between Porterville College and the University. Affiliated institutions meet monthly to develop entrepreneurial programs for college students and develop best instructional practices. This partnership has provided thousands of dollars for staff development and student opportunities including the annual Chicago conference.
- **National Association for Community College Entrepreneurship (NACCE):** An organization assists community colleges nationwide to link their traditional role of

workforce development with entrepreneurial endeavors. The result is innovative ideas that promote local economic growth.

- **Collegiate Entrepreneurs Organization (CEO)** serves over 400 colleges and universities by assisting students and instructors in business/entrepreneur programs. They provide networking opportunities for students and instructors nationwide through a variety of events.
- **Porterville Unified High School Pathways:** "Pathways connect learning with students' interests and job preparation lead to higher graduation rates increased postsecondary enrollments, higher earning potential and greater civic engagement." Former California State Superintendent, Jack O'Connell
- **Porterville Chamber of Commerce:** Developing relationships with local business leaders to provide mentoring and internship opportunities.
- **Tulare County Economic Development Corporation**
- **Small Business Development Center (SBDC):** cooperative effort of private business, education, local, state and federal government agencies that provides management assistance to prospective small business owners. This partnership is an integral component of entrepreneurial development through a network of training and counseling services.
- **Kern and Tulare Counties Workforce Investment Boards (WIB)**
- **The City of Porterville Community Development Department**
- **P8 Coalition-PUSD Pathway Advisory Boards**
- **Tulare County Office of Education**
- **Kern Community College District Entrepreneur Center**
- **Helping Hands**
- **Central Valley Regional Center**
- **United Way**
- **Finance and Thrift**
- **Bank of the Sierra**
- **Tulare County Health and Human Service Agency**

Goals:

I. **Business, Industry, and Community Partners to the JEC**
   a. Purpose/Goal: Increase the usage of JEC by Business & Industry Partners
   - Partners to conduct informational events
     - Small Business Development Center SBDC
     - County of Tulare agencies (e.g. Health & Human Services, Community Development, etc.)
     - City of Porterville agencies
     - Walmart Distribution
     - Staffing/Employment Agencies, etc.
   - Partner with employers/community agencies to host or provide workshops through the JEC
     - Spring/Fall 2015/2016/2017

         ○   Summer workshops (2015, 2016, 2017)

II.   Mobile JEC Services to the Community
-   a. Goal/Purpose: Increase the visibility of Porterville College and the JEC in the community
  - Provide services (workshops, activities, etc.) in the community based on need

III.   Job Placement and Recruitment
-   a. Goal/Purpose: Students will be connected with potential employment opportunities by hosting employers and staffing agencies (onsite recruitment)
  - Career Fair/General Recruitment (Spring/Summer 2015)
  - By major/industry sector (Fall 2015/Spring 2016) and on-going

IV.   Marketing/Outreach
-   a. Goal/Purpose: Increase/enhance the visibility of the JEC
  - Additional signage around campus directing students and community members to the JEC
  - Publication materials with JEC logo
  - Branding theme

V.   Host 1-2 Business/Industry Driven Annual Events
-   a. Goal/Purpose: To engage business/industry/community leaders to discuss topics of concern and interest as it pertains to economic, government, education, and workforce and community development. To showcase the PC campus, programs, and services to the community.
  - Host a Porterville Chamber Mixer event late Spring 2015 (May)
  - Host an Agriculture & Business Symposium Fall 2015 (October)
  - JEC Connect (2016)

VI.   Infrastructure (facility, equipment, supplies) Needs
-   a. Goal/Purpose:
  - Comfortable seating for students to review materials at the JEC
  - Computers/Laptops & Cart (30)
  - Career magazines, etc.

VII.   Staffing Needs
-   a. Goal/Purpose: To sustain operations and activities provided through the JEC and to support student and industry needs
  - F/T Education Advisor
  - Job Development Specialist

- CTE Program Manager
- Two paid student interns

Staffing Request:

Staff Resources:			
Current Staffing Levels			
Full-time Staff (FTE)		Part-time Staff (FTE)	
Faculty	0	Faculty	
Temporary		Temporary	
Classified	1	Classified	1
Management	1	Management	

Request for New/Replacement Staff				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Educational Advisor	Classified	Full-Time	New
Position 2	Student Intern	Classified	Part-Time	New
Position 3	Student Intern	Classified	Part-Time	New

Justification:

In order to continue the momentum of the JEC Center growth and meet the need, three new positions are needed.

The JEC center is currently staffed with one 19 hour Education Advisor and a full-time Job Development Specialist (pending final interviews). Both positions are funded through Carl Perkins. Additionally, the Working Family Success Network grant will fund a portion of the Job Development Specialist position. For the center to be fully functional and meet the growing demand of the students and community, the Educational Advisor position needs to move to full-time as well as hire two student interns to maintain and support Porterville College's CTE students, entrepreneurs, alumni, employers, and community members.

Budget:

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	0	3000.00	3000.00
4000	0	5000.00	5000.00
5000	0	5000.00	5000.00
Other			

Justification:

Currently, this program is funded by Carl Perkins funds, WFSN grant funding, CCPT grant funding and Entrepreneurship grant funding. In the future, restrictions on these funds will reduce this likelihood. Because the JEC center is a campus wide effort, some of the costs associated with the center need to be moved out of Perkins funding into the general budget.

Administration of Justice

Program Mission Statement:

The Administration of Justice program is a two-year course of study designed to prepare students for employment upon graduation from Porterville College or for transfer to a four-year college or university offering an upper division major in Administration of Justice. The program offers the student an Associate of Science for Transfer degree, an Associate of Science for Public Safety, a Certificate of Achievement option and various vocational training programs in law enforcement.

Student Learning Outcomes:

The Administration of Justice program offers an Associate of Science for Transfer degree and Certificate of Achievement in Administration of Justice. There are a collective total of 23 courses in this program. All scheduled courses and programs have approved student learning and program level outcomes. All active courses have had at least one student learning outcome assessed along with completed timelines to complete the assessment of all course level student learning outcomes within the four year cycle.
The curriculum surveys the history, development, theory and practical application of knowledge in areas of law enforcement, probation and parole. Curriculum is kept current by continuous contact with other colleges and criminal justice agencies. The training program is certified by the California Commission on Peace Officers Standards and Training (P.O.S.T.). Administration of Justice Associate in Arts and Certificate of Achievement

Program Learning Outcomes:

1. Identify the procedures involved in the justice system from arrest to release;
2. Identify how the criminal justice system works as a system;
3. Identify the importance of the inter-cooperation of all three parts of the criminal justice system;
4. Identify the steps that are taken from the point of arrest by the police officer to the release of the defendant from prison.

Timelines for assessment have been completed so that the program learning outcomes may be assessed within a four year period.

Analysis of Current Performance:

The Administration of Justice/Public Safety training programs prepare students for employment upon graduation or for transfer to a four-year college or university. The Administration of Justice program offers students an Associate of Science degree or a certificate option. The Law Enforcement program offers training courses in Arrest/Firearms and academies for Police Reserve levels III and II. The Commission on Peace Officers Standards and Training (P.O.S.T.) certifies the training courses.

The Administration of Justice program has continued to show substantial growth with an offering of 23 sections per year as of Spring 2012. The total census for the past three year period is 3,302 students with an FTES of 109.8 in 2014-2015, 114.2 FTES in 2015-2016 and 105.7 FTES in 2016-2017. The retention rate average is 89% and the success rate average is 82%. The program represents the diverse demographics of the Porterville College campus. There have been 60 Associate degree awards and 52 AS-T degrees in the last three academic years 2014/2015, 2015/2016, 2016-2017 which is an increase of 33 degrees over the previous three academic year's total of 79. The diversity of the program is also reflected in the 53 Certificates of Achievement that have been awarded during the same period.

The diversity of the program for 2014 – 2017(3 Year Period) is reflected in the Associate degrees and Certificates of Achievement as follows:

Ethnicity	Gender	Associate degrees	Certificates
Asian/Filipino	Female	0	0
	Male	2	0
Hispanic/Latino	Female	48	25
	Male	50	23
Unknown	Female	1	0
	Male	1	0
White	Female	2	1
	Male	5	2

Program Strengths and Areas for Improvement:

- The Administration of Justice program is in strong demand and regarded highly by professionals in the field.
- Enrollment is consistently strong and retention rates are good because graduates of the programs are successful in finding employment.
- Our continuing growth comes from the hiring needs in law enforcement and corrections in the central valley.
- Future growth, in part, comes from the newly developed Law, Justice and Education pathway at Porterville Unified School District. The full-time faculty member and CTE Dean are members of the advisory board for this pathway and are working hand in hand with industry and the high school to polish the new pathway that will feed approximately 100 students into the Administration of Justice Program at Porterville College each year.
- Currently, the program is staffed with one full-time faculty member and four adjunct faculty members. This is an area for improvement. As the program continues to grow and with the graduation of pathway students entering into the program, we will not be able to meet the demand and offer all necessary courses required for graduation from Porterville College in a timely manner.
- This program had two full-time faculty members and for the past nine years has been staffed with one. It is imperative to the continued success of this program to hire another full-time faculty member within the next three years.

Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Replace the Administration of Justice position left vacant.	Fall 2013	Funding and prioritization by Academic Senate and Budget Committee	College budget limitations

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2___   Item 3_X__   Item 4_X__   Item 5___   Item 6___

Progress on Goal:

____Completed   (Date   )
___X_Revised   (Date: Fall 2016)

Comments:

This program had two full-time faculty members and for the past nine years has been staffed with one. It is imperative to the continued success of this program to hire another full-time faculty member within the next three years.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Complete an AA-T in Administration of Justice	Fall 2012	Approval by Curriculum Committee, District Board, and State.	None

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)
Item 1__x_   Item 2___   Item 3_x__   Item 4_x__   Item 5___   Item 6___
Progress on Goal:
__X_Completed   (Date : Implemented Fall 2013)
____Revised   (Date   )

Comments:

The Administration of Justice Transfer Model Curriculum has been approved through C-ID; therefore, an AS-T in Administration of Justice was implemented in fall 2013. This degree will allow students wishing to transfer to a four year university to have a seamless transition from Porterville College.

Staffing Request:

Staff Resources:			
Current Staffing Levels			
Full-time Staff (FTE)		Part-time Staff (FTE)	
Faculty	1	Faculty	6
Temporary		Temporary	
Classified		Classified	
Management		Management	
Request for New/Replacement Staff			
Use one line for each position requested. Justify each position in the space below.			
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Administration of Justice Instructor	Faculty	Full-Time	Replacement
Justification: (Address each position requested)			

Position 1
- In order for the Administration of Justice program to continue in the growth process the program needs to offer a wider range of classes. The replacement faculty will help add more expertise and diversity in the class offerings.
- The scarcity of qualified part-time faculty to teach Administration of Justice courses has been difficult and this problem would be alleviated by hiring a full-time instructor.

Occupational forecast for Administration of Justice programs:

EMSI data indicates that police and sheriff's patrol officer occupations are projected to grow within the four-county region by 8.4% 2012-2017. Police and sheriff's patrol officers specifically expect a projected five-year growth of 8.4% regionally, 3.7% state-wide, and 3.3% nationally. Average hourly earnings for 2012-2017, police and sheriff's patrol officers are $32.65 regionally. State average hourly earnings for 2012-2017 are $32.65 and $26.99 Nationally.
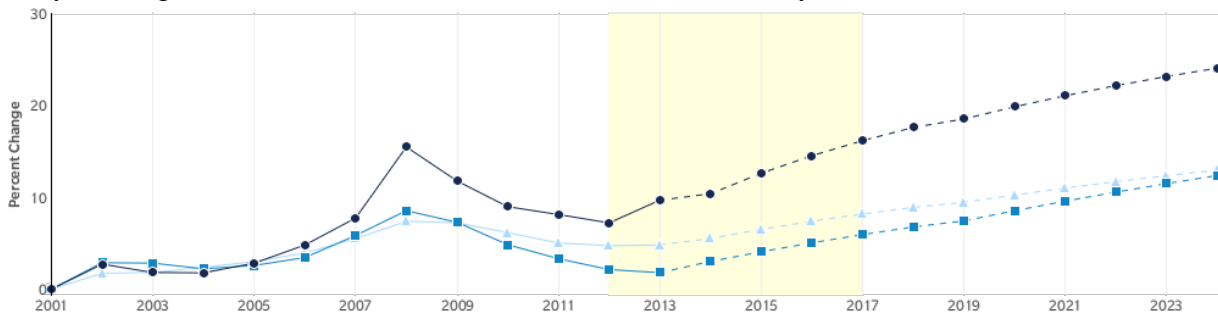
Budget Request

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	$1,700.00	$800.00	$2,500.00
5000			
Other			

Justification:
Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.

Agriculture

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, Career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Program Mission Statement:

The Agricultural Department supports the mission of Porterville College by providing instruction for students that will enable them to achieve their academic and career goals while addressing the needs of the community. These programs will enhance educational opportunities that lead to increased employment prospects in the technical fields in agricultural. We are committed to a continuous process of evaluating our program to better meet the needs of students whether their aspirations are a certificate, an AA Degree as a terminal degree or preparation for transfer to a four year institution. Over the past 2 years, we have developed an AST (Associate of Science Transfer) degree in Agribusiness, which has now completed the approval process through KCCD and the State Chancellor's Office. Both the AST in Agribusiness and the AA in Ag Production will continue to be offered, to give students additional options. Our local economy suffers from one of the states' highest unemployment rates and these vocational areas are where the greatest employment opportunities exist. The knowledge, skills and attitudes gained from these programs will increase the students' chances of success in the local and global markets. The Ag industry is currently experiencing a healthy demand for qualified employees with very competitive salaries.

Student Learning Outcomes:

Course Level: Please list here (1) the number of active courses in your division and (2) the number and percentage of those courses that have identified student learning outcomes that have been approved by the Curriculum Committee.

Course Number & Name SLO	Curriculum Committee Approved
Agri P055 Agri-Leadership Training	Approved
Agri P101 Introduction to Agribusiness	Approved
Agri P102 Agricultural Economics	Approved
Agri P103 Agricultural Sales	Approved
Agri P105 Farm Accounting	Approved
Agri P104 Computer Apps in Ag	Approved
Agri P106 Intro to Soil Science	Approved
Agri P107 Agricultural Marketing	Approved
Agri P110 Principles of Pesticide Use	Approved
Agri P117 Plant Propagation/Production	Approved
Agri P131 Intro to Plant Science	Approved
Agri P132 Agricultural Math	Approved
Agri P133 Orchard Production & Management	Discontinued
Agri P134 Vineyard Production and Management	Discontinued
Agri P135 Irrigation Fundamentals	Discontinued

Program Level: Please list here (1) the programs that exist in your division and (2) which of these programs have identified program-level student learning outcomes.

- Agriculture (Production Emphasis)
- AST- Agribusiness

Program Level Student Learning Outcomes will be evaluated on a four year cycle with each SLO for each course and a Program Level SLO being evaluated during that time frame. A minimum of one SLO for each course will be evaluated annually.

