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CAREER AND TECHNICAL EDUCATION DIVISION

*PROGRAM REVIEW*

Spring 2021

Career and Technical Education Division

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INTRODUCTION

The most effective Career and Technical Education Division is one in which its activities are well coordinated, the general campus community understands its programs, 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 evaluating 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 the local community, this report provides a linkage between the Career and Technical Education Division with the college's mission statement and strategic plan. This way, the campus community can see the interrelationship of the Career and Technical Education Division's programs, the general campus, and the local community, and how these programs affect student learning, success, and job placement.

Career and Technical Education Programs

Administration of Justice (Public Safety)

Agriculture (Agriculture Production and Agriculture Business)

Business Education (Accounting, Business, Business Administration, Entrepreneurship, and Human Resources)

Child Development (Early Childhood Education)

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

The Mission of Porterville College

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.

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.

*Equity –* reducing achievement gaps between demographic groups*.*

*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 vocational goals.

The College will encourage innovation, creativity, and new ideas and will support professional development opportunities.

As an integral part of the community, the College will develop and enhance partnerships with schools, colleges, universities, businesses and community-based organizations to respond to the educational, workforce, and economic development needs of the region.

As an integral part of the Kern Community College District, 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 college's general mission 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 institution's overall enhancement.

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 Program Learning Outcomes:

Students who actively participate in Career and Technical Education programs will apply ethical decisions related to personal, family, academic, professional, and community issues.

Students who actively participate in Career and Technical Education programs will demonstrate personal responsibility and explain the principles of effective leadership.

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.

Students who actively participate in Career and Technical Education programs will create written communication to convey information and express ideas for particular audiences.

Students who actively participate in Career and Technical Education programs will examine, understand, question, and integrate new information.

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

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 by 2022 over 65% of all new jobs and 91% of jobs nationally (<https://www.bls.gov/opub/mlr/2013/article/pdf/occupational-employment-projections-to-2022.pdf>) will 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 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 Career and Technical Education Division's faculty and staff are dedicated to their jobs and 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 the 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 growing college and local community's needs.

The CTE division employs resources such as the CTE Program Manager, CTE Counselor, and the Job Entrepreneurship Center (JEC) to help students complete meaningful educational goals.

The CTE division has expanded online offerings and now have courses offered in nearly all its programs.

Areas of Improvement:

All programs have staffing concerns and require additional full-time, part-time, and additional support staff. The CTE division is currently staffed with six full-time faculty and one full-time contingent on funding faculty to oversee 14 programs.

Continued new program development continues to be a focus. Local high schools have successful pathways, and we strive to accommodate these students.

Perkins funding is a major financial resource for CTE programs. As programs meet Perkins's target requirements, this funding will be reduced, which will require programs to rely upon 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 instead, they are highlighted or priority goals during the next program review cycle. Each program has various 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.

*Administration of Justice*

Program Mission Statement:

The Administration of Justice program at Porterville College is dedicated to providing students a comprehensive understanding of our nation’s justice system and various actors. Through a student-centered approach, we strive to serve our local and diverse community by teaching students to think critically and maintain high levels of integrity while developing the necessary tools to succeed in their academic and professional journeys.

Student Learning Outcomes:

The student learning outcomes are analyzed yearly, usually occurring within weeks of the semester ending. Porterville College offers 23 Administration of Justice Courses, including a Module 3 and 2 Police Academy certified through California Peace Officers Standards and Training (POST). All 23 courses have Student Learning Outcomes (SLO) that have been approved by the Porterville College Curriculum Committee. The Administration of Justice program offers an Associate of Science- Transfer (AS-T), an Associate of Science (AS) in Public Safety, and an Administration of Justice Certificate. The Administration of Justice program is well-rounded and offers courses that meet our student population's inquisitive desires at Porterville College.

Program Learning Outcomes:

The Administration of Justice program is designed to meet the ever-changing and fluid demands of social justice, protection, apprehension, and understanding of a complex criminal justice system. The learning outcomes include but are not limited to identifying procedures involved in the justice system from initial contact through supervised release; identifying and exploring the criminal justice system as a complex series of agencies all working towards a common goal of public safety, protection, and rehabilitation; exploration of all three components of the criminal justice system; identify the components and elements of social justice; explore and identify the principles of implicit bias and bias based policing; along with the required learning domains associated with the modular police academy. The program assessment included an overview of success and foundational knowledge transfer to those students past and present. The analysis included the success rate of quizzes, final exams, and written essays and reflection papers. The program evaluates the potential of transferring some course content to online educational resources (OER), making the courses more accessible to students.

Program Analysis and Trends:

*Changes in Program over the Last Three Years*

The last three years have seen significant changes within the Administration of Justice Program. Two years ago, the program added a second full-time faculty member to help offset the increasing demand for courses. At the conclusion of the 2019/2020 school year, the Administration of Justice program experienced a tenured faculty member's retirement. During the Fall 2020 semester, a newly hired full-time-faculty member joined the program.

*Data Review*

The following table summarizes enrollment data, overall course count, census enrollment, and FTES data for the past 3 years. As you will notice, the Administration of Justice program consistently enrolls over 900 students per semester with an impressive 94% retention and an 86% success rate. This past year 2019/2020, we experienced a 7.8% increase in students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Sections | Enrollment | FTES/FTEF | % Retained | %Succeeded |
| 2017-18 | 21 | 922 | 15.4 | 91.2% | 83.6% |
| 2018-19 | 22 | 973 | 14.8 | 91.7% | 82.7% |
| 2019-20 | 23 | 1045 | 15.2 | 94.1% | 86.4% |

The current job market analysis for the Motherload Regions (Kern, Tulare, Kings, Fresno) predicts a shortage of Law Enforcement professionals exceeding 13,000 job openings by 2021. Law Enforcement careers continue to be well paid, with a median wage from ($80,008 to $154,607). The added benefits of health insurance and retirement possibilities increase this desire to pursue a career in Law Enforcement. The overall increase of approximately 5% is expected to increase the hourly wage to a median range of $52.00-$74.33/hr, according to EMSI.

