PORTERVILLE COLLEGE STRATEGIC PLAN 2018-2021

Porterville College Mission, Values, Goals

Mission

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

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

- Provide quality academic programs to all students 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.

Values

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

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

Institutional Goals

1. Provide quality instruction and programs.
2. Provide quality student support services and programs.
3. Foster a positive and supportive learning environment.
4. Foster a positive and efficient institutional, fiscal, and personnel processes.
5. Develop and promote community partnerships and linkages.
6. Develop and promote positive campus and district-wide working relationship

Report on Goals & Objectives from 2015 Strategic Plan

In the 2015 Strategic Planning process, a set of five strategic goals were agreed upon district-wide, with objectives for each goal and a set of Common Measures to be used to evaluate progress. The Common Measures were updated annually by the Kern Community College District (KCCD) Office of Institutional Research & Reporting. Below is a brief overview on progress on those goals and objectives, with data from Common Measures provided.

Strategic Goal #1: Maximize Student Success

- Increase Completion

  Common Measures:

  o Annual number of transfers
  o Annual transfer rate
  o Annual number of degrees and certificates
  o Annual course success and retention
  o Student Success Scorecard Completion Rate

At Porterville College, the total number of transfers has increased in recent years, mostly at UC and CSU colleges. The transfer rate, which is based on older cohorts, declined.

The awarding of degrees and certificates also increased. Generally, the number of associate's degrees increased while there was a decline in the number of certificates of achievement awarded. The college also began offering a number of job skills certificates in recent years. The data show a trend toward increasing numbers of associate degrees for transfer.

Course success rates have improved and the college has shown a substantial reduction in the gap between course success in online courses and traditional face-to-face courses.

The overall completion rate from the state Student Success Scorecard has declined at PC and statewide. This is also based on older cohorts, the most recent of which began in 2010-11.

Strategic Plan: Common Measures Porterville College

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Strategic Goal #1: Student Success

Objective #1 - Increase Completion

Measure: **Annual Number of Transfers**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
UC = University of California, CSU = California State University, ISP = In-State Private, and OOS = Out-of-State						
Note: 2016-17 data not yet available for In-State Private (ISP) and Out-of-State (OOS)						
PC **Total Transfers**	240	230	234	232	283	
CSU	108	128	141	130	171	
UC	13	16	13	9	18	
CSU & UC Subtotal	*121*	*144*	*154*	*139*	*189*	
ISP & OOS	119	86	80	93	94	

Measure: **Annual Transfer Rate** (Transfer Velocity)	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16	Trendlines
Explanation: Transfer Velocity is a six-year transfer rate derived from the CA Community College Chancellor's Office Transfer Cohort project. The project tracks first-time students who demonstrate "behavioral intent to transfer" by completing 12 units and attempting transfer-level Math or English within a six-year period.						
PC Cohort Size	306	340	285	352	418	
6-Year Transfer Rate	40%	40%	35%	35%	31%	

Objective #1 - Increase Completion

Measure: **Annual Number of Degrees and Certificates** Blanks indicate no data.	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
PC **Awards**						
AA or AS Degrees	271	301	315	348	321	
AA-T or AS-T Degrees	9	27	55	85	119	
Certificates of Achievement	113	75	96	98	65	
Total Awards	*393*	*403*	*466*	*531*	*505*	
Local Job Skills Certificates			30	29	108	

Measure: **Annual Course Success**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines

Objective #1 - Increase Completion

Measure: **Annual Course Success**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
PC **Overall Success Rate**	**69.0%**	**69.7%**	**69.8%**	**71.0%**	**72.6%**	
Online Course Success	57.0%	57.4%	60.1%	58.6%	68.7%	
Gap vs. Overall	-12.0%	-12.3%	-9.7%	-12.3%	-3.9%	
Basic Skills Course Success	65.2%	64.3%	61.9%	61.6%	60.9%	
Gap vs. Overall	-3.9%	-5.4%	-8.0%	-9.3%	-11.7%	
CTE Course Success	75.6%	76.2%	74.4%	76.9%	80.8%	
Gap vs. Overall	6.6%	6.5%	4.5%	5.9%	8.3%	

Measure: **Student Success Scorecard Completion Rate**	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16	Trendlines
Explanation: First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they complete a degree, certificate or transfer-related outcomes. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.						
PC Cohort Size	442	451	553	615	697	
Overall Completion Success Rate	**50.0%**	**45.2%**	**38.3%**	**43.4%**	**44.8%**	
Prepared (avg 13% of cohort)	68.3%	82.7%	79.4%	81.9%	77.3%	
Unprepared (avg 87% of cohort)	47.0%	37.0%	32.6%	38.3%	41.4%	

- Improve Milestone Achievements

  Common Measures:

  o Percentage of students completing all matriculation components
  o Student Success Scorecard 30-Unit rate
  o Student Success Scorecard Persistence rate
  o Student Success Scorecard Remedial English Progress Rate
  o Student Success Scorecard Remedial Math Progress Rate

The percentage of first time students completing all four components of matriculation has improved substantially in recent years. The 30-unit rate and persistence rate have also improved.

The college has also shown substantial progress in improving remedial English and math progress rates.

Objective #2 - Improve Milestone Achievements

Measure: **Percentage of Students Completing All Matriculation Components**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**Trendlines**
Explanation: The denominator includes all students whose first term enrolled was the summer, fall or spring term of the specified academic year. The numerator includes those students who completed all matriculation components by the end of that first term.						
PC Cohort Size	1,224	1,287	1,271	1,303	1,147	
Fully Matriculated	40%	44%	42%	57%	68%	

Measure: **Student Success Scorecard 30-Unit Rate**	**2006-07 to 2011-12**	**2007-08 to 2012-13**	**2008-09 to 2013-14**	**2009-10 to 2014-15**	**2010-11 to 2015-16**	**Trendlines**
Explanation: First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.						
PC Cohort Size	442	451	553	615	697	
Overall 30-Unit Success Rate	**65.8%**	**66.1%**	**60.6%**	**65.7%**	**70.0%**	
Prepared (avg 13% of cohort)	60.3%	67.9%	58.8%	59.7%	75.8%	
Unprepared (avg 87% of cohort)	66.8%	65.7%	60.8%	66.5%	69.4%	