Analysis of Current Performance:
(Please review the data provided by the Office of Institutional Research for your division and summarize trends for the past three years. These data cover enrollment, faculty load, productivity, and course retention and success rates.) These data should also be attached with your program review.

The following is a table summary of enrollment data and related performance indicators:

		Sections	Enrollment	FTES/FTEF	% Retained	% Succeeded
	2014-15	21	599	15.7	91%	68%
Ag Program	*2015-16*	23	723	20.1	90%	71%
	2016-17	25	694	20.1	95%	79%

The diversity of the program is reflected in the following 3 year program totals:

Ethnicity	Program Totals
American Indian	11
Asian/Filipino	24
Hispanic/Latino	1127
Two or More Races	8
White	79
African American	16

Gender	Program Totals
Female	765
Male	671

The Agriculture Department is currently staffed by one full time faculty member and two adjunct faculty members. The department offers a broad range of courses for students seeking skills enhancement, career preparation and/or a degree. Five of the courses offered in the program also fulfill Porterville College graduation requirements in various areas (Intro to Plant

Science, Intro to Soil Science, Ag Economics, Ag Sales and Computer Apps in Agriculture). Three of these courses also fulfill CSU Breadth requirements in various areas (Intro to Plant Science, Intro to Soil Science and Ag Economics) and Ag Economics also fulfills a UC transfer requirement.

A big push from the Agriculture industry currently is student preparation for careers in the area of Agricultural Pest Control Advisor. The structure of our Principles of Pesticide Use is the traditional 3 unit/54 hours of instruction format. This doesn't work very well for individuals looking to obtain continuing education hours, as they only need 24 hours every two years. The course will be revised to be 6-1/2 unit classes. This would enable students to pick and choose those areas that they need as continuing education, and better fit for preparation for California's Department of Pesticide Regulations Pest Control Advisors license.

<u>Program Strengths and Areas for Improvement</u>:
(Based on the information above and history since previous review, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.)

Because of the fulfillment of graduation and breadth requirements, the program continues to draw student from other majors. In numerous cases, students have changed their major to agriculture because of increased interest in the area or employment prospects with additional skills. Because of this increased interest, two new adjunct faculty have been hired to teach additional classes. Three classes have been brought back, that haven't been taught for a number of years (Agribusiness, Marketing and Plant Propagation). With the addition of the AST Agribusiness, the program numbers should increase considerably. Below are the requirements for the AA in Ag Production followed by the AST in Agribusiness for comparison. Many of the requirements are the same of similar, and with a few extra classes, a student would be able to graduate with a dual major.

AA Ag Production

Core Courses - 12 units required

- AGRI P101 - Introduction to Agribusiness 3 units
- AGRI P102 - Agricultural Economics 3 units
- AGRI P103 - Agricultural Sales 3 units
- AGRI P104 - Computer Applications in Agriculture 3 units

Optional Courses - 12 units
- AGRI P105 - Farm Accounting 3 units
- AGRI P106 - Introduction to Soil Science 3 units
- AGRI P107 - Agricultural Marketing 3 units
- AGRI P110 - Principles of Pesticide Use 3 units
- AGRI P117 - Plant Propagation/Production 3 units
- AGRI P131 - Introduction to Plant Science 3 units
- AGRI P132 - Agricultural Math 3 units

The following is a breakdown of the AST Agribusiness and the courses required to fulfill these requirements.

Required Core Courses 13-15 Credits:

AGRI P106	Introduction to Soil Science	3 Units
	or	
CHEM 101a	General Inorganic Chemistry	5 Units
AGRI P102	Agricultural Economics	3 Units
MATH P122	Intro to Probability and Statistics	4 Units
ECON P102	Principals of Economics	3 Units

List A: Select three of the following courses (9 units):

AGRI P101	Introduction to Agribusiness	3 Units
AGRI P104	Computer Applications in Agriculture	3 Units
AGRI P131	Introduction to Plant Science	3 Units
AGRI P105	Farm Accounting	3 Units
AGRI P103	Agricultural Sales	3 Units

List B: Select 0-9 Units of the following courses:

Any course from List A not already chosen

Degree Total   **60**

Areas for Improvement- In order to continue the growth within the Ag Department, there are a number of areas that will be targeted. The following list includes some of these target areas:

- At this time, the department has one full time faculty and two adjunct faculties. The core courses will be rotated between the full time and adjunct faculty as schedules allow to best suit the greatest number of students.
- Porterville Unified School District has developed a number of Career Pathways, one of which is in Agriculture at the Strathmore High School campus. The name of the Career Pathway in Agriculture is; Emerging Agricultural Technologies ("EAT"), which will encompass a number of areas, including but not limited to: Animal Science/Vet Tech, Plant Science/Ornamental Horticulture, Ag Mechanics/Welding and Agribusiness. We are in the process of developing a process whereby students in the Ag Pathway at Strathmore High School can participate in a dual enrollment cohort where they could potentially have completed a number of Porterville College courses by the time they graduate from high school. This will save their parents a considerable amount in tuition and save them a considerable amount of time in completing their college degree requirements. The courses will be taught on the Strathmore High School and Summit

Charter Collegiate Academy campus by their faculty (who are qualified to teach Agriculture at the college level, either with a Master's degree in the subject area or with a bachelor's degree and the required number of years of experience), or by existing faculty at Porterville College.

- The Ag Department has looked into the possibility of teaching a larger number of Ag courses in more flexible offerings such as online and/or hybrid courses. This may be something that may be entertained at some point in the future if and when a need arises.
- The Ag Department with CSU Fresno has developed curriculum in Mechanized Ag/Small Engines/Welding. This would allow Porterville College to more fully utilize the shop and equipment currently used by Industrial Maintenance. Porterville College is currently reviewing candidates for a full time Industrial Maintenance instructor to expand offerings in that area, as well as a possible link to and Mechanized Ag program. Those facilities a currently only being used in the evenings.

Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Link the Industrial Maint Program to a Mechanized Ag	Fall 2018	New programs must be approved by State Chancellor's Office.	None noted

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2_X__   Item 3__X_   Item 4__X_   Item 5___   Item 6__X_

Progress on Goal: Further review of the local industry, it appears that the greater demand and a greater number of job opportunities exist in the business community.

____Completed   (Date   )
__Revised   (Date   Spring 2015)

Comments: Once the AST in Agribusiness has been approved by the State Chancellor's office and Kern Community College District, our existing Degree in Agriculture (Production Emphasis) will be inactivated.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Program Certificates for Ag Business	Spring 2015	N/A	None noted.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2_X__   Item 3_X__   Item 4_X__   Item 5_X__   Item 6__X_

Progress on Goal:

____Completed   (Date   )
____Revised   (Date   )

Comments:

STAFFING REQUEST

Staff Resources:			
Current Staffing Levels			
Full-time Staff (FTE)		Part-time Staff (FTE)	
Faculty	1	Faculty	2
Temporary		Temporary	2 (at SHS)
Classified		Classified	
Management		Management	

Request for New/Replacement Staff
Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Environmental Horticulture	Faculty	full	New
Position 2				
Position 3				

Justification:
(Address each position requested)

- In order for the Ag department to continue in the growth process the department needs to offer a wider range of classes. A new full-time faculty member will help add more expertise and diversity in the class offerings.
- The scarcity of qualified adjunct to teach Agriculture courses has been difficult and this problem would be alleviated by hiring a full-time instructor.
- The local feeder schools offer numerous courses in Environmental Horticulture/Ornamental Horticulture and there is considerable interest in this area. This course has been taken out of the course offerings, but will be brought back.

BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	990	1000	1990
4000	5000	3000	8000
5000			
Other			

Justification:
(Include justification for each amount of increase requested.)

Currently, with the exception of the faculty salaries, the program is being funded heavily with VTEA/Perkins funds. In the future, restrictions on these funds will reduce this likelihood. Should Perkins funds dry up, Instructional and Non-Instructional supplies will need to be absorbed into the college budget.

Business Education

Program Mission Statement:

The Business Education program supports the mission of Porterville College by providing instruction for students that will enable them to achieve their academic and career goals while addressing the needs of the community. We are committed to a continuous process of evaluating our programs to better meet the needs of students whether their aspirations are an Associate's degree, preparation for transfer, and/or a certificate.

Student Learning Outcomes:

The Business Education program has five areas of emphasis; Accounting, Business Administration, Entrepreneurship, Human Resources, and Logistics. There are a collective total of 34 courses in these areas. All scheduled courses and programs have approved student learning and program level outcomes. All active courses have had at least one student learning outcome assessed with timelines in process to complete the assessment of all course level student learning outcomes within the four-year cycle.

There are currently five programs with degree and certificate awards. Program Level Outcomes are as follows:

Accounting – Associate in Science Degree
1. Analyze business, economic, or financial principles and explain their application to the real-world.
2. Apply written and verbal communication skills in a business relationship, a teamwork setting or a leadership position.
3. Apply the importance of Ethical behavior in the business environment.
4. Demonstrate technological competency by using technology effectively in the business environment or workplace.

Accounting – Certificate of Achievement

1. Demonstrate knowledge in accounting for external financial reporting and managerial applications.
2. Research accounting literature for both structured and unstructured problems in external financial reporting, tax and auditing.
3. Recognize and analyze ethical problems in practical accounting situations, select and defend a course of action.
4. Effectively communicate complex accounting concepts both orally and in writing.

Business Administration – Associate of Science for Transfer Degree

1. Analyze business, economic, or financial principles and explain their application to the real-world.
2. Apply written and verbal communication skills in a business relationship, a teamwork setting or a leadership position.
3. Apply the importance of Ethical behavior in the business environment.
4. Demonstrate technological competency by using technology effectively in the business environment or workplace.
5. Explain the significance of international cooperation to the success of global business.

Entrepreneurship – Certificate of Achievement

1. Analyze business, economic, or financial principles and explain their application in an entrepreneurial setting.
2. Apply written and verbal communication skills in an entrepreneurial business relationship, a teamwork setting and entrepreneurial leadership position.
3. Apply the importance of ethical behavior in the entrepreneurial business environment.
4. Demonstrate technological competency by using technology effectively in the entrepreneurial business environment.

Entrepreneurship – Associate in Science Degree

1. Analyze business, economic, or financial principles and explain their application to the real-world.
2. Apply written and verbal communication skills in a business relationship, a teamwork setting or a leadership position.
3. Apply the importance of Ethical behavior in the business environment.
4. Demonstrate technological competency by using technology effectively in the business environment or workplace.
5.

Human Resources – Certificate of Achievement

1. Identify the legal and ethical context of Human Resource Management.
2. Explain the Federal, State, and local laws that affect public and private employers.
3. Describe the importance of staffing an organization including planning, job analysis, recruitment, and selection of staff.
4. Explain labor relations and collective bargaining agreements in the public and private sectors.

Human Resources – Associate in Science Degree

1. Analyze business, economic, or financial principles and explain their application to the real-world
2. Apply written and verbal communication skills in a business relationship, a teamwork setting or a leadership position

3. Apply the importance of Ethical behavior in the business environment
4. Demonstrate technological competency by using technology effectively in the business environment or workplace.

Logistics – Certificate of Achievement

1. Prepare students in warehousing, operations, supply chain, distribution, transportation, purchasing, and global logistics to enter into or advance within management career patterns of the logistics industry.
2. Provide an opportunity for students to complete a short-term intensive, hands-on program preparing them for employment in the logistics field.

Logistics – Associate in Science Degree

1. Analyze business, economic, or financial principles and explain their application to the real-world
2. Apply written and verbal communication skills in a business relationship, a teamwork setting or a leadership position
3. Apply the importance of Ethical behavior in the business environment
4. Demonstrate technological competency by using technology effectively in the business environment or workplace

Timelines for assessment are being developed so that the program learning outcomes may be assessed within a four-year period.

Analysis of Current Performance:

Porterville College's Business program goal is to provide a quality education for a diverse population of students with all available resources while contributing to the overall enhancement of the institution. The program currently offers degrees and certificates in Accounting, Business Administration, Entrepreneurship, Human Resources, and Logistics.

During the 2014/15 academic year, there was a decline in growth in Business Administration program, but has since seen improvement. This is demonstrated by a 41% increase in section offerings. Enrollment at census increased 34.5% from 2014/15-2016/17. Annual program FTES has increased from 32.7 to 43.3. A total of 36 Associate degrees and 82 transferable Associate degrees have been awarded in the three-year period 2014/15 through 2016/17. This is an 81.5% increase over the three previous academic year's total of 65 issued between the years of 2008/09 thru 2010/11).

The diversity of the program is reflected in the Associate degrees and Certificates of Achievement as follows:

Ethnicity	Associate Transfer degree 2014-2017	Associate degrees 2014-2017	Certificates 2014-2017
American Indian	0	1	0
Asian/Filipino	7	0	0
Hispanic/Latino	59	29	1
Two or More Races	2	0	0
White	13	7	0
African American	1	0	0

	Gender	Associate Transfer degree 2014-2017	Associate degrees 2014-2017	Certificates 2014-2017
Accounting	Female	0	0	1
	Male	0	0	0
Business	Female	0	8	0
	Male	0	5	0
Business Administration	Female	47	15	0
	Male	35	6	0

Retention and success rates for the three-year period beginning 2012/13-2016/17:
Accounting:
2014/15 – Retention: 82.8% Success: 74.5%
2015/16 – Retention: 84.4% Success: 75.3%
2016/17 – Retention: 92.2% Success: 85.9%

Despite a lack of consistency among instructional staff both retention and success have increased in Accounting. Consistency in instruction is a goal for this program.

Business Administration:
2014/15 – Retention: 85.6% Success: 71.8%

2015/16 – Retention: 86.7% Success: 74.6%
2016/17 – Retention: 90.6% Success: 76.1%

Two full-time faculty during the 2015/16 school year led to an increase in retention and success in Business Administration.

Economics:
2014/15 – Retention: 85.5% Success: 67.5%
2015/16 – Retention: 93.1% Success: 88.3%
2016/17 – Retention: 96.6% Success: 81.8%

Success rates for Economics decreased during the 2016/17 academic year due to the change in faculty available to teach Economics. Retention rates have remained steady.

Marketing:
2014/15 – Retention: 86.8% Success: 64.2%
2015/16 – Retention: 86.7% Success: 80.0%
2016/17 – Retention: 100% Success: 100%

Success and retention rates for Marketing drastically increased during the 2016/17 academic year. This course is required for three programs and has grown accordingly.