The continued growth and success within the Administration of Justice program indicate the increased demand for law enforcement professionals. Police, Probation, Parole, and Correctional Officers are in high demand, and the need to fill these positions with educated individuals whose career path traverses through the Community College system.

There is little doubt the recent impacts and demands for social justice and equity will continue for years to come. Fortunately, at Porterville College, our Administration of Justice program has been discussing these issues for years. This desire for inclusion, transparency, honest communication, and trust are foundational to our program.

*Program Strengths*

The Administration of Justice program at Porterville college is highly desirable and remains relevant and current in today’s workforce. Enrollment within the Administration of Justice program remains strong and is consistently one of the most sought-after programs offered at Porterville College. The continued success and training Cadets receive within the Modular Police Academy directly impact the overall safety and security of our communities. The POST Academy, in conjunction with the diverse offering of Administration of Justice courses, serves our student population’s needs and wants well at Porterville College.

*Areas for Improvement*

Seek Intersegmental General Education Transfer Curriculum (IGETC) certification for foundational Administration of Justice courses.

Refine course descriptions and Student Learning Outcomes (SLO)

Evaluate extraneous courses for alignment with C-ID and streamline degree and certification paths to ensure they serve students’ needs.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Goals (This section is for you to report on progress on *previously established goals*. If your program is addressing more than 2 goals, please duplicate this page)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | | 1. Replacement Position for Tim Brown | August 2020 |  |  |  |   Which of the 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:  \_\_X\_\_Completed (Date August 2020)  \_\_\_\_Revised (Date )  Comments:  This replacement position was filled in August of 2020  Goal(s) Completion Date Needed resources Person(s) Responsible Obstacles to completion (if any)  2.  Which of the 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\_\_\_ Item 2\_\_\_ Item 3\_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal:  \_\_\_\_Completed (Date )  \_\_\_\_Revised (Date )  Comments: |
| Goals (This section is for you list *new goals* for your program. If your program is creating more than 2 new goals, please duplicate this page)  Goal(s) Timeline for Completion Needed resources Person(s) Responsible Obstacles to completion (if any)  1. Law Enforcement Modular 1 Academy    Which of the 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\_\_\_ Item 2\_\_\_ Item 3\_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal:  \_\_\_\_Completed (Date )  \_\_\_\_Revised (Date )  Comments:  Currently, Porterville College’s Law Enforcement Academy possesses modular levels III and II. Porterville College students who complete all available levels at the college’s academy attend College of the Sequoias to complete level I. Ideally, our program would offer a level I academy at the college to allow graduates to seek full-time, fully sworn law enforcement positions upon completing all three modules at Porterville College.  Goal(s) Timeline for Completion Needed resources Person(s) Responsible Obstacles to completion (if any)  2.    Which of the 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\_\_\_ Item 2\_\_\_ Item 3\_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal:  \_\_\_\_Completed (Date )  \_\_\_\_Revised (Date )  Comments: |

STAFFING REQUEST

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Staff Resources: | | | | | | |
| Current Staffing Levels  Full-time Staff | | | Part-time Staff | | | |
| Faculty | | 2 | Faculty | | 6 | |
| Temporary | |  | Temporary | |  | |
| Classified | |  | Classified | |  | |
| Management | |  | Management | |  | |
| Project dates of temporary staff:  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 | ADMJ Instructor | | Faculty | Full-time | | New |
| Position 2 |  | |  |  | |  |
| Position 3 |  | |  |  | |  |
| Justification:  (Address each position requested)  The Administration of Justice program has always been one of the most popular programs on campus. With class sizes consistently over 45 and perennial wait-lists, the CTE division recently added a Full-time (contingent on funding) position. This position has been a great benefit to our program. However, the nature of COF funding makes this position temporary. | | | | | | |

TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. If you have more than two technology needs, add rows below.

|  |  |
| --- | --- |
| Technology Need | Justification |
| Item 1 | N/A Technology needs are currently being met by the division. |
| Item 2 | N/A |

FACILITIES REQUEST

Use this section to list any facilities needs for your program. If you have more than two facilities needs, add rows below.

|  |  |
| --- | --- |
| Facilities Need | Justification |
| Item 1  Dedicated Law Enforcement Academy Room | Currently, the college’s law enforcement academy students share space with other program(s). A dedicated space would be desired due to the potential need for a space to change out of uniforms and into physical training (PT) gear during the course of a day of instruction. Additionally, law enforcement training has sensitive program-specific equipment and materials which require safe, secure, and private storage separate from other programs. |
| Item 2 |  |

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

|  |  |
| --- | --- |
| Safety & Security Need | Justification |
| Item 1 | N/A Safety and Security needs are currently being met by the division. |
| Item 2 |  |

PROFESSIONAL DEVELOPMENT REQUEST

Use this section to list any professional development opportunities you would like to have available for your program. If you have more than two professional development needs, add rows below.

|  |  |
| --- | --- |
| Professional Development Need | Justification |
| Item 1 | N/A Professional Development needs are currently being met by the division. |
| Item 2 |  |

BUDGET REQUEST

(Do not include staff increases in this section)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Budget | Amount of Change | Revised Total |
| 2000 (Student Worker Only) |  |  |  |
| 4000 |  |  |  |
| 5000 |  |  |  |
| Other |  |  |  |
| Justification:  (Include justification for each change requested.) | | | |

*Agriculture*

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 agriculture. .  We are committed to a continuous process of evaluating our program to better meet the needs of students whether their aspirations are an AA Degree in Agricultural Production or an AST in Agribusiness as a terminal degrees, 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 Curriculum Committee Approved SLO

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 P117 Plant Propagation/Production Approved

Agri P131 Intro to Plant Science Approved

(Please summarize assessments that have been conducted on courses for your division, including assessment timeframe, tool(s), results, and analysis/action plan.)

SLO assessments have been completed on Plant, and Soil Science and assessments are ongoing on the balance of the courses. CTE is on a 2-year assessment plan with all the courses being assessed semi-annually.

Program Learning Outcomes:

(Please list your PLOs and provide an overview of the assessments that have been conducted, changes to your program based on those assessments, and your planned assessment cycle.)

