**Porterville College Mission Statement**:

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:

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

**Guided Pathways Framework**:

1. Clarify the Path: Create clear curricular pathways to employment and further education.
2. Enter the Path: Help students choose and enter their pathway.
3. Stay on the Path: Help students stay on their path.
4. Ensure Learning: Ensure that learning is happening with clear outcomes.

**Program Mission Statement**:

The Office of Instruction supports the mission of Porterville College by overseeing instructional and support programs that will enable students to achieve academic and career goals while meeting the needs of a diverse community. The Office of Instruction ensures curricular program compliance with the standards and policies of the State of California Educational Code, California Title 5, and the accreditation requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC).

**Service Area Outcomes (SAOs)**:

(For each Service Area Outcome (SAO) identified by your program, please complete the table below describing how the assessment results have been discussed in the program and how they impact your goals and needs. If your program has more than two SAOs, please add rows.)

|  |  |  |
| --- | --- | --- |
| SAO Statement | Describe assessment results and discussion of this SAO | Describe how the results impact your goals and needs going forward |
| 1. Faculty/staff will participate in a variety of professional development activities | Professional development activities have been varied and comprehensive. Particularly in reaction to the global pandemic, nearly every faculty member has participated in some professional development beyond FLEX day events. Much focus was on shifting instruction online and the accompanying shift in instructional methods and tools. However, several faculty also participated in Diversity, Equity, and Inclusion (DEI) training, training specific to Dual Enrollment courses, curriculum development, instructional design, and enrollment management among several others. FLEX topics included DEI, community engagement, accessibility, ensuring learning, and mental health.  Discussion of professional development activities and their effectiveness has occurred with Academic Senate, the Quick Tips panel, the various training providers and presenters, and with faculty in informal conversations. FLEX days utilize follow-up surveys to collect thoughts from attendees and these are reviewed by the VPI and Academic Senate President. | Opportunities for faculty to participate in professional development were varied and applicable to contemporary issues of the times (DEI, pandemic shifts, teaching and learning, etc)  There is an opportunity to expand access so faculty can take a more customized approach to their particular needs.  Also, expanding professional development opportunities for staff is another area for growth. |
| 2. Faculty will have access to the resources & tools necessary for instruction | During the pandemic, necessary resources have largely applied to online instructional resources, professional development of online teaching and learning, and the appropriate technology to maintain an educational connection to students. Some instructional areas have required additional tools or materials for labs. Almost all requests for equipment and materials were fulfilled, though several were delayed for various reasons. Additionally, technology was installed to create 5 HyFlex classrooms.  Discussions of this assessment have been consistent and ongoing as requests have been made and processed. | HEERF (pandemic relief) funds have largely contributed to increased procurement for materials and equipment. In a Post-COVID world there will likely be less funding available for these resource requests, which will severely limit the ability to meet this goal. |
| 3. Faculty will demonstrate compliance with applicable state and federal laws/requirements, district policies, and accreditation standards related to education offerings and activities. | All relevant requirements are monitored closely across different areas of the college. Adjustments have been recently made to Dual Enrollment processes, “regular and substantive interaction” in online courses, and several aspects of the conversion from in-person to online instruction. Several conversations in Enrollment Management Committee have centered on the requirements around instructional methods, student engagement, data collection, and coding for apportionment. | This continues to be an ongoing task that requires constant adjustment as both changing conditions and updated directives impact change. |
| 4. Full-time and adjunct faculty and classified staff will be able to access evaluations in a timely manner and identify areas of growth. | Leadership changes and the pandemic contributed to some disruption in this area. Within the last two years, all faculty and staff evaluations were completed on-time or were delayed through negotiated MOUs with CCA. | It is immensely important evaluations are completed on-time, are available to the employees on-time, and are accurate and informative. To do otherwise is to risk the integrity of the process and do a disservice to those being evaluated. |
| 5. Students will be able to access class schedules on Banner in a timely manner | Schedules must be posted 30 days prior to classes opening for registration. Judy Fallert ensures this happens every semester. To ensure Judy has the information she needs, Dean and Chairs get course schedule information to her within the timeline provided and updated each semester.  The pandemic has severely disrupted the stability of course scheduling. As students opt for online over in-person or in-person over online classes, we are constantly shifting course modalities on the schedule. We make every attempt to reduce disruption to students and get them timely information but the circumstances have dictated an imperfect process. | This will likely get worse before it gets better. Enrollment is down significantly and the college is continuously trying to adjust to ever-changing student attitudes. Maintaining this goal will be difficult if not impossible. |
| 6. Dual/concurrent students will report that activities directed at them are consistent with their needs | We do not have good data on this. Turnover of and a 5-month vacancy in the CTE & Dual Enrollment director position allowed this to remain qualitatively unanswered.  However, from discussions with local high schools, their principals, and counselors regarding additional and increased Dual Enrollment offerings, there should be some transitive assurance that PC is somewhat meeting the needs of the Special Admit student. | It is intensely important that we are providing quality, relevant course offerings to Dual Enrollment students. We have an ever increasing demand for Dual Enrollment sections and informal, anecdotal evidence supports students are finding value in the offerings. |

**Program Analysis and Trends**:

This three-year review spans prominently across the two-year, and still ongoing, global pandemic. Available data is important to review but the context of the times must be considered when evaluating. Trends are untrustworthy at this time as student attitudes about in-person and online instruction continues to fluctuate and are probably unknown. Additionally, a significant portion of the national population have simply opted out of attending college.