<u>Program Strengths and Areas for Improvement</u>:

Partnerships
The business program has experienced this substantial growth through the partnerships that have been developed during the past six years. Continuing those partnerships and building new partnerships through networking is an integral part to continued growth for the program. Current partnerships that exist are:

- **The Lyles Center for Innovation and Entrepreneurship, California State University, Fresno**: this is a pathway between Porterville College and the University. Affiliated institutions meet monthly to develop entrepreneurial programs for college students and develop best instructional practices. This partnership has provided thousands of dollars for staff development and student opportunities including the annual Chicago conference.   The Lyles Center, based on Porterville Colleges activities, growth potential and commitment, has provided the opportunity for an entrepreneur center to be developed on campus that would serve students, local businesses and community members.
- **National Association for Community College Entrepreneurship (NACCE):** Organization assists community colleges nationwide link their traditional role of workforce development with entrepreneurial development. The result is innovative ideas that promote local economic growth.
- **Collegiate Entrepreneurs Organization (CEO)** serves over 400 colleges and

universities by assisting students and instructors in business/entrepreneur programs. They provide networking opportunities for students and instructors nationwide through a variety of events.

- **Porterville High School Partnership Academy of Business:** Provides a direct link from the high school to the Porterville College Business program.
- **Porterville Chamber of Commerce Business and Education Committee:** Developing relationships with local business leaders to provide mentoring and internship opportunities for PC students.
- **Small Business Development Center/Central Valley Business Incubator (SBDC/CVBI):** cooperative effort of private business, education, local, state and federal government agencies that provides management assistance to prospective small business owners. This partnership is an integral component of entrepreneurial development through a network of training and counseling services.
- **Kern and Tulare Counties Workforce Investment Boards (WIB)**: working relationship with WIBs in both counties.

These partnerships are a large part for the growth; however, without maintaining these existing partnerships and continuing to develop new partnerships the program cannot grow.

Curriculum Development and Emerging Trends
- Developing new courses that align with the current business trends is vital to the success and growth of the business program. In 2013, we added a transferable degree in Business Administration. Three years later, in 2016, we increased our business offerings to include Associate of Science degrees in Business Administration with an emphasis in Logistics, Entrepreneurship, and Human Resources. The growth and stability of these programs will lead to the revitalization of our economy. Currently our pathway with the Lyle's Center for Innovation and Entrepreneurship is a vital instrument to help Porterville College in the training of faculty to teach Entrepreneurship. They are also instrumental in assisting with the development of a degree. Maintaining and strengthening this partnership is essential. A down side to the implementation of this program is the lack of business faculty. The business program has one full-time business faculty member that teaches Entrepreneurship, Business Administration, Marketing, and Accounting courses. There are five adjunct faculty members that currently supplement the programs in Business Education; however, they are only available at night, limiting the ability to offer a wide range of courses throughout the day.
- Our Accounting program is struggling. Porterville has a limited number of qualified adjunct instructors for the Accounting program. This position was vacated in the spring of 2008 and has not yet been replaced. This limits the ability to offer a larger variety of classes. In addition, most adjunct instructors are only available at night, limiting the ability to offer a wide range of courses throughout the day. The Accounting certificate program is in high demand. However, students have to take courses at other colleges to complete their certificate due to a decrease in our course offerings.

Pathways

Porterville College's business program is the first program at Porterville College to create a program of study (pathway) using the ConnectEd model for the California Multiple Pathways District Initiative-Academy of Finance, Porterville High School. Having this pathway has increased our Business program's enrollment and provided students that are on a fast track to graduating and/or transferring with Business degrees.

Summary

Porterville College's Business program has showed significant growth in the past three years. However, this is not enough. In order to provide our students with the excellent education that they deserve, the employment and transfer options that will be essential to their success in the community we must take the program to the next level. Through continuous strengthening and the building of new partnerships, a current and revised curriculum, maintaining current with business trends, focus on existing student populations and new student populations, and more diligent outreach efforts our business program will continue to grow.

Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Replace the business/accounting position left vacant by retirement	To be on board by Fall 2019	Funding and prioritization by Academic Senate and Budget Committee	College budget limitations

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)
Item 1__x_   Item 2___   Item 3_x__   Item 4_x__   Item 5___   Item 6___
Progress on Goal: This goal was set in Fall 2008 and still has not been met due to budget restrictions. This goal is essential to the stability of the Accounting program.
____Completed   (Date   )
___X_Revised   (Date October 2017)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Hire one additional full time business faculty to provide new areas of expertise	Revised goal of Fall 2011 Revised goal of Fall 2013 Revised goal of Fall 2019	Funding and prioritization by Academic Senate and Budget Committee	College budget limitations

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)
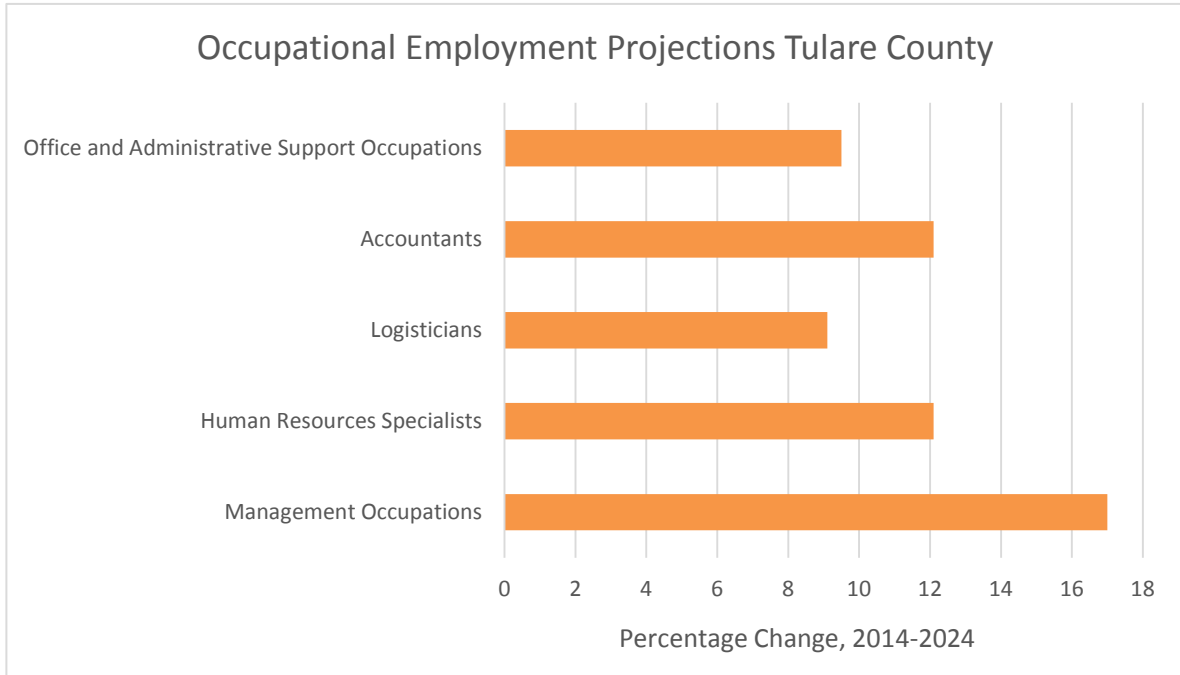
Item 1__x_   Item 2___   Item 3_x__   Item 4_x__   Item 5___   Item 6___
Progress on Goal: This goal was set in May of 2006 and has not been met. This goal is still
relevant to the department and has a revised goal of Fall 2019
____Completed   (Date   )
___x_Revised   (Date   October 2017)

Staffing Request:

Staff Resources:			
Current Staffing Levels			
Full-time Staff (FTE)		Part-time Staff (FTE)	
Faculty	1	Faculty	5
Temporary		Temporary	
Classified		Classified	
Management		Management	

Request for New/Replacement Staff
Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Accounting Instructor	Faculty	Full Time	Replacement
Position 2	Business Instructor	Faculty	Full Time	New

Justification:
Position 1:
- There is not currently a full time Accounting faculty member.
- Lack of continuity has been hurting the program. A full-time instructor would help to re-build and grow this area of the department that offers high-demand jobs in the community.
- The scarcity of qualified part-time faculty has resulted in a significant reduction of accounting classes that have been offered, especially during the day. Part-time faculty in the accounting department has primarily been used to teach core classes, reducing the ability to offer a large range of courses.

Position 2:
- In order for the Business program to continue in the growth process the program needs to offer a wider range of classes. A new full-time faculty member will help add more expertise and diversity in the class offerings.
- The scarcity of qualified part-time faculty to teach business courses has been difficult and this problem would be alleviated by hiring a full-time instructor.

Occupational forecast for Business Education programs:
  The Employment Development Department of the Labor Market Information Division data

project positive growth, for Tulare County between 2014-2024, in all management occupations, business and financial operations occupations, Human Resource Specialists, Logisticians, office and administrative support occupations, and Accountants. Per the Bureau of Labor and Statistics nationally between 2016-2026, management occupations are expected to grow 9%, Human Resource Specialists and Logisticians growth of 7%, Accountants a growth of 10%.

Occupational Employment Projections Tulare County

Occupation	Percentage Change, 2014-2024
Office and Administrative Support Occupations	~9.5
Accountants	~12
Logisticians	~9
Human Resources Specialists	~12
Management Occupations	~17

Percentage Change, 2014-2024

State of California Employment Development Department http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html

In the State of California, per the Educational Advisory Board (eab.com), out of the 10 most commonly sought job skills in California during the 2016 year, 8 of these areas are emphasized in our programs. The exception to this list is SQL and Software Development.

Most Commonly Sought Job Skills in 2016,
n= 1,045,038, with 75,682 unspecified job postings

■	Budgeting
■	Project Management
■	Scheduling
■	Customer Service
■	Sales
■	Supervisory Skills
■	Accounting
■	Staff Management
■	SQL
■	Software Development

63,273
68,212
157,716
69,390
152,358
83,904
91,010
123,389
100,762
107,842

EAB, State Demand Profile, https://www.eab.com/-/media/EAB/Research-and-Insights/COE/Resources/2017/California%20-%20state%20demand%20profile.pdf
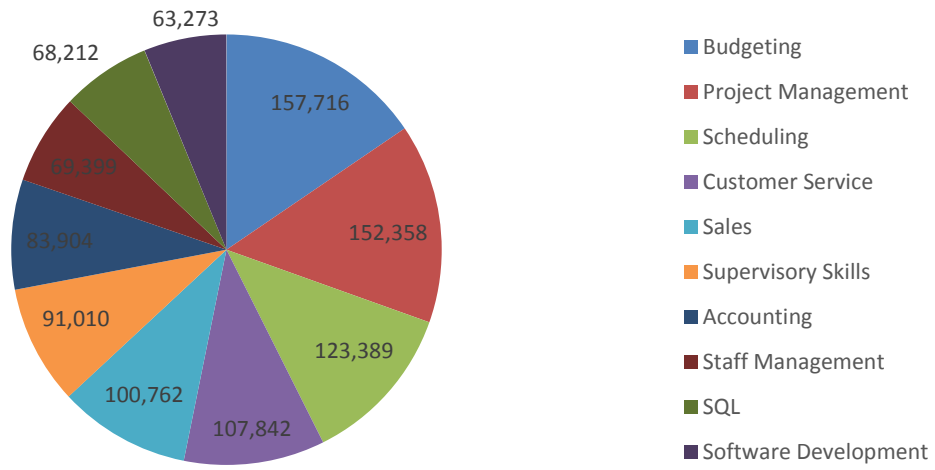
Additionally, out of the 10 most sought occupations in 2016, our program connects with all except Software Developers, Registered Nurses, and Computer Systems Engineers/Architects.

Most Commonly Sought Occupations in 2016,
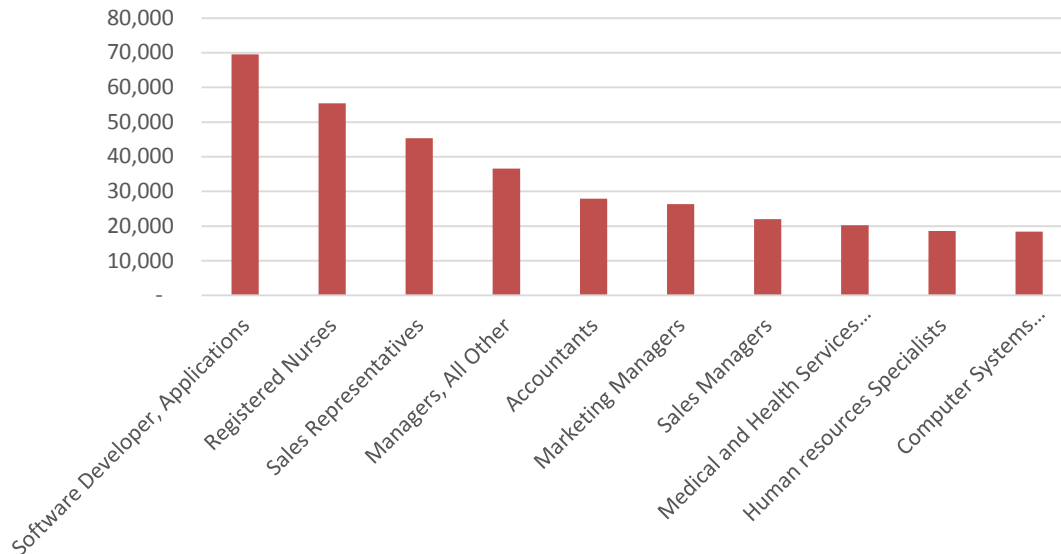n= 1,045,038, with 47,294 unspecified job postings

EAB, State Demand Profile, https://www.eab.com/-/media/EAB/Research-and-Insights/COE/Resources/2017/California%20-%20state%20demand%20profile.pdf

Budget Request:

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	$1,900.00	$600.00	$2,500.00
5000			

Other:

Justification:
Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.

Child Development

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, vocational and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Program Mission Statement:

Porterville college has three major responsibilities: academic preparation, workforce development and leadership. We provide students with academic courses based on child development theory and best practices in early care and education. We provide students with
courses that orient them to the field of early care and education; providing the opportunity to

develop the knowledge, skills and abilities to be successful in the workforce. Early Childhood Education/Child Development faculty engages in leadership through collaboration
with educational, community, industry, state and federal partners.

Porterville College offers programs related to Child Development. The variety and scope of the programs speak to the ability of the Porterville College to respond to the ever changing needs of children within society.

Society is changing rapidly, and becoming more diverse (culture, ethnicity, age, abilities,
religion, language, color, gender identity, sexual orientation, family structure and lifestyle) throughout California.

These societal changes and challenges require us to review and update courses and programs and develop new courses to reflect the needs of the field. Instructional programs in
ECE/CD offer a blend of general education, career technical training, and certificate, transfer
and degree programs while also providing important services to students, families and communities. For ECE/CD Programs, the content of *Porterville College* is supported and expanded in this document.

The goals for programs in Early Childhood Education/Child Development:
1. Maintain high academic standards.
2. Provide programs that remain flexible and responsive to changing community needs and the dynamics of the workplace.
3. Provide services to improve access, retention and transfer to support students in completing their educational and career goals.
4. Promote collaboration among California community colleges.