The Program Level Outcomes are as follows:

Demonstrate a comprehensive understanding of various types business practices and their role in our agricultural economy and society.

Demonstrate an understanding of the anatomy and physiology of plants in their role in providing the world with food, feed, and fiber

Demonstrate an understanding of the role of healthy, productive soil as a medium in which we grow the food, feed, and fiber.

Demonstrate an understanding in the processing, marketing, distribution of food, feed, and fiber to the world in a form that enhances the demand for various agricultural commodities.

The PLO’s are assessed using True/False, multiple-choice and subjective exams, hands-on projects, and laboratory analysis. With the current pandemic, adjustments have been required to the hands-on aspects. The ag science course's laboratory component has been converted to PC staff prepared videos that the students watch and complete the labs based on their observations rather than conducting the experiments themselves.

Labor Projections Short and long term:

California Short-term employment projections show an increase statewide in the short term (2021) of 1.94% or 134,090 over 2019, that is a change of 12,000 jobs. The medium annual salary range is $46,291 with a bachelor’s degree down to $32,261.

The regional Long-Term (2016-2026) projections including; Bakersfield, Fresno, Hanford/Corcoran, and Visalia/Porterville.

Bakersfield/Kern County shows a projected increase in employment demand of 15.12% or 59,150 over the 10 years. The medium annual salaries range from $38,902 with a bachelor’s degree down to $30,617.

Fresno Long-Term shows a projected increase in employment demand of 61,8600 over the 10 years. The medium annual salaries range from $45,549 with a bachelor's degree down to $25,385.

Visalia/Porterville shows a projected increase in employment demand for 51,040 over the 10 years. The medium annual salaries range from $36,000 with a bachelor’s degree down to $25,772

Hanford/Corcoran shows an increase of 15.03% or 8,600 jobs. The medium annual salaries range from$52,450 with a bachelor’s degree down to $31,269.

Overall, in our immediate service area, the job prospects look positive for the foreseeable future with an ever-increasing demand for those individuals with a formal education.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Goals (This section is for you to report on progress on *previously established goals*. If your program is addressing more than 2 goals, please duplicate this page)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | | 1. We have added an additional degree (AS-T Agribusiness) to increase opportunities for students | 2018 | Additional faculty | Craig Britton | 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\_\_\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal:  \_X\_\_\_Completed (Date 2018)  \_\_\_\_Revised (Date )  Comments:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Completion Date | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | | 2.  All of the courses taught in the Ag department are transferable |  | Additional faculty | Craig Britton | 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\_\_\_ Item 2\_\_\_ Item 3\_\_X\_ Item 4\_\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal:  \_\_\_\_Completed (Date )  \_\_\_\_Revised (Date )  Comments: |
| Goals (This section is for you list *new goals* for your program. If your program is creating more than 2 new goals, please duplicate this page)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | | 1. Reinstitute the Principles of Pesticide Use to fulfill a need in the industry | Spring 2021 | n/a | Craig Britton | 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\_\_\_ Item 2\_\_\_ Item 3\_\_\_ Item 4\_X\_\_ Item 5\_\_\_ Item 6\_\_\_  Progress on Goal: The curriculum will be revised into 6- ½ unit classes to better fit what is needed for continuing Ed for PCA’s and PCO’s  \_\_\_\_Completed (Date )  \_\_\_\_Revised (Date )  Comments:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Goal(s) | Timeline for Completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | | 2. Revisit offering a Mechanized ag program to dovetail into the Industrial Maintenance program | Spring 2020 | To be determined | Craig Britton | Budget restraints |   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\_\_\_ Item 2\_\_\_ Item 3\_\_\_ Item 4\_\_\_ Item 5\_\_X\_ Item 6\_\_\_  Progress on Goal: We have the curriculum that was developed by CSU Fresno. We tried to hire a full-time faculty 2 years ago to teach the Ag Mechanization and the Industrial Maintenance programs but were unsuccessful in drawing an acceptable applicant pool. This should be revisited with the new administration.  \_\_\_\_Completed (Date )  \_\_\_\_Revised (Date )  Comments: This additional program and a full-time faculty would allow for better utilization of current facilities |

STAFFING REQUEST

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Staff Resources: | | | | | | |
| Current Staffing Levels  Full-time Staff | | | Part-time Staff | | | |
| Faculty | | 1 | Faculty | | 4 | |
| Temporary | |  | Temporary | |  | |
| Classified | |  | Classified | |  | |
| Management | |  | Management | |  | |
| Project dates of temporary staff:  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 | Ag Production & Agribusiness | | Faculty | 1 full time | | New |
| Position 2 |  | |  |  | |  |
| Position 3 |  | |  |  | |  |
| Justification:  (Address each position requested)  The one full-time instructor will be retiring in the next couple of years, and if the Ag Program is to continue to provide valuable, high demand classes and continue to grow, another full-time instructor will be necessary. Adjunct faculty in this subject area of Ag Science and Agribusiness are hard to find. | | | | | | |

TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. If you have more than two technology needs, add rows below.

|  |  |
| --- | --- |
| Technology Need | Justification |
| Item 1  A Computer cart | This would provide access to research in class. Now that all of these courses have been offered online, and the curriculum has been revised to be delivered in an online format, I see the integration of Canvas as a benefit of a hybrid environment. |
| Item 2 | Additional Laboratory equipment to update and enhance what we currently have. |

FACILITIES REQUEST

Use this section to list any facilities needs for your program. If you have more than two facilities needs, add rows below.

|  |  |
| --- | --- |
| Facilities Need | Justification |
| Item 1 | Facilities are adequate at this time. |
| Item 2 |  |

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

|  |  |
| --- | --- |
| Safety & Security Need | Justification |
| Item 1 | No Safety and Security requests at this time. |
| Item 2 |  |

PROFESSIONAL DEVELOPMENT REQUEST

Use this section to list any professional development opportunities you would like to have available for your program. If you have more than two professional development needs, add rows below.

|  |  |
| --- | --- |
| Professional Development Need | Justification |
| Item 1 | No professional development requests at this time. |
| Item 2 |  |

BUDGET REQUEST

(Do not include staff increases in this section)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Budget | Amount of Change | Revised Total |
| 2000 (Student Worker Only) |  |  |  |
| 4000 |  |  |  |
| 5000 |  |  |  |
| Other |  |  |  |
| Justification:  (Include justification for each change requested.) | | | |

Business Education

Program Mission Statement:

The Business Education program supports Porterville College's mission 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:

Associate of Science for Transfer Degree- Business Administration

Analyze business, economic, or financial principles and explain their application to the real-world.