Consequently, the focus for the next three years should be flexibility, adaptability, and constant monitoring of community priorities. None of our past assumptions can be trusted.

***Data Review***

Associate Degrees for Transfer (ADT):

Over the past 3 years we have increased ADTs from 13 to 19

Local Associate Degrees:

Decreased from 19 to 16

This is due to ADTs replacing local Associate Degrees.

This trend will likely continue as AB 928 promises to effectively displace local Associate Degrees with Associate Degrees for Transfer within the same discipline.

Certificates:

Chancellor Office approved certificates (Certificate of Achievement) decreased from 30 to 23

The CCCCO recently tightened criteria for certificates

Enrollment:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2018-19 | 2019-20 | 2020-21 | change |
| Enrollments | 25891 | 27797 | 22562 | -12% |
| Headcount | 5772 | 6167 | 5507 | -4.6% |
| FTES | 3234 | 3318 | 2675 | -17% |

Enrollment had been consistently trending upward until 2020. It is not surprising the global pandemic contributed to a decrease in enrollment over the last three years. Priorities of students changed and in many cases the pandemic removed opportunities and increased barriers for some of the most vulnerable. Enrollment figures for 2021-2022 promise to be even lower.

It should be noted, in Fall 2020, due to the shift to online status, the college was unable to offer classes in English as a Second Language (ESL), Industrial Maintenance, Welding, Police Academy, and Fire Academy. Police and Fire Academies restarted Spring 2021 while ESL and Welding restarted Fall 2021. Industrial Maintenance adjunct instructors chose not to return to teaching and we have not yet been able to hire replacements. Consequently, those courses have not been offered. Collectively speaking, the enrollment impact of these cancellations are equal to approximately 200 (4%) duplicated enrollments and about 65 FTES (2%) conservatively.

Duplicated enrollments and FTES dropped by a significantly higher margin than unique headcounts. This would suggest students were generally taking fewer units, which could support the assertion they had greater competition for their time and energy and compensated by reducing their educational commitments.

Awards:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2018-19 | 2019-20 | 2020-21 | change |
| ADT | 199 | 266 | 263 | 32% |
| Local AA/AS | 497 | 571 | 415 | -16% |
| Cert of Ach | 130 | 84 | 110 | -15% |
| Local Cert | 160 | 73 | 147 | -8% |
| CDCP (non-cr) | 16 | 11 | 15 | -6% |
| Total | 1002 | 1005 | 950 | -5% |

The shift in focus to Associate Degrees for Transfer (ADT), both due to the college adding more ADTs and increased marketing and advising of ADTs, likely accounts for the substantial increase over the three years. It is notable that the number of local AA/AS degrees was still increasing until the pandemic-impacted academic year. We would expect the sharp declines in the number of students and the number of units per student to similarly impact awards. However, as noted above, the reduction in Career Technical Education (CTE) offerings certainly contributed to the drop in certificates awarded.

Distance education:

From 2018 to 2019 Porterville College reduced the total number of distance education course sections from 80 to 75. However, 2020 brought the pandemic and with it a distinct shift to mostly online instruction. Consequently, the number shot to 485 sections for 2020 and then settled back to 207 for 2021 due to an increased need to maintain instructional modality options.

Obviously, the pandemic created an unprecedented shift in nearly all aspects of the college. As noted above, these last two years should be treated as anomalous. However, this sudden and necessary reaction reset assumptions of what we are capable and what we can accomplish. Faculty should be lauded for their flexibility, dedication, and tenacity as they attacked the difficulties of rapid adjustment, found new ways to engage students, and built upon their own professional development.

The proportion of distance education offerings at Porterville College in the future is speculative at best. Student attitudes regarding in-person and online learning continues to change and the college must adjust to the demands of students. Consequently, we will likely see significant fluctuations in student preferences as they determine and modify their priorities and inclinations.

Dual Enrollment:



The Dual/Concurrent enrollment program at Porterville College has experienced steady and exponential growth over the last 5 years. For the 2021-2022 academic year, the college is projecting 90 sections and approximately 2,057 dual enrollments, an 18.4% growth from 2020-2021. Porterville College has also seen steady growth in concurrent enrollments. The growth is a result of the faculty and administration’s commitment to ensuring high school students in the service area provided with a myriad of college and career readiness opportunities. Porterville College now has dual enrollment courses in every service-area high school. Additionally, the college offers courses in Lindsay High School and beginning Fall 2022 will offer courses at Tulare Union High School; both of which are in College of Sequoias’ service-area.