5. Promote statewide articulation between and among secondary programs, community colleges and four-year institutions.
6. Promote collaborations between community colleges and community partners, such as Resource and Referral agencies, adult education and county offices of education.
7. Maintain a dynamic and participatory community advisory committee.
8. Remain current with applicable, regulatory and legislative mandates.
9. Provide professional leadership and teach advocacy skills.
10. Provide appropriate instructional delivery systems such as face-to-face, distance learning and off campus that support our diverse populations.
11. Provide contextual learning experiences, such as practicum, internship and work experience.

<u>Student Learning Outcomes</u>:

There are 15 active courses in the child development division at Porterville College. The percentage of student learning outcomes that have been approved by the Curriculum Committee is 100%.

<u>Child Development AA/AST/Certificates</u>
Child, Family and Community
An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and sociocultural
factors which influence the family and processes of socialization with an emphasis of respect, reciprocal relationships that support and empower families.
Core Components
Major current and historical theoretical frameworks of
socialization
Interrelatedness of family, school and community as agents of
socialization
The role of family: values, traditions, modes of interaction,
rules, conventions, responsibilities, change, transitions, and
family dynamics
Diverse family structures, parenting styles and values
Teachers' and caregivers' influences on children and families
Identify community agencies, referral systems, procedures and
availability of specialized services and support for families
and children
Factors contributing to resiliency in children
The influence of adults' personal experience and family history
on relationships with children and families
The role of group childcare and early schooling
The teacher's role in researching the needs and family contexts
of dual language learners, in particular
Student Learning Outcomes:
• Analyze theories of socialization that address the interrelationship of
child, family and community
• Critically assess how educational, political, and socioeconomic factors
directly impact the lives of children and families
• Synthesize and analyze research regarding social issues, changes and
transitions that affect children, families, schools and communities

Child Growth and Development
This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence.

Core Components
Introduction to developmental perspective
Major current and historical theoretical frameworks of child
development
Investigative research methods: interviews, surveys,
observation; documentation, analysis, presentation of
findings. Including questions of ethics, bias, and validity of
research
Observations applying theory and developmental norms to
various ages
Heredity and genetics
Conception and prenatal development
Birth: physiology, psychology, social and cultural influences
Development (including but not limited to physical,
social/emotional, cognitive, language, special needs, risk
factors, and care and education at each level)
Infant and toddler development
early childhood development
Middle childhood development
Adolescent development
Student Learning Outcomes:
• Analyze major developmental milestones for children from conception
through adolescence in the areas of physical, psychosocial, cognitive, and
language development using standard research methodologies
• Analyze how cultural, economic, political, historical contexts affect
children's development
• Compare and contrast various theoretical frameworks that relate to
the study of human development
Health, Safety and Nutrition
Introduction to the laws, regulations, standards, policies and procedures and early
childhood curriculum related to child health safety and nutrition. The key components that
ensure physical health, mental health and safety for both children and staff will be
identified
along with the importance of collaboration with families and health professionals.

Core Components
Under all conditions utilize developmentally appropriate
practices (DCLAP)
Promote good health with families, teachers and children
involved in culturally, linguistically and developmentally
appropriate ways
Conditions affecting children's health
Health appraisals and health assessment tools
Communicable and acute illnesses: Identification, the
infectious process, and effective control
Creating safe environments

Safety management for all children
Injury prevention and care
Considerations for children with special needs, medical needs
and interventions
Policies and prevention strategies related to child abuse and
neglect
Common health issues (i.e. obesity, asthma, autism, allergies)
Planning for children's health, safety, and nutrition education

Introduction to Curriculum

This course presents an overview of knowledge and skills related to providing
appropriate curriculum and environments for young children from birth to age 6. Students
will examine teacher's role in supporting development and fostering the joy of learning for
all
young children using observation and assessment strategies emphasizing the essential role
of
play.

Core Components

Learning theories:
Developmental theory as it applies to curriculum development
Developmentally, linguistically and culturally appropriate
curriculum to support the development of the whole child
Impacts of language and culture on children's play and
learning
ECE Classrooms:
  The early childhood classroom learning centers: e.g. dramatic
play; blocks; manipulatives; art; library; science & nature;
sensory/motor, etc.
Physical/temporal/interpersonal and aesthetic components of
learning environments
Social/emotional learning environments based on delight and
engagement
The ECE Teacher:
Role of the teacher in fostering social attitudes, values and
skills
Role of teacher as informed, caring, thoughtful decision maker
Teacher language which honors linguistic diversity and reflects
knowledge and understanding of power issues related to
language
Curriculum topics that may be specifically addressed:
Nutrition and cooking
Language and literacy, dual language support strategies
Dramatic play
Block play and physical science
Science and Nature
Sensory Motor learning

Math and the construction of mathematical thinking 0-6
Art and creative development
Research, assessment, other issues:
Various theories and approaches to curriculum (e.g. Reggio,
Montessori, computer-based, High Scope, etc.)
Innovative approaches
Current research

Observation and Assessment

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods are explored

Core Components

Legal and ethical responsibilities including confidentiality
National and State standards for learning and assessment
Historic and current tools of observation and assessment
How social context, health, wellbeing, and the environment
affect assessment
Appropriate procedures of child observation
Various methods of documentation and recordkeeping
Observation as a key element in the teaching and learning
cycle
Observation as on-going process
Observation and assessment as a tool to create appropriate
environments
Application of basic elements of child development theory to
observation and assessment
Identify differences in development and skills among children
Portfolio collection (e.g., photos, art, writing), which makes
visible children's development and learning

Practicum-Field Experience

A demonstration of developmentally appropriate early childhood teaching
competencies under guided supervision. Students will utilize practical classroom
experiences
to make connections between theory and practice, develop professional behaviors, and build
a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas
will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. *It is recommended that this course be at least 3 units and include 75 semester hours of lab time or greater (on the floor) with children. (This represents 1/2 the experience days required for the Associate permit).*

Core Components
Application of developmentally, culturally, linguistically
appropriate practices
Organization of space, time, materials and children's groupings
Positive interactions with children and adults in primary
language(s)
Authentic assessment and documentation for all children
Take into account adaptations for children with diverse
abilities, learning styles and temperament
Recording and analysis of professional teaching practices
Professional and ethical conduct
Typical teaching and non-teaching responsibilities in early
childhood settings
Self-reflection and self-assessment through team collaboration
and portfolio documentation
Curriculum development
Curriculum cycle-observation, planning, implementation,
evaluation, documentation
Individual, small group and whole group applications
Content Areas may include: Language, Literacy, Math,
Science, Social Studies, Visual and Performing Arts, Sensory
Activities, outdoor and indoor large motor activities
Developmental Domains-Social, Emotional, Cognitive,
Creative, Language and physical integration across
curriculum and in collaboration w/team
Use of environment
Use of interactions
Professional development skills
Use State Learning Standards and tools
Career ladder

Principals and Practices of Teaching Young Children
An examination of the underlying theoretical principles of developmentally
appropriate practices applied to programs, environments, emphasizing the key role of
relationships, constructive adult-child interactions, and teaching strategies in supporting
physical, social, creative and intellectual development for all children.

Core Components
Current and historic models, influences and approaches in the
field of early childhood
Delivery systems (nonprofit, profit, publicly funded, alternative
payment/voucher)
Program types (family child care, centers, after school
programs, license-exempt; infant/toddler, preschool,
school age)
Licensing and regulation (e.g., Title 22, Title 5, Fire Code),
and personnel requirements

NAEYC Code of ethics
Attention to unique needs of children ages of 0 to 3, preschool
aged and in after school care
Addressing the needs of the whole child
The meaning of DCLAP - developmentally, culturally,
linguistically appropriate practice.
Play as a vehicle for development and learning
Unique roles of a teacher in an early childhood setting
Importance of relationships and interactions

Teaching in a Diverse Society

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society.

Core Components

The highly diverse world in which children now live
Issues of inequity and access as they relate to young children in
a world of diversity
The nature of systemic and internalized oppression and
privilege and the subsequent impacts on children's identity
development and learning
How children think: pre-prejudice, impacts of silence, overt
and covert social messages
Stereotypes, isms, bias, prejudice, fear, hatred
Impact of privilege and oppression
Differences between individual prejudice and the systems
within a society that maintain unequal access based on
race, gender, economic class, ability, sexual orientation,
religious beliefs, culture, language and all isms
Clarification of terms: sex, gender, gender role, sexual
orientation; racial, ethnic, cultural, national identity;
nuclear family, blended family, single-parent family;
transracial family, gay-lesbian family, extended family,
adoptive family, foster family; etc.
Identification of stereotypes and biased messages in the media
and in the classroom and exploration of educational
approaches that teach children how to challenge such
messages and develop alternative behaviors
Culturally and developmentally appropriate classrooms:
curriculum, environment; human relationships
Anti-bias approaches to all curriculum arenas, materials,
activities, goals, assessment

<u>**Additional Course Recommendations**</u>

Administration and Supervision of Early Childhood Education Program
Prepares the student to establish and administer early care and development
programs, both public and private, in the state of California. This course is designed to
include Title 22 and Title 5 requirements regarding organizational structure, budgets,
personnel policies and practices, record keeping, reporting, community relationships and
resources, regulatory agencies and parents. Also reviews social and public policy as well as
professional groups influencing current issues in early care and education. This course
partially meets the qualifying requirements for a Director in a Title 22, Title 5 and the Child
Development Permit.

Core Components
Directors' role
Regulations: Title 22/Title 5
Grouping and enrolling children
Policy and procedure development
Needs assessment and business plan
Marketing and resource development
Computer applications and record keeping
School and community relations
Budgeting, proposal development, funding and financial
management
Licensing and accreditation
Site selection and facility development
Personnel and staffing qualifications
Recognition, prevention and reporting of abuse
Nutrition, Health and safety
Ethics in the workplace
Administration and Supervision of Early Childhood Education Programs II
The focus of the class is on the relationships and resource development in the
professional setting. Relationships include philosophies of management, staff relations;
including team building and staff development, leadership and advocacy. Resource
development includes community outreach, fiscal development strategies.

Core Components
Effective management skills; program policies, staffing
Program and staff evaluation
Communication strategies: staff, families, community
Team building and effective interpersonal interactions
Professional development based program and staff evaluation
Curriculum and program development goal setting
Leadership and advocacy
Resource Development; grants, foundations, fundraising
Adult Supervision
A study of the methods and principles of collaborative learning, with emphasis on

supervising adults in early childhood programs. Emphasis is placed on the role of the individual who mentors, supervises and/or coaches while simultaneously addressing the needs of children, parents and their staff. Students will have opportunities to develop skills in

delegation as well as adult problem solving and communication. This course satisfies the adult supervision requirement for Master Teacher permit from the California Commission on

Teacher Credentialing.

Core Components
Definition and goals of supervision
Role definition and image of the learner (child, teacher, parent)
Stages of teacher development
Learning characteristics of adults
Collaborative learning model
Mentoring/supervising/coaching relationships
Fostering positive communication
Respecting diversity through effective
communication/listening strategies
Empowerment: building mutual respect
Problem-solving and brainstorming solutions
Team building
Confrontation: using conflict to promote growth
Performance evaluation (formal and informal)
37 *FCS Program Plan – Child Development*
Professionalism and ethical issues
Leadership and advocacy
Networking and ongoing professional development
Curriculum and Strategies for Children with Special Needs
This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. It focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. It includes the role of the teachers as a professional working with families, collaboration with interdisciplinary teams, and cultural competence.

Core Components
A. Overview of Developmental Theory and Processes

B. Current Research
1. Brain development

2. Social development

3. Influences on growth patterns

4. Early intervention

C. Developmental Domains and Processes
1. Prenatal development and birth

a. Preconception influences

b. Conception

c. Prenatal development

d. Birth

2. Physical development

a. Brain development

 b. Health and nutrition

c. Growth patterns

3. Cognitive development

a. Sensorimotor stages

b. Information processing

c. Language development

d. Theories of language development

e. Multi-language learning

f. Critical periods

4. Social and emotional development

a. Attachment

b. Reciprocal relationships

c. Psychosocial theory

d. Temperament

5. Variations in Development

D. Influences on Development

1. Family

2. Cultural perspectives

3. Care settings

4. Routines and schedules

Student Learning Outcomes

Students in this course will:

1. Summarize the developmental milestones, characteristics, and growth patterns of children from conception through 36 months.

2. Use current research to evaluate the impact of various birth practices on the newborn and family.

3. Describe the primary role of the family in the development of the child.

4. Link neurobiological processes to infant and toddler development.

5. Relate developmental theory to infant and toddler development, interactions and relationships.

6. Compare and contrast caregiving practices and environments that support optimal development.

Children with Special Needs

This course focuses on strategies for work with children with special needs, including, physical, neurological and sensory challenges, developmental delays, learning disabilities, and giftedness and emotional and behavioral disorders. Emphasizes modifications, adaptations, accommodations and teaching techniques involved in the inclusive classroom.

Core Components
Legal provisions of state and federal laws
Impact of Americans with Disabilities Act (ADA and IDEA)
Legislation affecting Special Education
Reasonable accommodations
Inclusion settings
Early intervention
Multi-disciplinary team
Individual Educational plans (IEP)
Individual Family Support Plan (IFSP)
Educational services for children with special needs, i.e.
developmental delays; with physical and neurological
challenges and other types of special needs
Referral/Resource services, programs and agencies
Empowering and supporting families
Student Learning Outcomes:
• Identify and evaluate accessibility and reasonable accommodations
• Synthesize information and develop strategies to adapt early childhood
environment to meet the diverse needs of differently abled children
• Identify and describe a process of referral and collaborative planning for a
child with special needs
Infant-Toddler Care and Development
The study of the physical, cognitive, social/emotional development of infants from
birth to toddlerhood. This course will cover respectful care giving practices,
developmentally appropriate environments, and responsive curriculum, and health and
safety
issues. Students may be assigned to a practicum in an infant-toddler program for supervised
experiences.

Core Components
Title 22 and Title 5 regulations: Infant Toddler Programs
Language and social development
Understanding of individual differences and growth rates
Atypical infant toddler development
Caring for children with disabilities and other special needs
Environmental management-indoors and outdoors
Parent education and involvement
Health and nutritional needs
Community resources
Design of program and facilities
Methods of evaluation, i.e. DRDP, ITRS
Group size and continuity of care
Primary care giving and daily recording/charting
Implications of Brain Development research on infant toddler
care
Current "Best Practices" (i.e. non-propping environments)

Infant Toddler Care and Education
Applies current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months.

Core Components
Applies current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months.

Child Development is the only program in this instructional department and it has identified program level student learning outcomes approved.

1. Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners
2. Demonstrate competency in communication and reflective practices when working with diverse adult populations
3. Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.
Analysis of Current Performance:

Program Strengths and Areas for Improvement

Educational Pathways
As the following educational pathways demonstrate, the career opportunities in ECE/CD are vast. At present, there are opportunities to work with infants, toddlers, preschool children, school-aged children and adolescents, as well as children of all ages with
special needs. Students engaged in a program of study in ECE/CD at Porterville College may advance through various levels of employment and education.