Apply written and verbal communication skills in a business relationship, a teamwork setting or a leadership position.

Apply the importance of Ethical behavior in the business environment.

Demonstrate technological competency by using technology effectively in the business environment or workplace.

Explain the significance of international cooperation to the success of global business.

The PLO’s are assessed using summative assessments such as multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices, and assessments.

Associate in Science Degree- Accounting /Entrepreneurship/Human Resources/Logistics

Analyze business, economic, or financial principles and explain their application to the real-world.

Apply written and verbal communication skills in a business relationship, a teamwork setting or a leadership position.

Apply the importance of Ethical behavior in the business environment.

Demonstrate technological competency by using technology effectively in the business environment or workplace.

All Associate of Science degrees have one program learning outcome evaluated each year through a summative assessment.

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Accounting – Certificate of Achievement

Demonstrate knowledge in accounting for external financial reporting and managerial applications.

Research accounting literature for both structured and unstructured problems in external financial reporting, tax and auditing.

Recognize and analyze ethical problems in practical accounting situations; select and defend a course of action.

Effectively communicate complex accounting concepts, both orally and in writing.

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices, and assessments.

Entrepreneurship – Certificate of Achievement

Analyze business, economic, or financial principles and explain their application in an entrepreneurial setting.

Apply written and verbal communication skills in an entrepreneurial business relationship, a teamwork setting, and entrepreneurial leadership position.

Apply the importance of ethical behavior in the entrepreneurial business environment.

Demonstrate technological competency by using technology effectively in the entrepreneurial business environment.

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Human Resources – Certificate of Achievement

Identify the legal and ethical context of Human Resource Management.

Explain the Federal, State, and local laws that affect public and private employers.

Describe the importance of staffing an organization including planning, job analysis, recruitment, and selection of staff.

Explain labor relations and collective bargaining agreements in the public and private sectors.

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Logistics – Certificate of Achievement

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.

Provide an opportunity for students to complete a short-term intensive, hands-on program preparing them for employment in the logistics field.

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices, and assessments.

Timelines for assessment are being developed to assess the program learning outcomes within four years.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 institution's overall enhancement. The program currently offers degrees and certificates in Accounting, Business Administration, Entrepreneurship, Human Resources, and Logistics.  Degrees Issued:  Business Education issued 68 transferable Associate Degrees during the 2019-2020 academic year. AS-T degrees increased by 34.09% from the 2018-2019 academic year; 96.6% increase from the 2017-2018 academic year.  Program Student Completion:  Student completion rates have stayed within the 92% range since 2017, with 92.9% during the 2019-2020 academic year  Course Enrollments:  Looking at the core subjects within Business Education: Accounting, Business Administration and Economics enrollment has increased between the 2017-2018 and 2019-2020 academic years.   |  |  |  |  | | --- | --- | --- | --- | | Subject | 2017-2018 | 2019-2020 | Total Enrollment % Change | | Accounting | 114.0 | 163.0 | 42.98 | | Business Administration | 415.0 | 782.0 | 88.43 | | Economics | 145.0 | 236.0 | 62.75 |   Course Count, Section Count, FTES  Looking at the core subjects within Business Education: Accounting, Business Administration and Economics there was an increase in section counts and FTES between the 2017-2018 and 2019-2020 academic years.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Subject | 2017-2018 | | | 2019-2020 | | | |  | Course Count | Section Count | FTES | Course Count | Section Count | FTES | | Accounting | 2.0 | 4.0 | 11.93 | 2.0 | 5.0 | 16.86 | | Business Administration | 8.0 | 20.0 | 39.03 | 9.0 | 24.0 | 75.82 | | Economics | 2.0 | 4.0 | 15.20 | 2.0 | 6.0 | 20.09 |   Student Success Rates:  Student success rates have fluctuated within the core subjects of Accounting, Business Administration and Economics between the 2017-2018 and 2019-2020 academic years. This is likely due to the increase in enrollment and section offerings.   |  |  |  | | --- | --- | --- | | Subject | 2017-2018 | 2019-2020 | |  | Success Rates | Success Rates | | Accounting | 92.1 | 84.3 | | Business Administration | 83.4 | 75.0 | | Economics | 77.2 | 86.3 |   Degree Awards by Ethnicity: |

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

|  |  |  |
| --- | --- | --- |
| Race | Degree Type | Totals |
| African American | A.S.-T Degree | 1 |
|  | A.S./A.A. Degree | 0 |
|  | Certificate of Achievement | 0 |
|  | Job Skills Certificate | 1 |
| Asian/Filipino | A.S.-T Degree | 2 |
|  | A.S./A.A. Degree | 1 |
|  | Certificate of Achievement | 0 |
|  | Job Skills Certificate | 0 |
| Hispanic/Latino | A.S.-T Degree | 105 |
|  | A.S./A.A. Degree | 12 |
|  | Certificate of Achievement | 5 |
|  | Job Skills Certificate | 3 |
| Two or More Races | A.S.-T Degree | 3 |
|  | A.S./A.A. Degree | 1 |
|  | Certificate of Achievement | 0 |
|  | Job Skills Certificate | 0 |
| White | A.S.-T Degree | 21 |
|  | A.S./A.A. Degree | 2 |
|  | Certificate of Achievement | 0 |
|  | Job Skills Certificate | 0 |

Looking at projected occupational openings within Tulare County it is challenging to narrow down what occupations are the best fit for an individual who has earned a degree in Business Administration. This process is challenging because the skills acquired within Business Education are incredibly broad. Additionally, we want to identify occupations which produce a living wage for our students. Searching within the long-term occupational sphere of Office and Administrative Support Occupations and positions which make over $12.00 per hour, there is 1 projected occupation (100 projected open positions) which requires an associate degree, 1 which requires some college, no degree, and 30 which require a high school diploma.