Objective #2 - Improve Milestone Achievements

Measure: **Student Success Scorecard Persistence Rate**	**2006-07 to 2011-12**	**2007-08 to 2012-13**	**2008-09 to 2013-14**	**2009-10 to 2014-15**	**2010-11 to 2015-16**	**Trendlines**
Explanation: First-time students who complete six or more units and attempt any Math or English in their first three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Prepared students are those who go directly into college level courses, while Unprepared students enroll in remedial Math and/or English.						
PC Cohort Size	442	451	553	615	697	
Overall Persistence Success Rate	**69.9%**	**71.6%**	**66.9%**	**71.5%**	**75.0%**	
Prepared (avg 13% of cohort)	65.1%	79.0%	69.1%	70.8%	71.2%	
Unprepared (avg 87% of cohort)	70.7%	70.0%	66.6%	71.6%	75.4%	

Measure: **Student Success Scorecard Remedial English Progress Rate**	**2006-07 to 2011-12**	**2007-08 to 2012-13**	**2008-09 to 2013-14**	**2009-10 to 2014-15**	**2010-11 to 2015-16**	**Trendlines**
Explanation: A cohort of students who attempt a Remedial English course is tracked to determine whether they successfully complete a college-level English course within six years.						
PC Cohort Size	757	749	1,014	1,097	940	
Remedial English Progress Success Rate	34.6%	32.6%	33.6%	39.1%	42.4%	

Objective #2 - Improve Milestone Achievements

Measure: Student Success Scorecard Remedial Math Progress Rate	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16	Trendlines
Explanation: A cohort of students who attempt a Remedial Math course is tracked to determine whether they successfully complete a college-level Math course within six years.						
PC Cohort Size	521	522	520	526	540	
Remedial Math Progress Success Rate	23.6%	24.5%	27.7%	30.6%	39.4%	

- Increase Student Engagement

  Common Measures:

  - CCSSE key findings for:
    - Active and Collaborative Learning
    - Student Effort
    - Academic Challenge
    - Student-Faculty Interaction
    - Support for Learners

Porterville College is at or above average on all five of the CCSSE benchmarks. There were small declines in the benchmark scores for Active and Collaborative Learning and Support for Learners while the other three benchmark scores showed slight improvement. All of these scores are relative as they are standardized across all CCSSE colleges during a particular survey cycle.

Objective #3 - Increase Student Engagement

Measure: CCSSE Key Findings			2011	2014	2017	Difference (Percentage Points)
Note: Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents in the national CCSSE						
PC	**CCSSE Benchmark Scores**					
	Active & Collaborative Learning		52.8	53.6	49.8	
	Student Effort		53.3	55.1	54.1	
	Academic Challenge		54.1	55.6	55.2	
	Student-Faculty Interaction		50.3	49.7	50.7	
	Support for Learners		58.1	57.6	56.2	

Strategic Goal #2: Advance Student Equity Measures

- ## Close Achievement Gaps
  Common Measures:
  - Equity Plan data which disaggregates success metrics by demographic

The data for student success and equity have been combined into a document called Elements of Student Success, a set of metrics which are broken out by various student demographics. Two of these, successful course completion and completion (award or transfer) are included in Common Measures.

For the course completion rate, both genders showed improvement, but the gap between women and men did not narrow. Similarly, all age groups showed improved success rates, but the largest improvement was among the 20-29 age group, which had, and to a lesser extent, still has, the lowest rate among the three groups examined. Hispanic students had higher course success rates than white students a few years ago, but that gap has narrowed. In recent years, we now have data on first generation college students; the gap between first generation and continuing generation students is fairly small.

For the completion rate, a substantial gender gap remains, with women outperforming men by several percentage points. Younger students continue to complete at higher rates than older students. There is minimal difference by ethnicity and data on first generation students are not yet available for this item.

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Strategic Goal #2: Equity

Objective #1 - Close Achievement Gaps

Measure: Successful Course Completion in First Year (Grade of "C" or Better, ESS Element C)

Explanation: Students in the Student Success cohort were tracked for one year to determine their successful course completion rate. Enrollments in all credit courses during the summer, fall and spring terms were used. Successful course completion was determined using the following calculation: all grades of A, B, C, and P divided by all grades of A, B, C, P, D, F, I, NP, W, and DR. This element was previously included in the ATD Student Success Elements report as Element 3. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars in the combined cohort column illustrate achievement gaps relative to the overall (average) rate. The longer the bar, the greater the gap.

Measure: Successful Course Completion (Completion with a Grade of "C" or Better, ATD Element 3)