   It is important to recognize that there are multiple regulatory agencies that determine requirements for employment. The California Department of Social Services, Community Care Licensing Division is responsible for monitoring compliance with Title 22 basic safety
regulations in all licensed child care programs and family child care homes. The California State Department of Education, Child Development Division is responsible for monitoring compliance with Title 5 care and education regulations in State funded centers. There are additional regulations and expectations set by specific employers and funding sources.
The State Department of Education, through Title 5, has established the Child Development Permit, which is the basis for a career ladder for persons working in early care
and education programs. The California Commission on Teacher Credentialing issues these permits after reviewing the education and experience of applicants. The career titles related to the Child Development Permit are underlined in the section below.

The Dictionary of Occupational Titles defines four levels of ECE/CD educational advancement. Though the entry level (Level I) does allow students to be employed, it is recommended that they pursue an AA/AS degree to facilitate movement on the career ladder. Some of the following careers may not have established educational requirements.

Entry: Career Technical Certificates (Levels IA, IB) - The entry/certificate levels provide students with basic skills and knowledge leading to employment.
Level IA - Entry: Career Technical Certificates: Primarily to prepare individuals for immediate employment. Most require at least six units in Child Development.
Opportunities:
Assistant Teacher or Aide in Early Childhood Programs
(infant/toddler; preschool; school age, full inclusion)
Assistant in Licensed Family Child Care Home
Assistant Teacher or Aide working with children with special
needs
Foster Care provider
In home care providers (Nanny)
Level IB - Entry: Career Technical Certificate Program. Completion of four
core courses or more in ECE/CD.
Opportunities:
Associate Teacher in Early Childhood Programs
(infant/toddler; preschool; school age, full inclusion)
Associate Teacher or Aide working with children with special
needs
Early Intervention Assistant I
Licensed Family Child Care Provider

Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with skills and knowledge for jobs in ECE/CD. It also provides the requisite foundation for transfer to a four-year college or university.
Level II - Technical: AA/AS Degree. Completion of a community college
AA/AS degree in ECE/CD may require a minimum of 60 semester credit
hours, of which at least 24 semester credits are specific to the major field of
study and include a supervised field/work experience.
Opportunities:
Teacher, Master Teacher/Mentor Teacher* or Site Supervisor
in Early Childhood Programs, in Early Childhood
Programs (infant/toddler; preschool; school age, full
inclusion),
Early Intervention Assistant II
Child Development/ Resource and Referral Specialist
Para-educator (Title I schools)
Family Support Service Worker (home visitor)

Professional: BA/BS Degree (Level III) - The BA/BS degree provides students with skills and knowledge for professional positions within ECE/CD.
Level III- Professional Level: BA/BS Degree. Completion of a four-year bachelor's degree in ECE/CD.
Opportunities:
Program Director of Early Childhood Programs (infant/toddler; preschool; school age, full inclusion)
Child Development Specialist
Family Life Specialist
Consultant in Child Development
Childbirth Educator
City/County Child Care Coordinator
Parent Education Teacher
Resource /Referral Director
Child Health Consultant
Family Support Services Worker (home visitor)
Additional credential may be required for the following:
Elementary Education Teacher
Special Education Teacher

Post Professional Degrees (Level IV) - Advanced degrees provide students with the qualifications for more advanced employment.
Level IV - Post Professional: MA/MS or Advanced Degrees. Completion of a master's or doctorate in ECE/CD.
Opportunities:
Community College Instructor
Early Childhood Education Specialist/Consultant
Elementary School Administrator
Multi-cultural/ Diversity Specialist
17 *FCS Program Plan – Child Development*
Nutrition Education Specialist
Marriage, Family and Child Counselor
Researcher/ Theorist
Special Education Specialist
University Professor

Future Outlook
The American Association of Colleges for Teacher Education (2004) stated that high quality ECE teachers are essential for addressing pervasive and persistent educational problems such as low reading and math achievement, particularly of children from low socioeconomic environments. And that good preschool teachers should have at a minimum (a) knowledge of child development, based on sound theory and practice, (b) understanding of what is developmentally appropriate practice and assessment, (c) knowledge and understanding of the foundations for literacy and numeracy, and of appropriate and effective methods to foster their development and acquisition, and (d) understanding of the children and families with whom they work.

The study (American Association of Colleges for Teacher Education, 2004) also recommended that the profession credential all ECE staff/teachers; prepare all professionals in the field to be competent experts in early childhood education; and educate society that early childhood is a distinct time of life with corresponding pedagogy based on scientific research.

Current research on early care and education has emphasized the importance of formal education and specialized coursework combined with supervised field experience in the development of teachers who are able to provide high quality educational experiences for children.

The courses provided at Porterville College may lead to transfer majors at four-year colleges and universities in addition to career opportunities with families, children and adolescents.

Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college and on the Internet. The occupational projections of employment for early care and education teachers indicate an increase from 50,800 in 2014 to 57,200 by the year 2024. This is a 8.9% increase with an average of 660 openings annually.
Additional information can be found at the following websites:

• Projections for Occupations
http://www.labormarketinfo.edd.ca.gov/?pageid=1011
• Projections for Wages
http://www.labormarketinfo.edd.ca.gov/?pageid=1009
• For Educators and Trainers, the occupations for which you should
provide training http://www.labormarketinfo.edd.ca.gov/?pageid=112

Workplace opportunities are largely contingent upon the amount of education acquired. Some limited opportunities are currently available for people completing less than twelve units. Additional coursework and field experience are required to advance in the field.
These requirements are often incorporated into an AA/AS degree. The BA/BS degree and higher degrees offer a wider choice of careers.

The need for high quality early childhood educators will continue to increase as family structures change and become more diverse. Parents, as consumers, are becoming increasingly aware of the need for quality educational settings for their children. Educators and parents are currently focusing their attention on literacy, school success and prekindergarten guidelines as they work to improve the lives of their children. As the trend toward two parents in the work force and single working parents continues, the need for services to families will continue to grow. These will include, but are not limited to: infant/toddler, preschool, school-aged child care; home care settings; and youth centers. The expansion of services for children with disabilities and special needs should be included in all early care and education settings.

CURRICULUM: PROGRAMS, CERTIFICATES AND COURSES

This curriculum is designed to provide a career technical program of study for
students interested in pursuing careers in Early Childhood Education /Child Development.
Courses within the curriculum provide content to meet state licensing requirements (Title
22,
Department of Social Services, Community Care Licensing) and state permit requirements
(Title 5, Department of Education, Commission on Teacher Credentialing) to work with
children from birth to adolescence. This program of study also provides an area of
emphasis
for students wishing to transfer to a four-year institution. Selected courses may also provide
students with lifelong learning skills. Designation and unit value required for certificates
and
majors may vary among institutions.

Programs and Certificates
A career technical program is a coherent sequence of core instructional courses that
prepares a student for a first job, typically including one or two years of post-secondary
education, a high school diploma, a skill certificate or post-secondary certificate or
diploma.
It incorporates academic courses, supervised field experience, and work-study.
The California Community College Early Childhood Educators (CCCECE)
recommend a consistent core of lower-division coursework (Lower Division 8), to provide
an
entry-level foundation for quality early care and education professionals in the state.
Between 2005 and 2007, hundreds of ECE/CD faculty gathered at meetings across the State
in order to identify the content of this core coursework. This program of study is based on
the
following values:
• Early childhood is a significant period of development and learning that provides a
lifelong foundation for health and education.
• Early care and education is a specialized body of knowledge inclusive of children
from birth to age eight.
• High quality early care and education provides a vital contribution to the healthy
growth and development of young children, healthy families and communities.
• Children are naturally curious, ready to learn, and construct knowledge through
active involvement with the physical and social world.
• For young children, social-emotional learning and relationship-focused interactions
underlie the construction of knowledge and are essential to the effectiveness of early
childhood experiences.
• Young children acquire foundational subject-matter when integrated into meaningful
contexts including exploration, investigation, and experimentation that occur
throughout the day.

Regulations that govern and specify requirements for staff in State funded child
development programs are found in the *State of California Education Code, Title 5,*

Chapter
19. These programs fall under the jurisdiction of the California Department of Education, Child Development Division. Child Development Permit regulations can be obtained from: State of California, Commission on Teacher Credentialing, P.O. Box 944270, Sacramento, CA 94244-2700, toll free telephone: 1-888-921-2682. Consult website at http://www.ctc.ca.gov

Units indicated on the Child Development Permit Matrix are semester units. Staff desiring a permit with a school age emphasis must complete half of their Child Development
units in school age courses.

Child Development Permit Matrix - *with Alternative Qualification Options Indicated*

Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five
Assistant (Optional)	**Option 1:** 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	**Option 2:** Accredited HERO program (including ROP)	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hou growth**
Associate Teacher	**Option 1:** 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	**Option 2:** Child Development Associate (CDA) Credential.	May provide service in the care, development and instruction of children in a child care and development program; and supervise an Assistant Permit holder and an Aide.	Must co additiona Teacher meet Te requiren years.
Teacher	**Option 1:** 24 units ECE/CD including core courses** <u>plus</u> 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	**Option 2:** AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 hou growth**
Master Teacher	**Option 1:** 24 units ECE/CD including core courses** <u>plus</u> 16 GE units* <u>plus</u> 6 specialization units <u>plus</u> 2 adult supervision units	350 days of 3+ hours per day within 4 years	**Option 2:** BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care & development program.	105 hou growth**
Site Supervisor	**Option 1:** AA (or 60 units) which includes: • 24 ECE/CD units with core courses** • 16 GE units* <u>plus</u> 6 administration units <u>plus</u> 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	**Option 2:** BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting; <u>or</u> **Option 3:** Admin. credential *** with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting; <u>or</u> **Option 4:** Teaching credential**** with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hou growth**
Program Director	**Option 1:** BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** <u>plus</u> 6 administration units <u>plus</u> 2 adult supervision units	Site Supervisor status and one program year of Site Supervisor experience	**Option 2:** Admin. credential *** with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting; <u>or</u> **Option 3:** Teaching credential**** with 12 units of ECE/CD, <u>plus</u> 3 units supervised field experience in ECE/CD setting, <u>plus</u> 6 units administration; <u>or</u> **Option 4:** Master's Degree in ECE/CD or Child/Human Development	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hou growth**

NOTE: All unit requirements listed above are <u>semester</u> units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation of matrix available.

*One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

**Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/huma development and child/family/community.

***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.

The general education units (a minimum of 16 units for Teacher and Master Teacher) must have a course in each of the four general education categories, which meet graduation requirements: English/Language Arts; Math or Science; Social Science; Humanities and/or Fine Arts.

For more information on the Child Development Permit Matrix and program services of the Child Development Training Consortium, consult the web site: www.childdevelopment.org.

The following permits are no longer issued by the Commission on Teacher Credentialing, but continue to be valid, if renewed in a timely manner.

Teacher (Regular Children's Center Instructional Permit)

1. 24 units ECE/CD with at least one course in child/human growth and development; child, family and community; and programs/curriculum

and

2. Experience, four options and

3. 16 units general education.

Supervisor or Director (Children's Center Supervision Permit)

1. Regular Children's Center Instructional Permit and

2. 12 units in ECE/CD at an advanced level and

3. 6 units in administration and supervision and

4. Experience and

5. Bachelor's or higher degree and

6. CBEST (test of proficiency in basic skills).

The licensing agency for all public and private childcare facilities is the Department of Social Services, Community Care Licensing Division. A copy of *Child Day Care Licensing Regulations* (California Administrative Code [CAC] Title 22, Division 12) is available from the local branch of this agency, or contact: California Community Care Licensing Division, 744 P Street MS 19-48, Sacramento, California 95814, Telephone: (916) 299-4500 or download information from the website at www.ccld.ca.gov.

These regulations specify the minimum requirements for teachers and directors in licensed preschool/child care programs. Briefly summarized, these requirements are:

Teacher (under Title 22)

1. 12 units Early Childhood Education/Child Development (ECE/CD), including core courses in child/human growth and development; child, family and community; and program/ curriculum

and

2. 6 months of experience (at least 3 hours/day for minimum of 50 days in six month period).

Director (under Title 22)

1. 12 units Early Childhood Education/Child Development (ECE/CD), including core courses in child/human growth and development; child, family and community, or child and family relations; and program/curriculum

and

2. 3 units in administration or staff relations

and

3. Experience requirements vary in relationship to education, from four years
with a minimum education to one year with a BA/BS degree.
Department of Social Services, Community Care Licensing, Title 22, Division 12
regulations also include specific requirements for school age childcare and infant and toddler
care. Additional units and/or specific course content are designated for personnel in these
programs. All units specified are semester units.

Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Maintain high academic standards.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding
2. Provide programs that remain flexible and responsive to changing community needs and the dynamics of the workplace.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
3. Provide services to improve access, retention and transfer to support students in completing their educational and career goals.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
4. Promote collaboration among California community colleges.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
5. Promote statewide articulation between and among secondary programs, community colleges and four-year institutions.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
6. Promote	These goals are met		Administrative

collaborations between community colleges and community partners, such as Resource and Referral agencies, adult education and county offices of education.	and ongoing.	Two full time faculty.	support and funding.
7. Maintain a dynamic and participatory community advisory committee.	These goals are met and ongoing.		Administrative support and funding.
8. Remain current with applicable, regulatory and legislative mandates.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
9. Provide professional leadership and teach advocacy skills.	These goals are met and ongoing. These goals are met and ongoing.	Two full time faculty.	Administrative support and funding. Administrative support and funding.
10. Provide appropriate instructional delivery systems such as face-to-face, distance learning and off campus that support our diverse populations.	These goals are met and ongoing.	Two full time faculty. Two full time faculty.	Administrative support and funding.
11. Provide contextual learning experiences, such as practicum, internship and work experience.	These goals are met and ongoing.		Administrative support and funding.
12. Distance Education: One important educational		Two full time faculty.	

trend is distance learning that allows students to learn at time schedules and locations that meet their own needs. The most common delivery method is where portions or all of a course are presented online via the Internet utilizing school learning platforms, podcasts or through telecourses. The use of blogs or wiki pages can also be beneficial.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
13. Articulation and System Alignment: This *Family and Consumer Sciences Program Plan* supports the importance of creating the "seamless" curriculum that allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. As Tech		Two full time faculty	

Prep programs, ROCPs and Career Pathway agreements expand, it is critical that ECE/CD courses clearly state Student Learning Outcomes. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.	These goals are met and ongoing.		Administrative support and funding.
14. Equal Access and Learning Success: ECE/CD programs must focus on recruitment of students and ensure that equal access is provided to all. This includes but is not limited to students who are underrepresented, underprepared, economically disadvantaged, second language learners, culturally diverse, students with disabilities, and those who select gender imbalanced programs. Faculty		Two full time faculty	

must continue to address bias in instruction and instructional material so that all students have the opportunity and support services to succeed. Faculty needs to work cooperatively with college student support programs and services. In-service training is critical to allow faculty to learn strategies which complement student success in learning. Collaborative assignments, multimedia presentations, self-paced learning, module learning are just a few of the teaching modalities that are important to today's classroom. Recruitment and marketing materials should also address these issues.	Goal Met		Administrative support and funding.
15. Collaborate with ROP/C and High School child development departments to strengthen educational pathways for students. Participate in outreach in the		Two full time faculty	

community including high schools, community agencies and four-year institutions			

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_x__   **Item 2_X__**   Item 3__x_   Item 4__x_   Item 5__x_   Item 6_x__

Progress on Goal:

____Completed   (Date   )
____Revised   (Date   )

Comments:

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
16. Continue to provide the best possible service to our students who are eligible for our three grant opportunities: California Early Childhood Education Program, Temporary Assistance for Needy Families child development certificate program and the California Child Development Training Consortium grants.	On-Going	Full time staff	Administrative support and funding.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_x__   Item 2_x__   Item 3__x_   Item 4__x_   Item 5__x_   Item 6_x__

Progress on Goal:

____Completed   (Date   )
____Revised   (Date   )

Comments:

STAFFING REQUEST

Staff Resources:			
Current Staffing Levels			
Full-time Staff (FTE)		Part-time Staff (FTE)	
Faculty	2 full time staff	Faculty	
Temporary		Temporary	
Classified		Classified	
Management		Management	

Request for New/Replacement Staff
Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	ECE Instructor	Faculty	Full Time	Replacement
Position 2	ECE Instructor	Faculty	Full Time	Replacement
Position 3				

BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000			
5000			
Other	$100,000.00	$100,000.00	100,000.00
Justification: (Include justification for each amount of increase requested.) Need two replacement instructors for child development department.			