According to BLS, on a national level, this field is projected to decline 5 percent by 2029, with technology replacing approximately 959,700 of the positions. This field's annual wage was $37,580, which is below the median wage for all occupations.

Program Strengths and Areas for Improvement:

The Business Education program offers 1 transferable degree, 4 A.S. degrees, 4 certificates of achievement and 4 job skill certificates. Each certificate is stackable and embedded into a degree.

Porterville College as a whole, CTE and Business Education have worked closely with all the major area high schools to establish several dual enrollment courses and works with the PUSD Business pathway advisory boards to assess and support student needs. The strength of the Business Education program is the ability to enable students with enduring and essential skill which will carry over into any academic program or career pursuits.

While the Business Education program has prided itself on the depth of courses and degrees offered, the current COVID climate, the shift in the labor market, and anticipated budgetary constraints for the next few years require a detailed look at our current roadmap. After reevaluation, the Business Education department has decided to:

Inactivate our Logistics A.S. degree, certificate of achievement, and job skills certificate

There have not been qualified faculty within this field since the creation of the degree & after meeting with local businesses, there isn’t community demand.

Inactivate our Customer Service Academy

We need to move away from remedial courses to streamline students' use of financial aid and time to degree completion.

Revise our transfer degree to align with the newest Transfer Model Curriculum and

Re-submit every Business Education course through curriculum to ensure all student learning outcomes are aligned to meet the need of our COVID environment.

Additionally, the lack of demand for individuals with an earned associate’s degree in business within the Central Valley is prompting the Business Education department to re-evaluate how to empower students to use their education in a way that augments their personal economy the most. We believe that using our mission to reframe our degree is most important, and we see two paths which can benefit our students. An earned Business Administration degree would provide a competitive edge for the numerous jobs within Tulare County which only require a high school diploma. Additionally, the same degree provides a cost-efficient and solid platform with which students can use to complete their bachelor’s degree at the university level.

Goals

|  |  |  |  |
| --- | --- | --- | --- |
| Goal(s) | Timetable for  Completion | Needed resources | Obstacles to  completion (if any) |
| 1. Revise the entire Business Education degree models | By Fall 2021 | Time | Time |

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)

Our entire mission is focused on equipping students with skills in demand and meeting community needs.

Progress on Goal:

Completed (Date )

Revised (Date )

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 | $2250 |
| 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. | | | |

Child Development

|  |  |
| --- | --- |
| 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 Porterville College's ability to respond to children's ever-changing needs 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 community. For ECE/CD Programs, the content of *Porterville College* is supported and expanded in this document.  Student Learning Outcomes:  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%.  The Program Learning Outcomes are as follows:  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.  Analysis of Current Performance:  Child Development offers students the opportunity to take up to 15 courses in early education and development each spring and fall semester. In addition 3 courses are offered during the summer.  Our program aims to be inclusive and reflect our diverse student body from ethnicity, gender and age. This is evident in our data reflections with our high enrollment by all genders, students with diverse backgrounds and a widely ranging age bracket.  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.  Short-Term Occupational Projections (California)  2019-2021 Occupational Employment Projections      Long-Term Occupational Projections (Bakersfield MSA)      Long-Term Occupational Projections (Fresno MSA)      Long-Term Occupational Projections (Hanford MSA)      Short-Term Occupational Projections (Visalia-Porterville MSA)      The most important thing to note is that every area (except Kings County) is experiencing growth in our field. 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.  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/AST 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 Private 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 working with an individual child in a child care setting.  Foster Care provider  In home care providers (Nanny)  Level IB - Entry: Career Technical Certificate Program. Completion of 12 units in core courses or more in ECE/CD.  Opportunities:  Associate Teacher in Private 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/AST Degree (Level II) - The AA/AST 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/AST Degree. Completion of a community college  AA/AST 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 Private 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 Private Early Childhood Programs (infant/toddler; preschool; school age, full inclusion)  Child Development Teacher in a State or Federally funded program  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 socio-economic 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) 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.  PROGRAMS, CERTIFICATES AND PERMITS    The 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 AA/AST/Certificates  CORE COURSES:  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.  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.  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.  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.  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  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.   |  | | --- | |  |   Principles 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. 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.  Additional Course Recommendations For Specialized Certificates  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.  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.  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.  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.  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.  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.  Child Development Degrees & Certificates  Child Development Associate in Arts  Required Core Courses: (18 units):  CHDV P117 - Teaching in a Diverse Society ...................................................................................3 units  CHDV P119 - Health, Safety and Nutrition ......................................................................................3 units  CHDV P122 - Child, Family and Community ..................................................................................3 units  CHDV P143 - Practicum/Field Experience........................................................................................3 units  CHDV P144 - Introduction to Curriculum ........................................................................................3 units  CHDV P223 - Child Growth and Development ................................................................................3 units  Total Overall Units ..........................................................................................................................60 units  Early Childhood Education Associate in Science for Transfer  Required Core Courses (24 units):  CHDV P142 - Principles and Practices of Teaching Young Children ..............................................3 units  CHDV P122- The Child, the Family and the Community ................................................................3 units  CHDV P144 - Introduction to Curriculum ........................................................................................3 units  CHDV P143 - Practicum/Field Experiences .....................................................................................3 units  CHDV P239 - Observation and Assessment .....................................................................................3 units  CHDV P119 - Health, Safety and Nutrition ......................................................................................3 units  CHDV P117 - Teaching in a Diverse Society ...................................................................................3 units  CHDV P223 - Child, Growth & Development ..................................................................................3 units  OR PSYC P223 - Child Psychology .............................................................................................….3 units  Total Overall Units ..........................................................................................................................60 units  Child Development Associate Teacher Certificate  Required Courses (24 units):  CHDV P223-Child, Growth, & Development…………………………………………..…………..3 units  CHDV P122-Child, Family, & Community………………………………………….……….…….3 units  CHDV P144-Introduction to Curriculum………………………........................................……..….3 units  CHDV P143-Practicum Field Experience………………………….………………………….……3 units  Child Development Teacher Certificate  Require Courses (24 units)  CHDV P223-Child, Growth & Development……………………………………………...………..3 units  CHDV P122-Child, Family & Community…………………….............................................……...3 units  CHDV P144-Introduction to Curriculum……………………………………………………...........3 units  CHDV P143-Practicum Field Experience…………………………………………………………..3 units  CHDV P117-Teaching in a Diverse Society………………………………………………………..3 units  CHDV P119-Health, Safety & Nutrition……………………………………………………………3 units  CHDV P142-Principles & Practices of Teaching Young Children….......................................….....3 units  CHDV P239-Observation & Assessment……………………………………………………...……3 units  The Early Child Care Administration Specialization Certificate  Required Courses: (33 units):  CHDV P244 - Adult Supervision ......................................................................................................3 units  CHDV P245 - Administration I: Programs in Early Childhood Education ………………………...3 units  CHDV P246 - Administration II: Personnel and Leadership in Early Childhood Education ……...3 units  CHDV P117 - Teaching in a Diverse Society ...................................................................................3 units  CHDV P119 - Health, Safety, and Nutrition .....................................................................................3 units  CHDV P122 - Child, Family, and Community ..................................................................................3 units  CHDV P142 - Principles and Practices of Teaching Young Children ..............................................3 units  CHDV P143 - Practicum and Field Experiences ...............................................................................3 units  CHDV P144 - Introduction to Curriculum ........................................................................................3 units  CHDV P223 - Child, Growth and Development ...............................................................................3 units  CHDV P239 - Observation and Assessment .....................................................................................3 units  Early Intervention Assistant Certificate  Required Courses:(18 units):  CHDV P115 - Curriculum and Strategies for Children with Special Needs .....................................3 units  CHDV P118 - Introduction to Children with Special Needs .............................................................3 units  CHDV P121 - Infant/Toddler Development ......................................................................................3 units  CHDV P161 - Infant/Toddler Care and Education ............................................................................3 units  CHDV P223 - Child Growth and Development ................................................................................3 units  CHDV P119 - Health, Safety, and Nutrition .....................................................................................3 units |