PC	Course Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
		Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
	Student Success Cohort	**766**	**62.4%**	**842**	**65.3%**	**914**	**65.8%**	**941**	**64.5%**	**1,045**	**66.7%**	**4,508**	**65.1%**	
	Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)													
	Placement - English													
	Placed into Remedial	494	64.1%	553	65.8%	556	66.9%	646	64.5%	830	67.0%	3,079	65.8%	
	Placed into College-level	95	74.3%	115	76.1%	113	77.0%	125	73.1%	81	73.5%	529	74.9%	
	Placement - Math													
	Placed into Remedial	208	58.6%	228	59.6%	218	56.6%	322	57.0%	773	65.4%	1,749	61.3%	
	Placed into College-level	384	68.9%	438	71.1%	454	73.2%	450	71.7%	137	78.1%	1,863	71.8%	
	Gender													
	Female	429	66.3%	456	69.3%	463	68.9%	493	66.6%	584	69.3%	2,425	68.1%	
	Male	332	57.1%	385	60.2%	449	62.7%	447	62.1%	460	63.1%	2,073	61.3%	
	Age													
	19 or Younger	565	64.8%	630	67.4%	604	68.9%	644	67.9%	719	68.4%	3,162	67.6%	
	20-29	151	50.8%	150	56.5%	233	53.7%	228	53.4%	261	59.7%	1,023	55.2%	
	30 or Older	50	58.1%	62	54.4%	77	65.7%	69	54.1%	65	67.7%	323	60.5%	
	Ethnicity													
	African American	8	24.5%	18	56.6%	12	72.4%	13	48.3%	8	50.0%	59	54.0%	
	American Indian	2	13.3%	4	39.3%	6	46.2%	7	69.8%	7	55.2%	26	51.2%	
	Asian	20	63.0%	8	87.1%	16	76.7%	12	71.0%	12	76.7%	68	73.3%	
	Filipino	16	71.8%	15	71.9%	13	79.1%	9	73.7%	17	68.7%	70	72.8%	
	Hispanic/ Latino	519	64.2%	598	64.9%	676	65.7%	727	64.1%	817	67.2%	3,337	65.3%	
	Pacific Islander	1	0.0%	1	0.0%	1	16.7%	1	100.0%	2	42.9%	6	39.3%	
	White	181	58.4%	179	67.2%	163	65.2%	160	67.3%	160	65.0%	843	64.6%	
	Financial Aid in First Year													
	Financial Aid	618	61.3%	683	64.3%	772	65.2%	800	64.1%	884	66.8%	3,757	64.5%	
	No Financial Aid	148	68.8%	159	71.1%	142	70.2%	141	67.1%	161	65.6%	751	68.6%	
	Foster Youth in First Term[1]													
	Foster Youth	4	50.0%	5	50.0%	13	38.0%	22	54.6%	24	50.0%	68	49.1%	
	Not a Foster Youth	762	62.5%	837	65.4%	901	66.2%	919	64.7%	1,021	67.1%	4,440	65.3%	
	Veteran in First Term[2]													
	Veteran	7	60.0%	2	60.0%	8	72.0%	9	70.4%	11	59.6%	37	65.3%	
	Not a Veteran	759	62.5%	840	65.3%	906	65.8%	932	64.4%	1,034	66.7%	4,471	65.1%	
	Enrollment Status in First Term													
	Full-time	381	67.0%	446	69.2%	522	70.1%	543	68.5%	637	69.4%	2,529	69.0%	
	Part-time	384	54.9%	396	57.1%	387	54.4%	391	54.1%	402	58.5%	1,960	55.8%	
	Withdrew/ Non-Credit	1	0.0%	0		5	0.0%	7	100.0%	6	0.0%	19	100.0%	

Measure: Successful Course Completion in First Year (Grade of "C" or Better, ESS Element C) *continued*

PC	Course Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		2014-15 Cohort		2015-16 Cohort		5 Cohorts Combined		
		Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Comparison to Overall
	Student Success Cohort	**766**	**62.4%**	**842**	**65.3%**	**914**	**65.8%**	**941**	**64.5%**	**1,045**	**66.7%**	**4,508**	**65.1%**	
	Percentage of Distance Ed Within Cohort Period													
	50 - 100% Distance Ed	43	41.5%	43	47.0%	38	53.4%	50	43.2%	54	51.8%	228	47.6%	
	1 - 49% Distance Ed	254	64.1%	254	70.2%	242	66.9%	208	67.0%	265	65.9%	1,223	66.8%	
	100% Traditional	469	62.4%	545	63.3%	634	65.7%	683	64.5%	726	67.8%	3,057	65.0%	
	Matriculation in First Term by Number of Components Completed													
	No Matric Components	116	35.3%	114	40.7%	142	44.2%	90	39.4%	54	48.7%	516	40.9%	
	1-3 Matric Components	464	59.3%	343	58.6%	314	58.7%	469	58.5%	290	54.6%	1,880	58.2%	
	4 Matric Components	186	75.8%	385	72.6%	458	73.0%	382	72.3%	701	70.8%	2,112	72.4%	
	First English Attempt													
	1st Term or before	377	68.7%	456	69.2%	509	70.3%	630	67.3%	792	68.8%	2,764	68.8%	
	2nd Term	108	61.8%	102	70.9%	84	64.2%	62	64.3%	59	64.8%	415	65.3%	
	Course not taken in 1st year	281	48.7%	284	51.5%	321	55.1%	249	52.5%	194	48.7%	1,329	51.7%	
	First Math Attempt													
	1st Term or before	218	72.0%	252	69.6%	340	70.7%	347	69.1%	467	70.2%	1,624	70.2%	
	2nd Term	74	76.6%	95	76.5%	113	72.6%	131	76.5%	138	74.8%	551	75.3%	
	Course not taken in 1st year	474	53.4%	495	58.9%	461	58.2%	463	54.0%	440	57.4%	2,333	56.4%	
	First Generation in First Term													
	First Generation		No data available					509	64.7%	521	65.8%	1,030	65.3%	
	Not First Generation							432	64.2%	524	67.5%	956	66.0%	

1. As of Fall 2008, we began collecting, via the application form, whether students were currently part of the foster care system. In Fall 2012, a second question was added, asking if students were in foster care at any time after age 13. For this report, we have included students who answered in the affirmative for either of those questions.

2. For this report, we look at whether a student identified themselves as a Veteran in the Application or if they were verified to be a veteran through Admissions & Records.

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Strategic Goal #2: Equity
Objective #1 - Close Achievement Gaps
Measure: Completion (Award or Transfer) within Three Years (ESS Element H)
Explanation: Students in the Student Success cohort were tracked for 3 years to see if they received some type of an award and/or if they transferred to a four-year institution. Awards were tracked in two categories: degrees and certificates. Certificates include both certificates of achievement and job skills certificates. This element was previously included in the ATD Student Success Elements report as Element 5. Results shown in grey print are from groups with less than 30 where overall results are more influenced by individual results. The red and green bars in the combined cohort column illustrate achievement gaps relative to the overall (average) rate. The longer the bar, the greater the gap.