Student Demographic Information

Unduplicated Headcount [1]	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Chan
Porterville College	726	-9%	641	-12%	614	-4%	578	-6%	571	-1

Gender	Child Development										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	628	87%	562	88%	535	87%	508	88%	515	90%	3,511	60%
Male	98	13%	77	12%	79	13%	70	12%	54	9%	2,251	39%
Not Reported			2	0%					2	0%	70	1%

Age	Child Development										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	151	21%	136	21%	121	20%	122	21%	120	21%	1,982	34%
20-29	402	55%	343	54%	340	55%	298	52%	302	53%	2,690	46%
30-39	86	12%	81	13%	80	13%	92	16%	97	17%	723	12%
40 & Older	87	12%	81	13%	73	12%	66	11%	52	9%	437	7%

Ethnicity	Child Development										Collegewide	
	2012-13		2013-14		2014-15		2015-16		2016-17		2016-17	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	9	1%	5	1%	13	2%	7	1%	8	1%	85	1%
American Indian	3	0%	4	1%	3	0%	2	0%			40	1%
Asian/Filipino/Pac. Islander	18	2%	19	3%	10	2%	12	2%	11	2%	196	3%
Hispanic/ Latino	550	76%	506	79%	476	78%	480	83%	484	85%	4,430	76%
White	133	18%	98	15%	95	15%	71	12%	64	11%	921	16%
Two or More Races	12	2%	9	1%	15	2%	6	1%	4	1%	116	2%
Not Reported	1	0%			2	0%					44	1%

| Ed Plan Completion | Child Development | | | | | | | | | | Collegewide | |
| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2016-17 | |
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	25	3%	20	3%	49	8%	54	9%	53	9%	742	13%
Comprehensive	455	63%	448	70%	370	60%	334	58%	276	48%	2,274	39%
Both (Abbrev. and Comp.)	32	4%	19	3%	55	9%	91	16%	163	29%	1,110	19%
Other Ed Plan					3	0%	9	2%	3	1%	158	3%
Exempt	3	0%	1	0%	4	1%	2	0%	2	0%	29	0%
No Ed Plan Completed	211	29%	153	24%	133	22%	88	15%	74	13%	1,519	26%

| Completed Matriculation [2] | Child Development | | | | | | | | | | Collegewide | |
| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2016-17 | |
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	450	62%	446	70%	440	72%	451	78%	475	83%	4,016	69%

Student Majors Information

Subject Majors [3]	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5-Year Average
Child Dev Associate Teacher	6	22	18	28	11	17
Child Dev Teacher Permit	1	4	10	22	31	14
Child Development	249	246	232	263	285	255
*Child Development Teacher	24	4	1	4	3	7
*Instructional Aide K-12	4	8	7		1	5
Liberal Arts/Social & Behvrl	141	157	139	173	139	150
Social Science	263	295	239	243	252	258

Course Enrollments

Active Sections	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	26	26	26	26	26
Distance Ed	4	4	4	2	1
Total	30	30	30	28	27

First Day Enrollment [4]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	966	928	794	856	869
Distance Ed	182	175	169	94	43
Total	1,148	1,103	963	950	912

Census Day Enrollment[4]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	991	923	841	902	879
Distance Ed	142	117	129	60	38
Total	1,133	1,040	970	962	917

Subject Students/Section[5]	Subject				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	38	36	32	35	34
Distance Ed	36	29	32	30	38
Total	38	35	32	34	34

Collegewide Students/Section[5]	Collegewide				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	31	29	27	27	27
Distance Ed	34	31	29	29	29
Total	31	29	27	27	27

First Day Waitlist[6]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	165	134	95	166	116
Distance Ed	44	44	22	16	3
Total	209	178	117	182	119

FTES, FTEF & Productivity

FTES[7]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	112.2	100.1	94.0	100.5	97.0
Distance Ed	13.2	10.9	12.0	5.5	3.5
Total	125.5	111.0	106.1	106.0	100.6

FTEF Workload[7]	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	5.9	5.9	6.0	5.9	5.9
Distance Ed	0.8	0.8	0.8	0.4	0.2
Total	6.7	6.7	6.8	6.3	6.1

FTEF Workload By Contract Type	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	2.0	30%	2.0	30%	2.0	29%	2.0	32%	2.0	33%
3) Adjunct	4.7	70%	4.7	70%	4.8	71%	4.3	68%	4.1	67%

Subject Productivity (FTES/FTEF) [8]	Subject				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	19.1	17.1	15.7	17.1	16.5
Distance Ed	16.5	13.6	15.0	13.7	17.7
Productivity (FTES/FTEF)	18.8	16.7	15.6	16.9	16.6

Collegewide Productivity (FTES/FTEF) [8]	Collegewide				
	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	16.9	15.9	15.1	15.0	14.6
Distance Ed	15.3	13.7	12.9	13.0	12.9
Productivity (FTES/FTEF)	16.7	15.7	14.9	14.8	14.4

Success & Retention Rates

Subject [9]	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	91%	79%	88%	80%	89%	79%	94%	84%	94%	85%
Distance Ed	72%	58%	76%	57%	84%	73%	66%	37%	68%	39%
Total	89%	76%	87%	77%	88%	78%	92%	82%	93%	83%

Collegewide [9]	2012-13		2013-14		2014-15		2015-16		2016-17	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	88%	71%	88%	71%	88%	71%	89%	73%	90%	73%
Distance Ed	78%	57%	78%	57%	83%	60%	83%	59%	86%	69%
Total	87%	69%	87%	70%	88%	70%	89%	71%	90%	73%

Success & Retention Rates Disaggregated
Because of small numbers, the five years represented in this report were combined. Percentages shown in grey i are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Child Development	90%	79%

Collegewide Overall Combined	Retention	Success
Porterville College	88%	70%

Subject Gender	Retention	Success
Female	90%	80%
Male	86%	69%

Collegewide Gender	Retention	Success
Female	88%	72%
Male	87%	68%

Subject Age	Retention	Success
19 & Younger	91%	76%
20-29	89%	79%
30-39	88%	80%
40 & Older	92%	85%

Collegewide Age	Retention	Success
19 & Younger	91%	71%
20-29	87%	70%
30-39	86%	73%
40 & Older	85%	71%

Subject Ethnicity	Retention	Success
African American	70%	44%
American Indian	100%	85%
Asian/Filipino/Pac. Islander	89%	82%
Hispanic/ Latino	91%	81%
Two or More Races	78%	65%
White	86%	73%

Collegewide Ethnicity	Retention	Success
African American	82%	56%
American Indian	86%	63%
Asian/Filipino/Pac. Islander	90%	77%
Hispanic/ Latino	88%	70%
Two or More Races	87%	70%
White	87%	71%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	91%	82%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	89%	74%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	91%	83%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	90%	74%

Student Awards

Awards by Type & Program [10]		2012-13	2013-14	2014-15	2015-16	2016-17	5-Year Total
AA	Child Development	21	26	23	26	34	130
	Liberal Arts/Social & Behvrl	17	35	36	51	32	171
	Social Science	74	80	92	90	90	426
	Award Type Total	112	141	151	167	156	727
Cert	Child Dev Associate Teacher	14	10	3	7	8	42
	Child Dev Teacher Permit	6		3	4	4	17
	*Instructional Aide K-12		2				2
	Award Type Total	20	12	6	11	12	61
Total Awards		132	153	157	178	168	788

Fire Technology

Program Mission Statement:

The Fire Technology program supports the mission of Porterville College by providing instruction that helps the student achieve their academic and career goals while at the same time meeting the needs of the community. Fire Technology will be continually reviewed and updated to better meet the needs of students and the community.

Student Learning Outcomes:

The Fire Technology program has two areas of emphasis; Structural Firefighter and Wildland. There is a collective total of 9 courses in these areas. All scheduled courses and programs have approved student learning and program level outcomes. All active courses have had at least one student learning outcome assessed with timelines in process to complete the assessment of all course level student learning outcomes within the four-year cycle.

There are currently two programs with certificate awards. Program Level Outcomes are as follows:

Structural Firefighter Certificate:
- Define fire department organization and culture and the expectations of entry-level fire department personnel.
- Demonstrate knowledge of fire department equipment through the selection and application of equipment for given firefighting tasks.
- Analyze and assess fire fighter hazards inherent to the profession.
- Demonstrate the ability to communicate effectively through multiple methods of communication including: written, electronic, face to face, and radio transmitted messages.
- Demonstrate knowledge of strategies, tactics and incident command through the selection and implementation of firefighting methods, and the application of the Emergency Command System.

- Describe the history, purpose and scope of fire departments and their sub functions.
- Describe the educational requirements, duties, and information sources for various occupations in fire protection.
- Identify the basic components of fire as a chemical reaction, the major phases of fire, and the primary factors that influence fire behavior and fire spread.
- Identify the types of common fire department apparatus, equipment, and personal safety equipment used for firefighting.
- Identify the various organizations, codes, standards and ordinances, which regulate fire protection.
- Identify the various types of public and private fire protection and water supply equipment and systems.
- Describe the basic firefighting strategies and tactics.
- Describe the basic elements of fire fighter safety and survival.
- Describe and demonstrate the proper patient assessment procedure for medical emergencies, trauma emergencies, airway management, breathing, and circulation interventions.
- Describe and explain the patho-physiology of common diseases in the pre-hospital setting.
- Describe the role and identify the responsibilities of the EMT-Basic.

Wildland Job Skills Certificate:
- Identify basic fire service organization and command and control systems.
- Identify basic elements of wildland fire behavior.
- Identify basic wildland fire control terminology, principles and procedures.
- Demonstrate ability to perform essential basic fire ground tasks with minimal supervision.
- Demonstrate ability to use, inspect and maintain basic wildland firefighting tools/equipment.
- Identify basic fire line safety principles and procedures.

Timelines for assessment are being developed so that the program learning outcomes may be assessed within a four-year period.

Analysis of Current Performance:

The Firefighter I and Interagency Wildland Fire Fighter Academies have continued to be very popular with excellent enrollment; often requiring a waiting list. FTES for 2012/13: 27.8, 2013/14: 41.9, 2014/15: 35.5, 2015/16: 34.5 and 2016/17: 20.3. Success and completion rates have consistently increased over the previous five-year period. 2012/13 – retention: 94% success: 85%, 2013/14 – retention: 97% success: 93%, 2014/15 - retention: 86% success: 80%, 2015/16 – retention: 88% success: 83% and 2016/17 – retention: 96 success: 91%. We do not have a degree in Fire Technology; however, all local fire agencies have been contacted to determine placement of our Fire Fighter I Academy graduates. Tulare County Fire responded and indicated that they have hired 44 of our

graduates in the last five years. Porterville City Fire Department responded that their last 14 personnel hired were also graduates from our program. During that time approximately 180 students successfully completed the Fire Fighter I Academy, indicating an average hiring rate of 33% from Porterville College's program during this period.

Program Strengths and Areas for Improvement:

- The Fire Technology program is a thriving program within the CTE division. Two certificates have been developed and implemented into the program; Structural Firefighter Certificate and a Wildland Job Skills Certificate. The program has had a high amount of success with students receiving high paying, high growth jobs.
- When expanding to a degree program it will be imperative to hire a full-time Fire Technology faculty member to oversee the entire program. The program is currently staffed by Academy instructors who are full-time professional Firefighters, Company Officers or Chief Officers (or recent retirees) selected for their expertise in the various aspects of fire department operations, firefighting, rescue and other topics taught in the Academy. The program is coordinated by a retired fire department chief officer with over 35 years of "hands-on" fire experience and an extensive fire service training background. There are various professional experts who instruct components of the Fire Academy and are screened and overseen by the Fire Technology coordinator.
- The Firefighter I Academy a Porterville College moved to the Porterville Fire Department Training facility during the 2009/10 academic year. These current facilities include modern classrooms, drill tower, and other fire service training props. Additionally, Porterville College has two mobile trailers fully equipped with modern fire training equipment for line fire training at other sites as required. This allows for students to complete real-world exercises and exposes them to situations that are difficult to simulate in the classroom.
- The local fire agencies recognize the high quality instruction and are very helpful in terms of keeping the program current.

Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Hire one full-time Fire Technology instructor.		Funding and prioritization by Academic Senate and Budget Committee	College budget limitations

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1__X_   Item 2___   Item 3_X__   Item 4_X__   Item 5___   Item 6___

Progress on Goal:

____Completed   (Date   )
____Revised   (<mark>Date   </mark>)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Additional classified support person.	Revised: Fall	Funding for a 19 hour classified support person.	Current budget situation.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2___   Item 3_X__   Item 4_X__   Item 5___   Item 6___

Progress on Goal:

____Completed   (Date   )
___X_Revised   (<mark>Date March 2012</mark>)

Due to budget restrictions this position has not yet been filled. This goal has been revised to be completed by fall 2013.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
3. Develop Fire Technology Degree		Approval by Regional Consortium, Curriculum Committee, District Board, and State.	None

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2___   Item 3_X__   Item 4_X__   Item 5___   Item 6___

Progress on Goal:

____Completed   (Date)
____Revised   (<mark>Date</mark>   )

To serve local students successfully, development of a Fire Technology degree is essential. Currently, students must travel 60 miles to the north or south to obtain an Associate of

Science degree in Fire Technology.