|  |
| --- |
| PERMIT MATRIX |

Goals:

|  |  |  |  |
| --- | --- | --- | --- |
| Goal(s) | Timetable for Completion | Needed Resources | Obstacles to Completion (if any) |
| Creation of a Human Development Degree or Certificate Program | Fall 2023 | College Approval and Funding for Staff | Funding and Facility Space |

Comments: My thoughts are the college does not have a Human Development Degree or Certificate program. Human Development is the study of humans from birth to death. This additional program has a tie to Child Development but allows students the ability to move forward with goals in Marriage and Family Therapy, Social Work Positions, working in Temporary Assistance for Needy Families, and Gerontology. I might add that my MA degree is in Human Development. The college does not have a Psychology Degree and Psychology courses would fall under the umbrella of Human Development.

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: ( / / )

|  |  |  |  |
| --- | --- | --- | --- |
| Goal(s) | Timetable for Completion | Needed Resources | Obstacles to Completion (if any) |
| Secure OEI Approval for Child Development Online Courses | Ongoing | College Approval and Funding | College Approval and Funding |

Comments: With our students being rushed into online schooling, because of the recent pandemic, I think it is beyond important that we strive to make sure our students are receiving the absolute best education whether they are in person or online.

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: ( / / )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 |  | |  |  | |  |
| Justification:  The department currently has only one full time ECE/CD instructor and we offer 15 courses that could be offered but are not limited because we are having to use part time instructors who mostly work days and are unavailable to teach during the times needed to offer full course completions for students.  In the past one full time child development instructor position was taken by a classified manager position in the child care center. In addition one full time child development instructor retired from the college and her position was not replaced.  Porterville College is the only college in the district who is limited to one full time position. Cerro Coso has three full time child development instructors and Bakersfield has multiple full time instructors. | | | | | | |

BUDGET REQUEST

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Budget | Amount of Increase | Revised Total |
| 2000 (Student) |  |  |  |
| 4000 | $1000 |  |  |
| 5000 | $150 |  |  |
| Other |  |  |  |
| Justification: | | | |

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.

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

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.

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

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

Analysis of Current Performance:

Between 2017-18 and 2019-20, the FIRE Program offered an average of 13sections of classes annually with enrollments ranging from 99-134.

Productivity figures averaged from 27.7 in 2017-18 to 17.4 in 2019-20. The FIRE program consistently leads to immediate employment for most Wildland Fire students upon completion.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Year* | Sections | Enrollment | FTES/FTEF | % Retained | % Succeeded |
| *2017-18* | 3 | 99 | 27.7 | 98.0% | 78.8% |
| *2018-19* | 3 | 134 | 24.9 | 91.1% | 71.8% |
| *2019-20* | 6 | 112 | 17.4 | 96.2% | 47.3% |

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

|  |  |
| --- | --- |
| Ethnicity | Degree/Certificate Completers |
| American Indian | 0 |
| Asian/Filipino | 0 |
| Hispanic/Latino | 45 |
| Two or More Races | 0 |
| White | 68 |

|  |  |
| --- | --- |
| Gender | Associate Degrees |
| Female | 0 |
| Male | 0 |
| Unknown/Unreported | 0 |

Occupational forecast for Fire Technology programs:

EMSI data indicates that firefighter occupations are projected to grow within the four- county region by 9% 2017-2020. 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 2020 are $32.25 for fire fighters. Average hourly earnings for fire inspectors and investigators are $37.05 and $41.52 for forest fire inspectors and prevention specialists respectively.

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.

It is becoming more imperative to hire a full-time Public Safety director 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 program will also be in possession of a fire truck that has recently been decommissioned by the City of Porterville.

The local fire agencies recognize the high quality instruction and are very helpful in terms of keeping the program current.

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. If the college expands this program in to a degree program, it will be necessary to have a full-time Director of Public Safety to oversee the program.