Measure: Completion (Award or Transfer) within Three Years (ESS Element H)

PC	Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		3 Cohorts Combined		Comparison to Overall	
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate		
	Student Success Cohort	**766**	**15.8%**	**842**	**15.2%**	**914**	**17.1%**	**2,522**	**16.1%**		
	Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)										
	Placement - English										
	Placed into Remedial	494	15.4%	553	15.4%	556	17.4%	1,603	16.1%		
	Placed into College-level	95	29.5%	115	29.6%	113	28.3%	323	29.1%		
	Placement - Math										
	Placed into Remedial	208	7.2%	228	9.6%	218	5.0%	654	7.3%		
	Placed into College-level	384	22.7%	438	22.1%	454	25.8%	1,276	23.6%		
	Gender										
	Female	429	19.3%	456	19.5%	463	19.4%	1,348	19.4%		
	Male	332	11.1%	385	10.1%	449	14.7%	1,166	12.2%		
	Age										
	19 or Younger	565	18.8%	630	18.9%	604	20.9%	1,799	19.5%		
	20-29	151	7.9%	150	4.7%	233	8.6%	534	7.3%		
	30 or Older	50	6.0%	62	3.2%	77	13.0%	189	7.9%		
	Ethnicity										
	African American	8	0.0%	18	22.2%	12	50.0%	38	26.3%		
	American Indian	2	0.0%	4	25.0%	6	16.7%	12	16.7%		
	Asian	20	15.0%	8	25.0%	16	25.0%	44	20.5%		
	Filipino	16	25.0%	15	26.7%	13	15.4%	44	22.7%		
	Hispanic/ Latino	519	16.4%	598	13.9%	676	16.1%	1,793	15.4%		
	Pacific Islander	1	0.0%	1	0.0%	1	0.0%	3	0.0%		
	White	181	14.9%	179	17.9%	163	17.2%	523	16.6%		

Financial Aid in First Year									
Financial Aid	618	15.9%	683	15.5%	772	17.1%	2,073	16.2%	
No Financial Aid	148	15.5%	159	13.8%	142	16.9%	449	15.4%	
Foster Youth in First Term[1]									
Foster Youth	4	25.0%	5	20.0%	13	7.7%	22	13.6%	
Not a Foster Youth	762	15.7%	837	15.2%	901	17.2%	2,500	16.1%	
Veteran in First Term[2]									
Veteran	7	28.6%	2	0.0%	8	25.0%	17	23.5%	
Not a Veteran	759	15.7%	840	15.2%	906	17.0%	2,505	16.0%	
Enrollment Status in First Term									
Full-time	381	23.4%	446	21.5%	522	23.2%	1,349	22.7%	
Part-time	384	8.3%	396	8.1%	387	9.0%	1,167	8.5%	
Withdrew/ Non-Credit	1	0.0%	0		5	0.0%	6	0.0%	

Measure: Completion (Award or Transfer) within Three Years (ESS Element H) *continued*

PC	Completion Rate	2011-12 Cohort		2012-13 Cohort		2013-14 Cohort		3 Cohorts Combined		
		Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Cohort	Completion Rate	Comparison to Overall
	Student Success Cohort	**766**	**15.8%**	**842**	**15.2%**	**914**	**17.1%**	**2,522**	**16.1%**	
	Percentage of Distance Ed Within Cohort Period									
	50 - 100% Distance Ed	41	4.9%	39	10.3%	36	5.6%	116	6.9%	
	1 - 49% Distance Ed	373	21.7%	366	24.9%	394	26.1%	1,133	24.3%	
	100% Traditional	352	10.8%	437	7.6%	484	10.5%	1,273	9.6%	
	Matriculation in First Term by Number of Components Completed									
	No Matric Components	116	6.0%	114	2.6%	142	6.3%	372	5.1%	
	1-3 Matric Components	464	13.8%	343	9.9%	314	14.0%	1,121	12.7%	
	4 Matric Components	186	26.9%	385	23.6%	458	22.5%	1,029	23.7%	
	First English Attempt									
	1st Term or before	378	20.9%	456	20.6%	510	21.4%	1,344	21.0%	
	2nd Term	107	15.9%	102	17.6%	84	22.6%	293	18.4%	
	Course not taken in 1st year	281	8.9%	284	5.6%	320	8.8%	885	7.8%	
	First Math Attempt									
	1st Term or before	218	24.3%	253	20.9%	341	21.7%	812	22.2%	
	2nd Term	74	21.6%	95	27.4%	113	23.0%	282	24.1%	
	Course not taken in 1st year	474	11.0%	494	9.9%	460	12.2%	1,428	11.0%	

1. As of Fall 2008, we began collecting, via the application form, whether students were currently part of the foster care system. In Fall 2012, a second question was added, asking if students were in foster care at any time after age 13. For this report, we have included students who answered in the affirmative for either of those questions.

2. For this report, we look at whether a student identified themselves as a Veteran in the Application or if they were verified to be a veteran through Admissions & Records.

Strategic Goal #3: Ensure Student Access

- ### Optimize Student Enrollment
  Common Measures:
    o Annual FTES
    o Annual productivity
    o Waitlisted enrollments on first day
    o Number of concurrent enrollments

Annual FTES has remained stable over recent years while productivity rates have declined with reduced demand. Waitlists have also declined for the same reason. There has been a very large increase in dual and concurrent enrollment.

Strategic Plan: Common Measures Porterville College

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Strategic Goal #3: Access

Objective #1 - Optimize Student Enrollment

Measure: **Annual FTES**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: Total annual (summer, fall, spring) full-time equivalent students (FTES). Includes both resident and non-resident.						
PC						
FTES (Full-Time Equivalent Students)	3,040.5	3,049.0	2,938.7	2,980.3	3,062.2	

Measure: **Annual Productivity**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: Annual productivity is calculated by dividing the number of full-time equivalent students (FTES) by the full-time equivalent faculty (FTEF) workload. This is also sometimes referred to as FTES/FTEF.						
PC						
Productivity (FTES/FTEF)	16.7	15.7	14.9	14.8	14.4	

Measure: **First Day Waitlisted Enrollments**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
PC						
Waitlisted Enrollments	4,959	3,929	2,914	2,855	2,699	

Objective #1 - Optimize Student Enrollment

Measure: **Number of Concurrently Enrolled Students**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: Concurrent enrollment refers to students who are attempting one or more college courses while also enrolled in high school.						
PC						
Concurrent Students Enrolled	57	128	176	327	693	

- Be the Higher Education Option of First Choice

Common Measures:
- o Enrollment yield from feeder high schools
- o Adult Participation rate (disaggregated)

The high school enrollment yield has increased slightly in recent years. The adult participation rate has increased very slightly, with men continuing to be represented at a lower rate than women.