Staffing Request:

Staff Resources:				
Current Staffing Levels Full-time Staff (FTE)		Part-time Staff (FTE)		
Faculty		Faculty	1	
Temporary		Temporary		
Classified		Classified		
Management		Management		
Request for New/Replacement Staff Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Fire Technology Instructor	Faculty	Full-Time	New
Position 2	Support Staff	Classified	Part-Time	New
Position 3				

Justification:

Position 1:
The program is currently staffed by Academy instructors who are full-time professional Firefighters, Company Officers or Chief Officers (or recent retirees) selected for their expertise in the various aspects of fire department operations, firefighting, rescue and other topics taught in the Academy. The program is coordinated by a retired fire department chief officer with over 35 years of "hands-on" fire experience and an extensive fire service training background. There are various professional experts who instruct components of the Fire Academy and are screened and overseen by the Fire Technology coordinator. When expanding this program in to a degree program it is necessary to have a full-time faculty member oversee the program.
Position 2:
The program has grown with the implementation of a new Structural Fire Fighter Certificate and there is a need to hire a part time support staff person to handle the day-to day paperwork as well as accreditation paperwork and direct students when they are applying to the program.
Occupational forecast for Fire Technology programs:
EMSI data indicates that firefighter occupations are projected to grow within the four-county region by 10% 2010-2015. For fire inspectors and investigators, forest fire inspectors and prevention specialists the expected growth for the five-year period is 9%. Average hourly earnings for 2011 are $25.07 for fire fighters. Average hourly earnings for fire inspectors and investigators are $39.71 and $35.03 for forest fire inspectors and prevention specialists respectively.
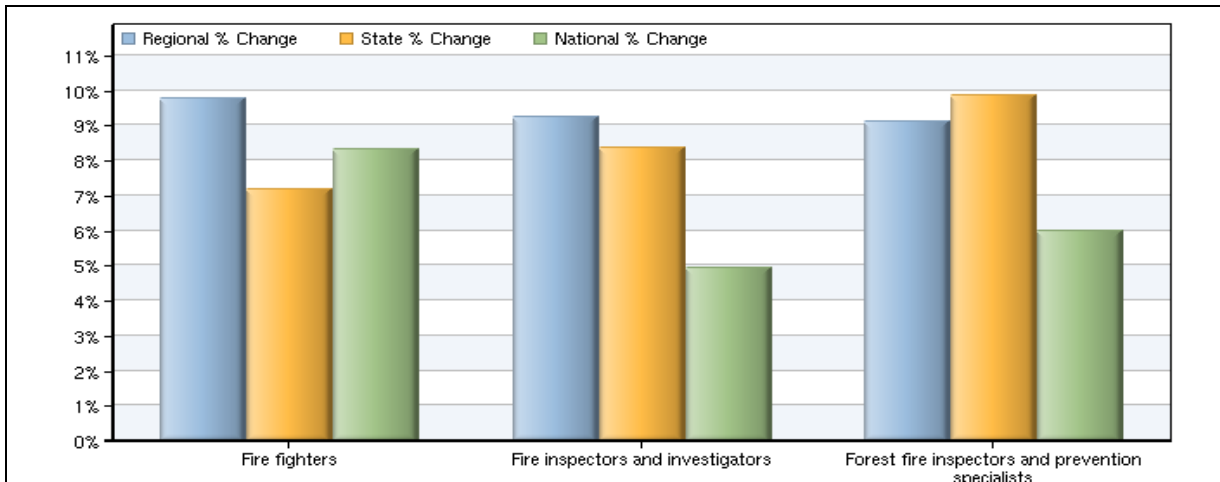
Human Services

Students can earn a certificate in Human Services with an emphasis in Mental Health/Substance Abuse. Although there are two other certificates listed in the catalog, the courses for these certificates have not been part of this program for quite some time. All three of the certificates in Human Services will be terminated at the end of the Spring 2018 semester.

The program-level SLOs for the Human Services Program are as follows:

Student Learning Outcomes:
Human Services Program
Last Updated: Fall 2017

A. Understand the historical and sociological perspectives on the use, abuse, and social control of psychoactive drugs, including contemporary treatment and prevention approaches.

B. Describe and apply the principles and practice of case management in addiction treatment including the processes of intake, screening, assessment, treatment planning, referral, and documentation.

C. Understand the physiological processes and impacts of psychoactive drugs on the person including risk factors related to addiction, acute and chronic health problems, communicable diseases, synergistic risk factors, detoxification, and withdrawal.

D. Understand the history, theories, research, and contemporary approaches to drug abuse prevention and harm reduction, including various strategies appropriate for communities, schools, families, and work sites.

E. Describe the major concepts, definitions, and features of co-occurring mental health disorders associated with addiction, including skills in recognizing co-occurring disorders, referral and case management of clients, and appropriate scope of practice.

F. Understand and apply professional ethics, clients' rights, confidentiality, and other relevant material related to the field of addictions treatment as set forth in both state and federal ethical guidelines.

G. Identify the historical base and social-psychological dynamics of special population groups such as the aged, disabled, persons diagnosed positive for HIV, ARC, AIDS, women, gays, lesbians, and adolescents with a focus on ethnic and cultural influences dictating effective treatment strategies.

H. Demonstrate an understanding and basic competency in one-on-one counseling skills most relevant to addiction treatment with an emphasis on the principles of motivational counseling and client empowering approaches.

I. Understand and demonstrate the major goals, stages, and processes of group counseling in addiction treatment programs along with strategies and techniques for facilitating group processes.

J. Understand the multigenerational nature of substance use disorders in family systems with an emphasis on the risk factors for addictive behaviors; the dynamics of dysfunctional families; and the impacts of child abuse and neglect for adult children.

K. Develop basic competency in crisis intervention models and strategies for situations common in the addiction treatment setting including criminal justice interventions; mental health; domestic violence; suicide; sexual abuse; Post Traumatic Stress Disorders; distressed, agitated, or dangerous clients.

L. Describe the major theorists in the addiction counseling field and the impact of their particular theoretical approaches including current scientific and research based addiction counseling strategies.

Human Services Certificate: Mental Health/Substance Abuse Certificate Requirements:
Students can earn a certificate in Mental Health/Substance Abuse by completing a variety of courses. The certificate requirements are as follows:

Core Classes (19 credits required)
HMSV P101 Intro to Human Services
HMSV P103 Ethics/Human Services Workers
HMSV P104 Basic Interview/Counsel Skills
HMSV P105 Intro Cousln Multicltrl Popultns

HMSV P109 Group Counsel Strategies
HMSV P110 Group Counsel Process
PSYC P101A General Psychology
Choose one of the following:
PSYC P110 Abnormal Psychology
or
PSYC P126 Lifespan Human Development
or
PSYC P133 Psychology/Persnl/Social Adjst
or
SOCI P101 The Social World

Mental Health/Substance Abuse (16-19 credits required) Units
HMSV P102 Intro Alcoholism/Substnc Abuse
HMSV P106 Psychopharmacology/Alchl/Drug
HMSV P107 Undstnd Psychopathology
HMSV P108 Counsel Approaches/Techniques
HMSV P111 Case Management
HMSV P112 Intrnshp Mental Hlth/Sub Abuse
HMSV P134 Hman Ser Intrnshp/Certificate
HMSV P135 Hman Ser Intrnshp/Certificate

<u>Curriculum Map for the Human Services Program:</u>

This chart identifies the relationship between each course offering within the Human Services Certificate Programs and the program-level student learning outcomes. The letters across the top of the chart correspond to the program-level student learning outcomes. The left column identifies particular Human Services course offerings.

Legend

I = Introduction
A = Advanced
P = Applied

	A	B	C	D	E	F	G	H	I	J	K	L
101	A		I				I					
102				A			I			I		I
103						A		A	I		I	
104		I		I		I	A	I		I		I
105		I	A				I			A	I	I
106		I	I		A		I		I			
107	I			A	I	I		A	I	I	A	A
108	I				I	I			A	I		A

109						P		I	A	I		
110		A	P	P	A	P	P	P	I		P	
111	A	P		A	P		I		P	P		P
112		P	P	P	P	P	P	P	P	P	P	P
120		P	P	P	P	P	P	P	P	P	P	P
134												
135												

Enrollment History – Human Services

HMSV 101

	Sections	1st Day Enroll	Census Enroll	Ending Enroll	Success Rate
Fall/Spring 2015	1	42	37	30	59.5
Fall/Spring 2016/17	3	94	89	79	62.2

HMSV 102

	Sections	1st Day Enroll	Census Enroll	Ending Enroll	Success Rate
Fall 2015	1	41	40	31	65.0
Fall 2016	1	49	33	31	81.8

HMSV 103

	Sections	1st Day Enroll	Census Enroll	Ending Enroll	Success Rate
Fall 2015	1	30	32	26	57.6
Fall 2016	1	33	28	24	71.4

HMSV 104

	Sections	1st Day Enroll	Census Enroll	Ending Enroll	Success Rate
Fall/Spring 2015/16	2	38	45	32	50.0
Fall/Spring 2016/17	2	41	40	37	76.7

HMSV 105

	Sections	1st Day Enroll	Census Enroll	Ending Enroll	Success Rate
Fall/Spring 2015/16	2	71	63	58	74.2
Fall/Spring 2016/17	2	73	76	73	81.6

HMSV 106

	Sections	1st Day Enroll	Census Enroll	Ending Enroll	Success Rate
Spring 2015	1	22	25	24	68.0
Spring 2016	1	25	18	16	72.2

HMSV 107

	Sections	1st Day Enroll	Census Enroll	Ending Enroll	Success Rate
Spring 2015	1	20	20	19	80.0
Spring 2016	1	21	16	14	56.3

HMSV 108

Spring 2014	1	38	38	36	76/3
Spring 2015	1	13	18	17	72.2

HMSV 109

Fall 2015	1	14	15	11	46.7
Fall 2016	1	16	17	15	52.9

HMSV 110

Fall 2015	1	14	15	11	46.7
Fall 2016	1	16	17	15	52.9

HMSV 111

Spring 2016	1	11	11	10	72.7
Spring 2017	1	20	26	21	74.1

HMSV 112

Fall 2015	1	11	11	8	45.5
Spring 2017	1	5	5	5	100.0

In November 2016 it was determined that the Human Services program would be terminated. It should be noted that according the EDD, jobs for Substance Abuse and Behavioral Disorder Counselors in Tulare County is expected to rise by 22% in the next ten years.

Industrial Technology

Program Mission Statement:

The Industrial Technology program supports the mission of Porterville College by providing instruction that will help students achieve their academic and career goals while at the same time meeting the needs of the community. Industrial Technology will be continually reviewed and updated to better meet the needs of students and the community.

Student Learning Outcomes:

The Industrial Technology program has three areas of emphasis; Industrial Maintenance, Solar Sales and Power Technician. There are a collective total of 7 courses in these areas. All scheduled courses and programs have approved student learning and program level outcomes. All active courses have had at least one student learning outcome assessed. Timelines have been developed to complete the assessment of all course level student learning outcomes

within the four year cycle.

There are currently three programs with certificate awards. Program Level Outcomes are as follows:

Industrial Maintenance Job Skills and Certificate of Achievement:
- Identify the terms used in industry in the subject areas of pneumatic, mechanical, welding and electrical control.
- Identify the principles of electrical theory, electrical motor theory, timer controls, industrial sensors, DC motor drives and AC variable frequency drives, and conveyor systems.
- Demonstrate manufacturing processes in the following areas: mechanical devices, refrigeration, air conditioning, pumps, and piping systems.
- Demonstrate the fundamentals of industrial fluid power which includes pneumatics and hydraulics, and electrical theory.
- Identify the functions and a minimum of three methods of entering a PLC program.
- Identify teamwork, communication, and conflict resolution skills.

Solar Sales Job Skills:
- Demonstrate competence in the basic fundamentals of electricity and electrical drawings.
- Identify the various photovoltaic modules; respond to and translate necessary knowledge in NEC, AHJ, while qualifying energy efficiency with PV forecasting.
- Demonstrate a PV solar electrical system installation layout.
- Develop a customer proposal for the correct size residential or commercial PV system.
- Identify soft skills that address PV methodologies and considerations.
- Demonstrate project costs and the ability to present a PV system solution.
- Demonstrate a properly designed solar electric system and cost estimation: including a performance analysis, saving, incentives and financial benefit analysis to a potential customer.

Power Technician Certificate of Achievement:
- Interpret math for trades theories, applied formulas; visualization and tests
- Read and interpret technical drawings
- Apply compliance and ethics practices to utility worker and utility pole worker occupations.
- Identify teamwork, communication, and conflict resolution skills.
- Apply physical conditioning and injury prevention to utility worker and utility pole worker occupations.
- Demonstrate knowledge in basic electricity.
- Identify tools, materials and standards interpretation for the industry.
- Demonstrate knowledge in environmental awareness.
- Demonstrate proficiency in utility pole climbing.
- Demonstrate knowledge in OSHA 10, i.e. work site, height, railroad, flagging,

80

confined space, excavation, industrial ergonomics, hearing protection, fire extinguisher, evacuation, and first aid.

Analysis of Current Performance:

The Industrial Maintenance program has been in existence since fall 2006. The community has eagerly supported this program by being involved in the development process for new Certificates of Achievement to better meet the needs of the community. Annual program FTES have been 2014/2015: 19.5, 2015 /2016: 17.8 and 2016/2017: 18.3 Retention rates for 2014/2015: 97%, 2015/2016: 96%, and 2016/2017: 99%. Success rates for 2014/2015:85%, 2015/2016: 93%, and 2016/2017: 87%. Retention and success rates remain consistent for the past three years.

Program Strengths and Areas for Improvement:

- The Industrial Technology program has been offered at Porterville College for 9 years and has maintained high enrollment.
- Two new Certificates of Achievement have been completed as well as a new Job Skills Certificate. Those Certificates are Industrial Maintenance and Power Technician. A Logistics Management Certificate is currently in progress.
- The program has had a high amount of success with students receiving high paying, high growth jobs.
- The Industrial Maintenance I and Industrial Maintenance II courses have continued to be very popular with excellent enrollment; often requiring a waiting list. These courses are offered over two semesters and with the additional courses for the certificate a student will be able to complete the sequence in one to two years' time. This will allows the student to become employed in a timely fashion.
- There continues to be a high interest in this program; however, lack of full time staff limits the availability of course offerings.

Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Hire a Coordinator	2009-2010 Revised: Fall 2016	Additional Adjunct Funding	Poor budget climate

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2_X__   Item 3___   Item 4___   Item 5_X__   Item 6_X__

Progress on Goal:

____Completed   (Date   )
__X__Revised   (Date: March 2012, Fall 2016)

This goal has been modified to hire a full-time Industrial Technology Instructor. This is currently in progress spring 2012.