The program has grown with the implementation of a new Structural Fire Fighter Certificate thus the need to hire a Director of Public Safety to handle the day-to day growing demands, accreditation duties, and processing students as they are applying to the program.

|  |  |  |  |
| --- | --- | --- | --- |
| Goal(s) | Timetable for  Completion | Needed resources | Obstacles to  completion (if any) |
| 1. Hire a Director of Public Safety |  | Financial resources to support this position. Approval by the college president. | Current and looming 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 X

Item 3\_X

Item 4\_X

Item 5

Item 6 X

Progress on Goal:

\_ Completed (

Revised (Date )

The program is increasingly more difficult to manage with part-time employees.

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 | Director of Public Safety | | Management | Full | | New |
| Position 2 |  | |  |  | |  |
| Position 3 |  | |  |  | |  |
| Justification: | | | | | | |

Position 1:

The program is coordinated by a retired fire department chief officer with over 35 years of “hands- on” fire experience and and extensive fire service training. This person was selected for their expertise in the various aspects of fire department operations, firefighting, rescue and other topics taught in the Academy. There are various professional experts who instruct components of the Fire Academy and are screened and overseen by the Fire Technology coordinator. It has become increasing difficult to manage the program with an adjunct coordinator.

Budget Request

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Budget | Amount of  Increase | Revised Total |
| 2000 (Student) | | | |
| 4000 |  | $2,500.00 | $2,500.00 |
| 5000 |  |  |  |
| Other |  |  |  |
| Justification:  Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds may make this impossible. Instructional and Non- Instructional supplies will need to be absorbed into the college budget. | | | |

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.

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

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

The PLO’s are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. The information collected on these evaluations will refine future class offerings, textbook choices and assessments.

Student Learning Outcomes:

Demonstrate how to use Arc and Oxyacetylene welding equipment safely.

Provide examples of basic welding skills in Arc and Oxyacetylene welding.

Demonstrate ability to weld basic joints with Arc and Oxyacetylene welding. Identify the ways welding assists industry.

The Outcomes are assessed by having the students perform 27 lab exercises in the welding lab and presented to the instructor for examination. These were evaluated on merit and approved for acceptable examples of required welds. In addition, a comprehensive final exam was given at the end of the course.

Students worked diligently on exercises in the lab and performed well. They asked for additional guidance where needed and it showed in the overall performance of the class. Students made-up course work if they missed a class, however, absences were not the issue here. On the written final exam, two areas were identified as problematic for the students: the oxyacetylene apparatus and metallurgy sections. The instructor will be placing more emphasis on these areas in the future.

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 2017/2018: 9.39, 2018 /2019: 13.74 and 2019/2020: 14.26 Retention rates for 2017/2018: 91.2%, 2018/2019: 96.8%, and 2019/2020: 94.7%. Success rates for 2017/2018: 79.5%, 2018/2019: 89.9%, and 2019/2020: 85.6%. Retention and success rates remain consistent for the past three years.

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 3.1% 2020-2023. Installation, maintenance, and repair occupations specifically expect a projected five-year growth of 6.8% regionally and 7.1% state wide. Average hourly earnings for 2020 are $25.18.

Welding Technology Job Skills Certificate

Welding Technology falls within the Industrial Technology area. A Job Skills certificate was developed for Welding Technology. Upon successful completion of the Welding Certificate, the student will be able to demonstrate skills in SMAW (shielded metal arc welding), OFW and OFC (oxy fuel welding and cutting), Plasma cutting, GMAW (gas metal arc welding), and GTAW (gas tungsten arc welding) on mild steel, stainless steel, and aluminum in all positions and all joint configurations. Students will receive training for entry-level job employment in welding shops, sheet metal shops, metal fabrication, and maintenance. Program Learning Outcomes: Demonstrate proficiency in oxyacetylene welding and cutting (OFW and OFC), Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), and Gas Tungsten Arc Welding (GTAW) process; demonstrate safety practices and knowledge in industrial welding technology. Complete 6 units within 3 years of the first enrollment Core.

Program Strengths and Areas for Improvement:

The Industrial Technology program has been offered at Porterville College for 15 years and has maintained high enrollment.

Two Certificates of Achievement as well as a new Job Skills Certificate are available to our students. Those Certificates are Industrial Maintenance and Power Technician.

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.

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. As stated in the last program review, the staffing, budgeting, curriculum development, and community response needs are currently not being sufficiently met.

The position for a full-time Industrial Technology Instructor has had difficulty finding qualified applicants.

Goals

|  |  |  |  |
| --- | --- | --- | --- |
| Goal(s) | Timetable for  Completion | Needed resources | Obstacles to  completion (if any) |
| 1. Hire a FT Industrial Technology Instructor. | Within 5 years | Adequate funding and campus approval. | Current and looming budget issues. |

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:

Completed (Date )

X Revised (Date: Fall 2026)

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.

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 grants. In the future, restrictions on these funds may 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:

Porterville College currently offers 13 Information Systems courses. 100% of these courses have Student Learning Outcomes that have been approved by the Curriculum Committee.There is currently one program in Information Systems and it has identified program-level Student Learning Outcomes. Within this program, we have 3 degrees and 2 Job Skills Certificates.

The Program Level Outcomes are as follows:

Demonstrate a comprehensive understanding of various types of information systems and their roles in our economy and society.

Exhibit proficiency in using common computer hardware, software, and the Internet

Design, construct, and troubleshoot computer programs.

Design, construct, and implement data communications networks.

Demonstrate an understanding of the systems development process and plan, analyze, design, and implement information systems.

Discuss social, ethical, privacy, and security issues involved in the use of information systems.

The PLO’s are assessed using multiple choice exams, hands-on projects, and written essays. In the past two years, the evaluation of the PLO results has prompted change in the delivery of basic Information Systems content. Specifically, the program has adopted an electronic textbook and training exercise platform called Cengage Unlimited. The Mindtap software within Cengage Unlimited gives examples, videos, guided lessons, and exams that can significantly increase retention and success.

Analysis of Current Performance:

Between 2017-18 and 2019-20, the Information Systems Program offered an average of 32 sections of classes annually with enrollments ranging from 647-718.Productivity figures averaged from 12.33 from 2017-18 to 2019-20. Our courses have become more popular due to the marketing of our refined degrees and certificates.