Objective #2 - Be the Higher Education Option of First Choice

Measure: Feeder High School Enrollment Yi	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: The percent of high school graduates enrolled on census day during the first fall semester after high school graduation to any college within the district. The number of high school graduates comes from the California Department of Education Data and Statistics site or from the high school registrar's office.						
PC *High School Graduates*	1,171	1,201	1,282	1,361	1,267	
HS Enrollment Yield	37%	38%	37%	38%	40%	

Measure: Adult Participation Rate	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: Student headcount per 1,000 adults (age 18-70 years old) in the service area. The college service areas were defined by zip codes and population data came from Economic Modeling Specialists International (EMSI). Students enrolled in at least one course at census were counted in the headcount.						

Objective #2 - Be the Higher Education Option of First Choice

Measure: Adult Participation Rate	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
PC **Participation Rate**	**81.3**	**79.8**	**79.2**	**75.4**	**83.5**	
Female	101.3	98.6	96.5	92.2	105.2	
Male	60.5	60.1	61.1	58.8	61.6	
19 or Younger	347.4	345.7	384.1	440.0	489.1	
20 - 24	237.0	235.5	223.7	215.5	216.6	
25 - 39	62.4	61.4	59.9	60.7	75.2	
40 or Older	16.8	15.8	14.7	11.0	13.6	
African American	208.9	177.7	203.2	159.1	237.6	
American Indian	51.4	54.2	57.0	56.0	49.4	
Asian/ Filipino	101.9	89.4	79.0	68.3	80.5	
Hispanic/ Latino	85.2	86.8	87.5	87.4	94.3	
Pacific Islander	309.9	256.9	332.2	236.4	497.5	
White	182.0	175.0	169.1	44.4	50.7	
Two or More Races	62.4	55.5	51.9	161.6	230.9	

Strategic Goal #4: Enhance Community Connections

- Provide Workforce and Economic Development Programs that Respond to Local Industry

    Common Measures:

    - Annual number of CTE degrees and certificates
    - Annual number of contract education hours
    - Student Success Scorecard CTE Completion rate

The number of CTE associate's degrees has increased, with a transition occurring from the traditional degrees to the associate degrees for transfer. The number of certificates of achievement has decreased substantially, but the college has added local job skills certificates.

The percentage of CTE programs meeting core indicator performance goals has remained stable through most of the time studied. Contract education hours, a district-wide metric, have varied widely in recent years.

The CTE completion rate has declined in recent years, along with the college's overall rate.

Strategic Plan: Common Measures Porterville College
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Strategic Goal #4: Community Connections

Objective #1 - Provide Workforce and Economic Development Programs that Respond to Local Industry

Measure: Annual Number of CTE Degrees and Certificates	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: CTE awards were identified using the CTE program description on college websites. Blanks indicate no data.						
PC **Total CTE Awards**						
AA or AS Degrees	105	105	94	94	87	
AA-T or AS-T Degrees	7	20	44	71	97	
Certificates of Achievement	113	75	95	97	63	
Local Job Skills Certificates			30	29	108	

Measure: Percentage of CTE Programs Meeting Core Indicator Performance Goals	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: CTE programs (at the 6-digit TOP level) were evaluated to determine whether each meet the defined performance goal for each core indicator. If a program did not have a goal for a specific indicator, it was not counted in the evaluation.						
PC Number of Programs	28	30	31	30	27	
% of Programs Meeting the Goal	52%	54%	55%	65%	54%	

Measure: Annual Number of Contract Education Hours	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: The annual number of training hours provided through contract education.						
KCCD						
Annual Contract Education Hours	137,374	54,614	89,195	64,164	90,730	

Objective #1 - Provide Workforce and Economic Development Programs that Respond to Local Industry						
Measure: Student Success Scorecard CTE Completion Rate	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	2010-11 to 2015-16	**Trendlines**
Explanation: Students who initially complete a CTE course and then subsequently complete more than eight additional units in a single occupational discipline within three years are tracked for six years to see if they earn a Certificate or Degree or transfer.						
PC Cohort Size	376	467	470	445	417	
Outcome Success Rate	55.9%	55.0%	50.4%	43.4%	50.4%	

- ## Reflect the Communities We Serve

  Common Measures:

  o Percentage of employees who attend community meetings
  o Degree to which employee diversity reflects the service area population
  o Degree to which employee diversity reflects the student population
  o Degree to which there is diversity in the employment applicant pool

The percentage of employees who attend community meetings has remained fairly stable.

Compared with the community, Porterville College employees are more likely to be female, are older, and are more likely to be white and less likely to be Hispanic. Compared with the student population, employees are substantially more likely to be white and less likely to be Hispanic.

Applicant pools are slightly more representative on gender, but more recent pools have fewer Hispanics than those just a few years ago.

Objective #2 - Reflect the Communities We Serve

Measure: Percentage of Employees who Attend Community Meetings		2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results.					
PC Number of Respondents		105	83	86	
Percentage Who Attend Community Meetings		47%	41%	45%	

Objective #2 - Reflect the Communities We Serve

Measure: Degree to which Employee Diversity Reflects the Service Area Population

Explanation: The service areas were defined by zip code and the populations figures came from Economic Modeling Specialists International (EMSI) and included the adult population (age 18-70). Employee figures came from the annual MIS Employee reporting submitted each fall term.