The position for Industrial Technology Instructor was offered; however, there was a very limited pool of applicants. This position was not hired and subsequently, has not been re-ranked by the Academic Senate for replacement.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Develop Industrial Technology Degree	Fall 2013 Revised: Fall 2016	Approval by Regional Consortium, Curriculum Committee, District Board, and State.	Lack of full-time faculty in this area

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)
Item 1_X__   Item 2_X__   Item 3___   Item 4___   Item 5_X__   Item 6_X__

Progress on Goal:

____Completed   (Date   )
__X__Revised   (Date: Fall 2016)

This goal is revised and to be completed when a full time instructor is hired.

Staffing Request:

Staff Resources:				
Current Staffing Levels Full-time Staff (FTE)		Part-time Staff (FTE)		
Faculty	0	Faculty	4	
Temporary		Temporary		
Classified		Classified		
Management		Management		
Request for New/Replacement Staff				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Industrial Technology Instructor	Faculty	Full-Time	New
Justification:				

Position 1:
The program has grown to the point where there is a need for a full-time Instructor. The curriculum has been expanded to include two Certificates of Achievement, one Job Skills Certificate and five new courses. The staffing, budgeting, curriculum development, and community response needs are currently not being sufficiently met.

Occupational forecast for Industrial Technology programs:

EMSI data indicates that manufacturing and industrial technology occupations are projected to grow within the four-county region by 13.5% 2012-2017. Installation, maintenance, and repair occupations specifically expect a projected five-year growth of 13.5% regionally and 9.5% state wide. Average hourly earnings for 2014 are $20.08.
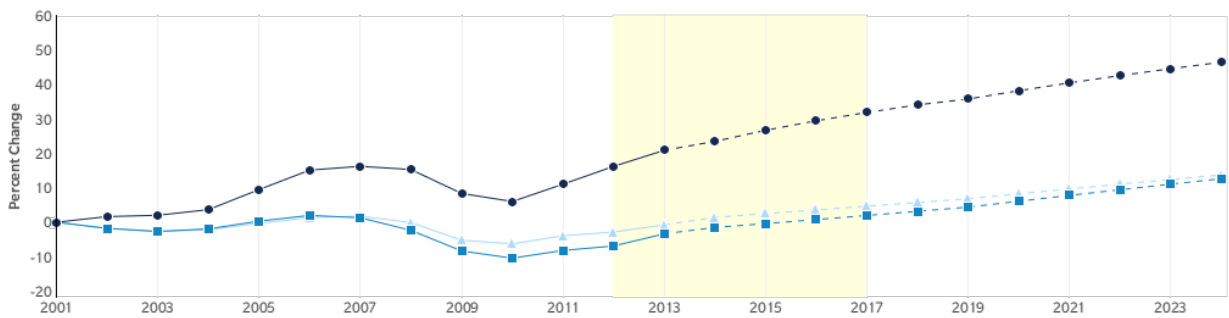
Budget Request:

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	$5,000.00	$2,500.00	$7,500.00
5000			
Other			

Justification:
Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.

Information Systems

Program Mission Statement:

The Information Systems (INFS) Program at Porterville College is committed to providing students, both transfer and non-transfer level, with a solid understanding of information systems and technologies and the critical roles they play in our society. We strive to teach our students to think critically, to learn continuously, to grow professionally, and to conduct

themselves ethically and responsibly.

Student Learning Outcomes:

We currently offer 13 Information Systems courses. 100% of these courses have Student Learning Outcomes that have been approved by the Curriculum Committee.

We currently have one program in Information Systems and it has identified program-level Student Learning Outcomes. Within this program, we have 3 new degrees and 2 new Job Skills Certificates.

Analysis of Current Performance:

Between 2014-15 and 2016-17, the Information Systems Program offered an average of 33 sections of classes annually with enrollments ranging from 367-882.

Productivity figures ranged from 12.2from 2014-15 to 11.0 in 2016-17. This is largely due to the reduction of one of our most popular courses (INFS P001) from 5-6 sections per semester down to 1. INFS P001 was once a very necessary course in our program as it helped students that had limited Business technology skills. In recent years, however, students are entering Porterville College with a slightly better understanding of Business related technology.

It is still felt that students do not have the necessary Business technology skills to compete in today's workforce. Many have great skills in terms of entertainment technology (such as games and social media), but do not know valuable workplace skills such as word processing, spreadsheets, databases, etc. We will continue to try to find a way to get non-INFS students the basic Business technology skills in some manner.

The following is a table summary of enrollment data and related performance indicators:

		Sections	Enrollment	FTES/FTEF	% Retained	% Succeeded
INFS Program	*2014-15*	**35**	**882**	**12.2**	**80%**	**58%**
	2015-16	**34**	**846**	**11.9**	**81%**	**62%**
	2016-17	**30**	**679**	**11.0**	**82%**	**69%**

The diversity of the program is reflected in the following 3 year totals:

Ethnicity	Associate Degrees
American Indian	
Asian/Filipino	3
Hispanic/Latino	15
Two or More Races	4
White	4

Gender	Associate Degrees
Female	7
Male	19

Program Strengths and Areas for Improvement:

The Information Systems program has undergone a massive overhaul in the past 2 years. In the past, Porterville College offered an Associate Degree and a Certificate of Achievement in Information Systems. The program now offers 2 local Associate Degrees (Computer Information Systems and Business Information Systems) and a Model Curriculum Degree (Advanced Information Systems). The Advanced Information Systems Associate Degree was designed using the state adopted curriculum by C-ID. The program now also includes 2 Job Skills Certificates (Basic Computing JSC and Advanced Computing JSC). *See next page for details:*

Information Systems Program

CERTIFICATES (Job Skills)

BASIC COMPUTING JOB SKILLS CERTIFICATE

Course #	Course Title	Credits
INFS P100	INTRO TO INFO SYSTEMS	3
INFS P180	MANAGEMENT DATABASE TECH	3
INFS P010	INTRO TO WORD PROCESSING	2
INFS P020	INTRO TO SPREADSHEETS	2
Total		10

ADVANCED COMPUTING JOBS SKILLS CERTIFICATE

Course #	Course Title	Credits
INFS P113	INTRO TO PROGRAMMING & METHODOLOGIES	3
INFS P220	DATA COMMUNICATIONS & NETWORKING	3
INFS P110	INFO & COMMUNICATION TECH ESSENTIALS	4
Total		10

LOCAL DEGREES

Required Core Courses: 12 credits

Course #	Course Title	Credits
INFS P100	INTRO TO INFORMATION SYSTEMS	3
INFS P210	INTRO TO SYSTEMS ANALYSIS & DESIGN	3
INFS P113	INTRO TO PROGRAMMING CONCEPTS & METHODOLOGIES	3
INFS P220	DATA COMMUNICATIONS & NETWORKING	3

OR

Computer Information Systems (A.S.)

Course #	Course Title	Credits
INFS P180	MANAGEMENT DATABASE TECHNOLOGY	3
INFS P110	INFO/ COMM TECHNOLOGY ESSENTIALS	4
INFS P052	INTRO TO WEB DESIGN	3
INFS P170	INTERNET PROTOCOLS & PRINCIPLES	3
BSAD P132	BUSINESS COMMUNICATIONS	3
TOTALS		28

Business Information Systems (A.S.)

Course #	Course Title	Credits
INFS P180	MANAGEMENT DATABASE TECHNOLOGY	3
INFS P010	INTRO TO WORD	2
INFS P020	INTRO TO SPREADSHEETS	2
ACCTG P110	FINANCIAL ACCOUNTING	3
BSAD P132	BUSINESS COMM	3
BSAD P101	INTRO TO BUSINESS	3
TOTALS		28

ADVANCED INFORMATION SYSTEMS (A.S.)

Required Core Courses: 12 credits

Course #	Course Title	Credits
INFS P110	INFORMATION AND COMMUNICATION TECHNOLOGY ESSENTIALS	4
INFS P100	INTRODUCTION TO INFORMATION SYSTEMS	3
INFS P113	INTRODUCTION TO PROGRAMMING CONCEPTS & METHODOLOGIES	3
INFS P220	DATA COMMUNICATIONS & NETWORKING	3

LIST A: Select 6 units or 2 courses from the following:

Course #	Course Title	Credits
INFS P210	INTRODUCTION TO SYSTEMS ANALYSIS & DESIGN	3
BSAD P132	BUSINESS COMMUNICATIONS	3
INFS P164	INTRODUCTION TO CYBERSECURITY: ETHICAL HACKING	3
INFS P180	INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS	3

LIST B: Select 3 units or 1 course from the following:

Course #	Course Title	Credits
MATH P122	INTRODUCTION TO PROBABILITY/STATISTICS	4
BSAD P155	BUSINESS STATISTICS	3

The current Information Systems program has only one full-time faculty member. The program lost a faculty member to retirement and that position has not been replaced in several years. In past Program Reviews, the Information Systems program has requested replacing that faculty member. However, due to the massive restructuring of the program, it is felt that the program should grow and gain momentum prior to requesting another full-time faculty member. With the exploding demand for Information Systems professionals and the high salaries that they command, the need for additional instructors is a possibility within the next 5 years.

It should be noted that the new, restructured program includes many upper-level, specialized courses that require instructors with specific skill sets that are very difficult to find in the greater Porterville area. The program currently has 4 adjunct instructors that help teach the current course load. If one of more of these instructors leave, it may put the program in a tenuous position. We will continue to cater to the needs of our current adjunct instructors.

The Information Systems has worked closely with all of the major area high schools. The full-time faculty member has taught several dual enrollment courses on the high school campuses. Additionally, the Information Systems program has hosted and been a member of a joint high school/Porterville College advisory committee that targeted Information Technology. The large, multi-school advisory board has since disbanded and the Information Systems program now works individually with separate advisory boards.

Currently, Granite Hills high school has changed the Digital Design pathway to closer align with the new Information Systems program at Porterville College. Monache High School has stated a desire to move in a similar direction as well.

While numbers of students have decreased over the past couple of years, the graduation rates have stayed the same or increased. This is due to the fact that the program has decreased the number of basic computing courses by nearly 5 sections per semester. More and more students are entering college with basic computing abilities and these courses were not deemed as practical anymore. There is a need, however, to teach students from all disciplines the use of such software as Word Processing, Spreadsheets, Databases, and Electronic Slideshows. Even though many new students have perceived skills in social media and electronics, most are unable to use software and information systems to perform basic job functions.

The challenge moving forward is to increase enrollments in the new Information Systems program. The college also needs to figure out a way to give ALL students training in information technology to help them become better students and ultimately more employable in increasing competitive job markets.

Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Increase INFS graduation rates by 50%	By Fall 2019	Marketing money for brochures and flyers	College budget constraints

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2___   Item 3_X__   Item 4_X__   Item 5___   Item 6_X__

Progress on Goal:

____Completed   (Date   )
____Revised   (Date   )

Comments: The new degrees and certificates should have a positive effect on enrollment. The challenge is marketing the new program to our students, staff, and area high school students.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Establish a lab in the CT building	By Fall 2016	Funding and facility space.	College classroom/lab space constraints.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X__   Item 2___   Item 3_X__   Item 4_X__   Item 5___   Item 6___

Progress on Goal:

____Completed   (Date   )
____Revised   (Date   )

Comments:

Having a lab in our building would allow us to use portable demonstration panels that we can store in our building. An example would be a framed wall on wheels that we can use to demonstrate networking and installation of wiring.

Staffing Request:

Staff Resources:			
Current Staffing Levels			
Full-time Staff (FTE)		Part-time Staff (FTE)	
Faculty	1	Faculty	4
Temporary		Temporary	
Classified		Classified	
Management		Management	

Request for New/Replacement Staff
Use one line for each position requested. Justify each position in the space below.

|	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	N/A			

Budget Request:

	Current Budget	Amount of Increase	Revised Total
2000 (Student)			
4000	$250	$2000	$2000
5000			
Other			

Justification:
(Include justification for each amount of increase requested.)

Estimated amount for general office supplies and equipment. Currently, the program uses Perkins money to assist in funding new ventures. However, there is little money for the maintenance and daily operations in the current budget. Restrictions on Perkins money do not allow funds to be used for daily operations and supplies. Instructional and Non-Instructional supplies will need to be addressed in the college budget.

Most recent job statistics and projection data for the four county region (Inyo, Kern, Mono, and Tulare) indicate that computer and information technology careers are still among the highest paying jobs ($46,260-$100,660). Careers in computer engineering, programming, support, security, database, network, and web development are also among the fastest growing in demand. The overall growth for the top Information Systems Occupations is projected at 13.9% with a $39.77/hr. median wage from 2015-2017 (Based on EMSI data).
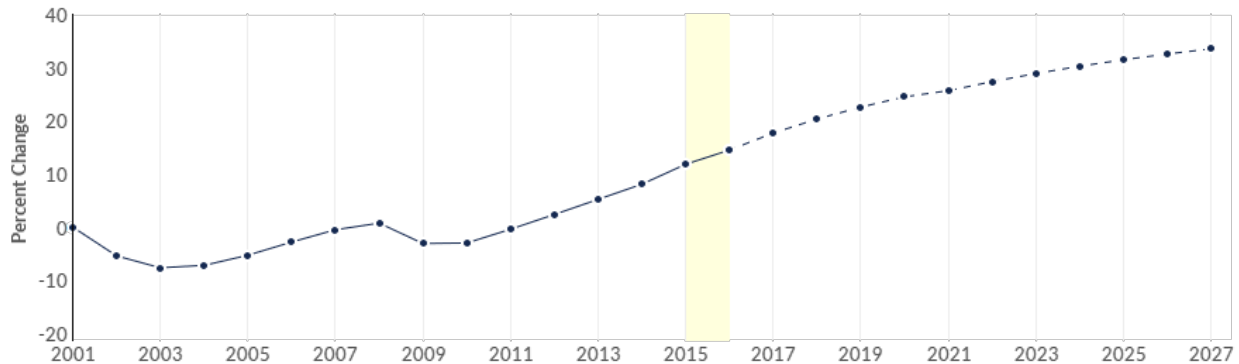
Interdisciplinary Studies

As a peculiarity, the Education Courses (Interdisciplinary Studies) are classified as being a part of the Career and Technical Education Division. However, they are not part of the Division's mission statement nor are they part of any of the program requirements. In the past few years the full-time faculty within the division has expressed a general consensus that it would be appropriate to move those courses out of the division.

Strategies/Actions to Make Improvements: The college should take action to move the Interdisciplinary Studies Courses out of the Career and Technical Division and into the Student Services Division.

Summary

The faculty and staff of the Career and Technical Education Division dedicates itself to using the mission statements of Porterville College and the division as guides to serving our students, and will additionally strive to link the efforts of our programs with divisions campus wide as well as with the college's strategic plan. These linkages will ensure that the activities within the division continue to be integrated into the overall efforts of our college.

The faculty and staff are committed to ongoing program review and assessment in order to evaluate and improve our programs for students. The results of the Student Learning Outcome

assessments will be used to modify programs as appropriate. The faculty and staff will continually review, discuss, and modify as appropriate its activities and programs. Therefore, reviews will be ongoing and service modification and enhancements continuous.