While many students arrive at Porterville College with computer skills, the skills that they typically possess are not enough to advance their careers. In today’s society, many students can navigate social media, video games, music platforms, and free services like Google Docs and more. Our goal is to merge their existing skills into ones that are in demand by business, industry, government, and more. Productivity software is taught throughout the program. This software will make our graduates more employable in a wide range of industries.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Year* | Sections | Enrollment | FTES/FTEF | % Retained | % Succeeded |
| *2017-18* | 33 | 718 | 11.02 | 87.3% | 71.3% |
| *2018-19* | 30 | 686 | 11.63 | 89.3% | 75.7% |
| *2019-20* | 33 | 647 | 10.26 | 87.5% | 74.6% |

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

|  |  |
| --- | --- |
| Ethnicity | Degree/Certificate Completers |
| American Indian | 1 |
| Asian/Filipino | 1 |
| Hispanic/Latino | 24 |
| Two or More Races | 2 |
| White | 10 |

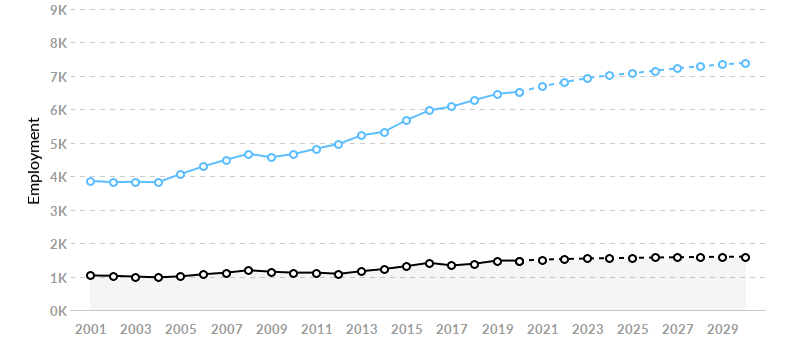
|  |  |
| --- | --- |
| Gender | Associate Degrees |
| Female | 3 |
| Male | 35 |
| Unknown/Unreported | 1 |

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 ($45,717-$101,109). Careers in computer engineering, programming, support, security, database, network, and web/cloud development are also among the fastest growing in demand. The overall growth for the top Information Systems Occupations is projected at 11.4% with a

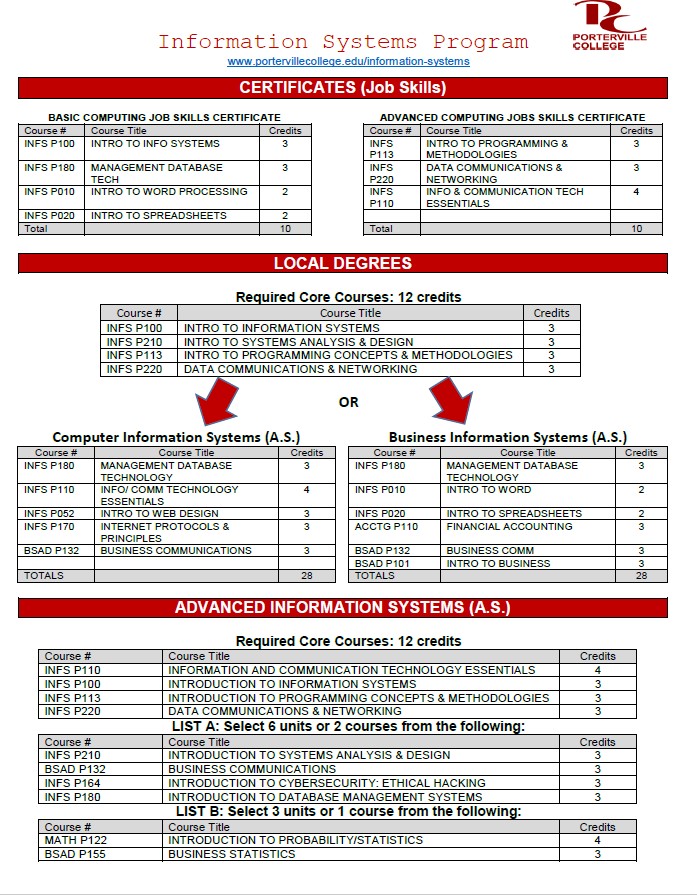
$38.44/hr. median wage from 2017-2020 (Based on EMSI data).

Program Strengths and Areas for Improvement:

The Information Systems program revamped the degrees and certificates 4 years ago. 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). These new degrees and certificates (along with more intense marketing) have mad the program’s numbers consistently higher than most other colleges in the area.



The above chart shows that the demand for jobs in Information Systems related fields is predicted to increase slightly (lower, black line) versus nationally (upper, blue line). This does not take into account the transfer students that will like find easier employment opportunities in this field when looking outside of our immediate area. Additionally, there is a trend toward working remotely that might increase the growth predictions for our area.



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. The CTE Division is now considering a move to consolidate the Information Systems program with our Business program. We believe that this will allow us more flexibility in terms of instructors and the courses that they teach.

The Information Systems 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. It should also be noted that the full-time faculty member in this program recently ran for and was elected to the Porterville Unified School Board. This will, hopefully, allow the program to further collaborate with the local schools and create a pipeline to the Information Systems program.

Two local high schools (Granite Hills and Monache High) have discussed revamping their IT based pathways. Only Granite Hills has produced a pathway program that works closely with Porterville College’s Information Systems program. There are a number of dual enrollment courses that are in the process of being taught at Granite Hills at this time.

While numbers of students have slightly decreased over the past couple of years, the graduation rates have 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 stay current in terms of technology and industry needs. 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 number of graduates  by 25% | By Fall 2022 | 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) |
| 1. Establish a lab in the CT building | By Spring 2022 | 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 )

X\_Revised (Date Spring 2018) 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. The new Allied Health building may allow us to recapture a room that is currently used for nursing courses for this project.

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 | $2250 |
| 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. | | | |

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.