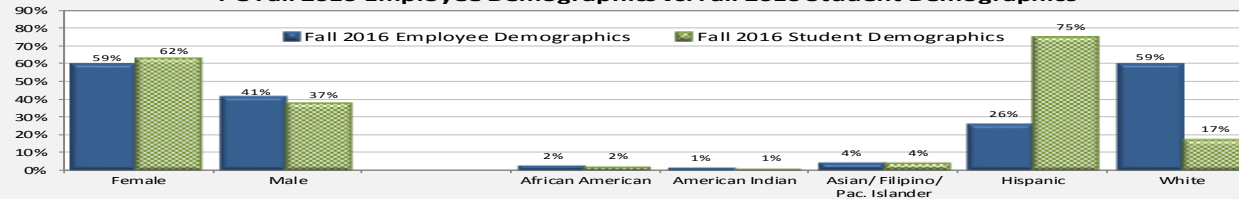**PC**

PC Fall 2016 Employee Demographics vs. 2016 Adult Population Estimates
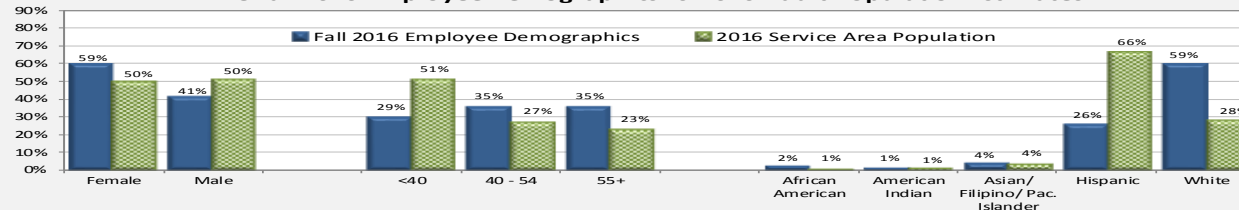
Measure: Degree to which Employee Diversity Reflects the Student Population

PC

PC Fall 2016 Employee Demographics vs. Fall 2016 Student Demographics

Objective #2 - Reflect the Communities We Serve

Measure: **Degree to which there is Diversity in the Employment Applicant Pool**

PC	Applicant Demographics	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
	Female	56%	63%	47%	54%	52%	
	Male	43%	35%	51%	43%	47%	
	Not Reported	1%	1%	2%	2%	2%	
	African American	7%	9%	11%	10%	10%	
	American Indian	1%	2%	1%	1%	1%	
	Asian/ Filipino/ Pacific Islander	6%	8%	7%	7%	9%	
	Hispanic/ Latino	38%	35%	34%	34%	31%	
	White	41%	38%	38%	37%	42%	
	Not Reported	7%	8%	9%	9%	7%	
	Has a Disability	2%	2%	2%	3%	2%	
	Does not have a Disability	96%	97%	96%	94%	98%	
	Not Reported	2%	0%	2%	2%	0%	

Strategic Goal #5: Strengthen Organizational Effectiveness

- Provide Effective Professional Development
  Common Measures:
    o Percentage of employees who feel they have adequate training
    o Percentage of employees who feel there are opportunities to learn and grow
    o Percentage of employees who feel encouraged and supported
    o Number of internal candidates hired in new positions

More employees said they have adequate training in the 2013 version of the Climate Survey, with a slight decline in 2016. In each year, a greater percentage say there are opportunities to learn and grow. There was an increase in the percentage of employees who say they receive encouragement for professional growth and development. However, with regard to the employee's immediate supervisor encouraging their growth, there was a substantial increase in this metric in 2013, but a decline in 2016.

The number of internal candidates hired has varied only slightly, ranging from 16-21 per year.

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Strategic Goal #5: Organizational Effectiveness

Objective #1 - Provide Effective Professional Development

Measure: **Percentage of Employees who Feel They Have Adequate Training**	2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.				
PC Percentage of Respondents Reporting:				
Number of Respondents	109	85	85	
"I have been provided adequate training to do my work."	81%	89%	84%	

Measure: **Percentage of Employees who Feel there are Opportunities to Learn and (**	2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.				
PC Percentage of Respondents Reporting:				
Number of Respondents	110	85	83	
"There are opportunities in this college/district to learn and grow in my career."	65%	72%	75%	

Measure: **Percentage of Employees who Feel Encouraged and Supported**	2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.				
PC Percentage of Respondents Reporting:				
Number of Respondents	109	84	83	
"The college/district provides encouragement and support for my professional growth and development."	63%	76%	75%	
Number of Respondents	108	85	83	
"My immediate supervisor encourages my professional growth and development."	78%	86%	75%	

Measure: **Number of Internal Candidates Hired in New Positions**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: This includes current classified staff, faculty, classified confidential, and management employees who competed and received a promotional position in same or different classification.						
KCCD						
Internal Candidates Hired	21	16	18	20	16	

- Meet and Exceed Internal and External Standards and Requirements

  Common Measures:

  o Percentage of ACCJC institutional set standards met and ACCJC standards, policies, and eligibility requirements met
  o Percentage of student learning outcomes at the course level with ongoing assessment
  o Percentage of program learning outcomes with ongoing assessment
  o Percentage of institutional learning outcomes with ongoing assessment
  o Percentage of student services and learning support program learning outcomes with ongoing assessment
  o Percentage of academic expenditures in the numerator
  o Full-time to part-time faculty ratio
  o Percentage of reserves

The percentage of institutional set standards being met has increased since the 2015 Strategic Plan was established. The percentage of courses with ongoing assessment is now approaching 100% and the percentage of programs with ongoing assessment is approaching 90%. There is also an increasing percentage of institutional learning outcomes and student support outcomes being assessed.

Compliance with the 50% law is a district-wide measure and the district has met that obligation each year. The full-time faculty percentage has remained between 61 and 66% for the past four years. The reserve percentage is also a district-wide measure and it has increased each year.

Objective #2 - Meet and Exceed Internal and External Standards and Requirements

Measure: **Percentage of ACCJC Institutional Set Student Achievement Standards Met**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: This information comes from the ACCJC Annual Report.						
PC Number of Institutional Set Student Achievement Standards	8	10	8	10	11	
% Meeting the Standard	75%	40%	50%	60%	64%	

Measure: **Percentage of Courses with Ongoing Assessment**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: This information comes from the ACCJC Annual Report.						
PC Course Student Learning Outcomes						
% with Ongoing Assessment	86%	92%	80%	76%	96%	

Measure: **Percentage of Program Learning Outcomes with Ongoing Assessment**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: This information comes from the ACCJC Annual Report.						
PC Program Learning Outcomes						
% with Ongoing Assessment	90%	74%	74%	75%	88%	

Objective #2 - Meet and Exceed Internal and External Standards and Requirements

Measure: **Percentage of Institutional Learning Outcomes with Ongoing Assessment**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: This information comes from the ACCJC Annual Report. This question was not included in the 2017 ACCJC Report. Blanks indicate a missing report.						
PC Institutional Learning Outcomes						
% with Ongoing Assessment	60%	100%	40%	65%		

Measure: **Percentage of Student and Learning Support Activities with Ongoing Assessment of Learning Outcomes**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: This information comes from the ACCJC Annual Report.						
PC Student and Learning Support Activities Learning Outcomes						
% with Ongoing Assessment	85%	50%	50%	83%	92%	
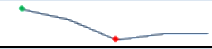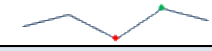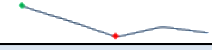
Measure: **Percentage of Academic Expenditures in the Numerator (Fifty Percent Law Compliance)**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: The Fifty Percent Law requires that at least fifty percent of all general expenditures be expended on instructional salaries and benefits.						
KCCD						
Percentage of Academic Expenditures	54.15%	50.02%	51.42%	52.05%	51.81%	

Measure: **Full-time to Part-time Faculty Ratio (75/25)**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: The full-time to part-time ratio is percentage of credit instruction taught by full-time instructors.						
BC						
Percentage of Full-time Faculty	75%	73%	68%	70%	70%	
CC						
Percentage of Full-time Faculty	62%	63%	61%	64%	62%	
PC						
Percentage of Full-time Faculty	70%	66%	61%	64%	63%	

Objective #2 - Meet and Exceed Internal and External Standards and Requirements

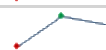| Measure: **Percentage of Reserves**	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: The CFO calculates this measure using the amount of reserves divided by the total of all expenditures, transfers and other outgo.						
KCCD						
Percentage of Reserves	24.3%	29.7%	30.8%	38.6%	42.4%	

- Increase Trust and Create a Collaborative Culture

  Common Measures:

  - Percentage of employees who report trust between the colleges and the district office
  - Percentage of employees reporting trust between employee groups
  - Percentage of employees who feel there is a satisfactory level of communication

After a very low level of trust between PC and the district office in 2011, that trust improved in the 2013 and again in 2016. Trust between classified and faculty declined somewhat, but remains high. Trust between classified and management and between faculty and management both improved between 2011 and 2013, though the latter declined a bit in 2016.

Very high percentages of employees continue to agree that communication is working well in most areas. There are two questions that have shown substantial change between survey years: information flowing upward and downward through the organizational structure. Both of these improved between 2011 and 2013, but declined in 2016.

Objective #3 - Increase Trust and Create a Collaborative Culture

Measure: Percentage of Employees who report Trust between the Colleges and the District Office		2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.					
PC					
Percentage of Respondents Reporting:	Number of Respondents	106	80	81	
"There is trust between employees at the colleges and the district office."		21%	43%	51%	

Measure: Percentage of Employees reporting Trust between Employee Groups		2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.					
PC Percentage of Respondents Reporting:					
"There is trust between classified staff and faculty."		83%	89%	75%	
"There is trust between classified staff and management."		55%	73%	76%	
"There is trust between faculty and management."		50%	75%	67%	

Measure: Percentage of Employees who Feel there is a Satisfactory Level of Communication	2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.				

PC Percentage of Respondents Reporting:				
"Relevant information affecting the district as a whole is communicated throughout the district."	43%	71%	66%	
"Relevant information affecting your location as a whole (college/center/DO) is communicated throughout the organization."	70%	86%	79%	
"I have sufficient information to perform my job."	89%	93%	92%	
"My representatives in governance committees adequately inform me about important college/district issues."	79%	78%	76%	
"My representatives on governance committees ask for my input on important issues."	76%	72%	72%	
"Information flows well upward through the organizational structure."	64%	77%	69%	
"Information flows well downward through the organizational structure."	42%	73%	59%	
"My immediate supervisor keeps me informed of issues relevant to my job."	83%	87%	80%	
"My immediate supervisor asks for my input before making decisions that affect my work."	75%	85%	76%	

- Improve Facilities and Maintenance

Common Measures:

- Percentage of employees who feel the facilities are adequately maintained
- Number of work orders submitted for building maintenance, custodial and grounds and the percentage completed
- Number of safety and security incidents reported
- Percentage of employees who feel safe at their location

Very high percentages of employees report adequate maintenance at PC, with an improvement between 2011 and 2013, then a decline in 2016. In every year, more than 90% of work orders have been completed and the number of safety/security incidents on campus has been in the single digits every year but one. About nine out of ten employees report feeling safe at their work location in every year of the survey.

Objective #4 - Improve Facilities and Maintenance				
Measure: Percentage of Employees who Feel the Facilities are Adequately Maintained	2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.				
PC				
Number of Respondents	109	86	84	
"The college or location where I work is adequately maintained."	73%	90%	81%	

Objective #4 - Improve Facilities and Maintenance

Measure: Number of Work Orders Submitted for Building Maintenance, Custodial & Grounds and the Percent Completed	2012-13	2013-14	2014-15	2015-16	2016-17	Trendlines
Explanation: This information comes from the SchoolDude system, a system for tracking work orders which became operational in Jan. 2012.						
PC						
Work Orders Submitted in the System	621	408	543	509	610	
% Completed	98%	94%	95%	92%	93%	

Measure: Number of Safety and Security Incidents Reported	2012	2013	2014	2015	2016	Trendlines
Explanation: This information includes criminal offenses, hate crimes, Violence Against Women Act (VAWA) offenses, arrests, disciplinary actions, and unfounded crimes as reported on the Campus Safety and Security Data Analysis Tool at the U.S. Department of Education site (http://ope.ed.gov/security/Index.aspx).						
PC						
Total Incidents	9	3	4	13	9	

Objective #4 - Improve Facilities and Maintenance

Measure: Percentage of Employees who Feel Safe at their Location			2011	2013	2016	Trendlines
Explanation: This information comes from the 2011, 2013 and 2016 KCCD Climate Surveys. Only employees who took the survey and answered the specific question being measured are included in the results. The percentage reported represents the respondents who answered strongly agree or agree with the statement.						
PC						
		Number of Respondents	109	86	84	
"I feel safe at my work location."			88%	93%	90%	

Strategic Plan Goals & Objectives 2018-2021

Strategic Plan Goals & Objectives

Strategic Goal #1: Maximize Student Success

> ➢ **Objective 1.1   Increase completion**

Desired Outcome: Increase the number of students who complete their program of study (degrees & certificates)

Action/Activities	Timeframe/Timeline
a) Promote 15 units to finish. Students will be encouraged to take 15 units per semester (or 30 units per year)	Each Semester/On-going
b) Encourage students to take English and math courses in the first semester	Each Semester/On-going

> ➢ **Objective 1.2   Improve milestone achievements**

Desired Outcome: Increase the number of students who fully matriculated by the end of the first year of enrollment.

Action/Activities	Timeframe/Timeline
a) Provide ~~intrusive~~ Proactive or pre-emptive advising/counseling. Contacting students and scheduling appointments for matriculation	Each Semester/On-going
b) Multiple measures assessment placement is used to place students into courses	Each Semester/On-going
c) Provide English and math acceleration courses	Each Semester/On-going
d) Provide co-requisite course options for students.	Each Semester/On-going

> ➤ **Objective 1.3 Increase student engagement**

Desired Outcome: Increase student-faculty-staff interaction and participation.

Action/Activities	Timeframe/Timeline
a) Have a student and faculty panel as part of Flex to discuss ~~'how~~ ways to improve student and faculty interaction?~~'~~	Annual
b) Consider hosting a 'meet and greet' event for students to meet with their professors (potentially in the afternoon of Flex)	Annual
c) Look into ways to encourage reading among students, specifically focus on programs and activities that will engage students not currently reading as much as others: men, Latinos, and first-generation college students.	Each Semester/On-going

Strategic Goal #2: Advance Student Equity

> ➤ **Objective 2.1 Close achievement gaps**

Desired Outcome: Narrow achievement gaps in course/program success and completion across all groups at Porterville College

Action/Activities	Timeframe/Timeline
a) Increase ~~cross discipline~~ collaboration across campus ~~wide~~ to promote transfer opportunities to students with the intent to create a cultural shift toward transfer	Each Semester/On-going
b) Target at-risk populations and offer resources to address barriers that would affect their performance	Each Semester/On-going
c) Annual Equity Summit will be held: "Paving the Path to Access and Success for Under-represented Student Groups"	Annual
d) Provide professional development opportunities to faculty, staff, management on topics related to equity and student success	Each Semester/On-going

Strategic Goal #3: Ensure Student Access

> **Objective 3.1: Optimize Student enrollment**

Desired Outcome: Student will have access to resources to ensure access

Action/Activities	Timeframe/Timeline
a) Provide ~~programmatic~~ program specific information sessions or orientations as needed at Porterville College and in the community	Each Semester/On-going
b) Develop partnerships with outside agencies which are able to help students with unmet needs the college may not be able to offer	Each Semester/On-going
c) Develop programs with organizations targeting students who are disproportionately impacted that focus on streamlining the enrollment process	Each Semester/On-going

> **Objective 3.2: Be the higher education option of first choice**

Desired Outcome: Increase enrollment of high school graduates into Porterville College

Action/Activities	Timeframe/Timeline
a) Provide information sessions for high school students (sophomores/juniors) and their parents on the PC campus.	Each Semester/On-going
b) Offer dual/concurrent enrollment sections at partner high schools including community locations.	Each Semester/On-going

Strategic Goal #4: Enhance Community Connections

> **Objective 4.1: Provide workforce & economic development programs that respond to industry**

Desired Outcome: Increase college partnerships with business and industry

Action/Activities	Timeframe/Timeline
a) Invite employers and business to Porterville College to discuss needs	Each semester/On-Going
b) Employers/businesses will provide students with: internship and/or other on-the-job learning opportunities, information/presentations on career options/career pathways available	Each semester/On-Going
c) Continue to partner with area high schools on career pathways efforts	Each semester/On-Going
d) Examine the CTE Outcomes Survey (CTEOS)	Spring 2019, Annual

> **Objective 4.2: Reflect on communities Porterville College serves**

Desired Outcome: Increase Porterville College participation in the community.

Action/Activities	Timeframe/Timeline
a) Provide course offerings at community locations	Each semester/On-Going
b) Promote Job Entrepreneur Career (JEC) Center services and activities to the community	Each semester/On-Going
c) Examine and explore ways to increase the number of community residents to enroll and complete courses/programs at Porterville College	Each semester/On-Going

Strategic Goal #5: Strengthen Organizational Effectiveness

➢ **Objective 5.1: Provide effective professional development**

Desired Outcome: Employees are supported through professional development opportunities

Action/Activities	Timeframe/Timeline
a) Work with Academic Senate to provide learning opportunities on active and collaborative learning	Each semester/On-Going
b) Provide and/or promote "brown bag" sessions on topics related to student learning and professional development.	Each semester/On-Going
c) Administer the staff development survey	Annual
d) Provide opportunities for staff/faculty to attend conferences and workshops related to discipline areas, student achievement, etc.	On-Going

➢ **Objective 5.2: Meet and exceed internal and external standards & requirements**

Desired Outcome: Porterville College is compliance with accreditation, state, federal requirements for operations

Action/Activities	Timeframe/Timeline
a) Assess the general education learning outcomes (GELOs) and institutional learning outcomes (ILOs)	Fall 2018, Each Semester
b) Ensure compliance with industry or outside accreditation requirements and standards for nursing, psychiatric technician, police academy, fire technology, etc.	On-going

➢ **Objective 5.3: Increase trust and create collaborative culture**

Desired Outcome: Improve collaboration and information sharing across campus

Action/Activities	Timeframe/Timeline
a) Provide email updates to the campus for each area/department	Each semester
b) Provide campus forums on topics related to budget, facilities, education master plan, etc.	On-going

➢ **Objective 5.3: Improve facilities & maintenance and security**

Desired Outcome: Porterville College facilities and safety measures are maintained to meet needs of students and employees.

Action/Activities	Timeframe/Timeline
a) Increase number of schedule safety/security training	Each semester
b) Finalize the facilities plan	Spring 2019