In the past couple of years, PC has developed a support infrastructure in partnership with all local high schools to ensure student success. In Spring 2022 the college will begin implementation of DualEnroll.com to better streamline enrollments and ensure timely and consistent communication between PC, high schools, students, and parents.

PC is dedicated to ensuring that we not only meet the needs of students typically counseled into dual/concurrent enrollment but those most underrepresented in higher education and who would most benefit from exposure to opportunities that lead to post-secondary degrees and credentials.

In order to continue to deepen our dual/concurrent enrollment impact we have identified the following short and long terms goals.

1. Utilize an equity lens to determine which students do not currently have access but would benefit from dual enrollment and invest in outreach efforts to them and their families;
2. Capitalize on KCCD’s investments in technology to streamline the current labor and paper-intensive admissions and enrollment process;
3. Work cooperatively with school district partners to further tighten pathways for high school students to transition into PC and earn associate degrees, credentials, and/or transfer credit;
4. Where appropriate, develop new CTE pathways that are aligned to regional economic needs;
5. Study the impact of dual enrollment on post-secondary enrollment, transfer, and completion rates to articulate PC’s return on investment and better understand the program’s strengths, challenges, and opportunities.

***Changes in Program over Last Three Years***

As noted above, college faculty have added several associate degrees and certificates, and adjusted certificate programs in reaction to CCCCO directives. The Solar Installation program and courses were removed from the catalog due to an inability to hire an instructor and ever offer the courses.

As a direct reaction to the pandemic-forced transition to more online modalities every course now has an approved Distance Education Addendum.

There is now substantial pressure from the CCCCO and the BOG to increase Credit for Prior Learning, Competency-based Education, Zero Textbook Cost courses, and to eliminate local Associate Degrees for any discipline that has an Associate Degree for Transfer.

Leadership and administrative assistant support has fluctuated substantially in the last three years. During that time the Office of Instruction has had four interim Deans, an interim Vice President, and an interim Athletic Director. Additionally, three of the four secretary positions, two of three permanent Deans, and the Vice President have all started in their current roles since the last Program Review.

Several policy changes have occurred, both permanent and emergency temporary orders to assist with pandemic adjustments.

***Report on Previous Goals***

(In this section, report on goals established in your previous program review. Please include progress to date, including whether the goal is complete, revised, and how any circumstances might have impacted your completion of the goal. If you had more than three goals, please add rows.)

|  |  |
| --- | --- |
| Goal | Status/Progress |
| 1. Complete Division Chairs Handbook | Still in progress. Previous leadership had a draft but the pandemic reprioritized other efforts. |
| 2. Complete Follow-Up Report to ACCJC | Completed, submitted, and accepted. |
| 3. Finalize Staff Development Plan | Abandoned in its present form. The college, and particularly Academic Senate, is engaging with IEPI and AtD coaches to re-envision strategic professional development. |
| 4. Manage progress on outcomes cycle and work to 100% of all ILOs, GELOs, and PLOs are withing the assessment cycle | On-going. The Outcomes Committee continues to make progress. ILOs and GELOs are assessed and discussed in College Council and Curriculum Committee. The percentage of SLOs and PLOs updated and in cycle is 53% and 68% respectively. This is down over the last three years. Obviously, the expanded load and corresponding exhaustion of faculty in the pandemic are likely factors. The Outcomes Committee has some strategies to address the drop-off for the next year. |
| 5. Work with campus constituents to formalize operational structures for dual enrollment and distance education | On-going. Dual Enrollment continues to grow and the college will be adding DualEnroll.com to assist with scaling and communication difficulties.  Distance Education was forced to grow, adjust, and improve in the pandemic. All full- and part-time faculty have been trained on online instruction modalities as well as additional professional development. |

***Program Strengths***

Significant progress in partnership development with local high schools to align dual enrollment offerings to student needs.

Significant adjustments to instruction, professional development, support services, and operations in reaction to the pandemic.

Development of online academic and technical support to support students suddenly forced to learn remotely.

Dedicated and qualified leadership that will provide stability for the foreseeable future.

Operational structure for scalable Dual Enrollment and Distance Education

***Areas for Improvement***

Support the college in complete implementation of Guided Pathways

Strengthen and realign strategic professional development for faculty and staff.

Coordinate with the Enrollment Management Committee to develop strategic enrollment management goals for the next three years.

Ensure students can predictably complete their educational goals in a single modality and on a traditional academic timeline. (Associate Degree in 2 years, Certificate in 1 year)

Finalize the Division Chair handbook

Improve Outcomes Assessment work by increasing substantially the PLO and SLO assessment percentages

**Goals**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Goal(s) | Timeline for completion | Needed resources | Person(s) Responsible | Obstacles to completion (if any) | Mission Statement | Guided Pathways Pillars |
| 1. Develop full-year scheduling and enrollment | Fall 2025 | Banner capability. Commitment from Administration on two-year plans | VPI | Several:  Stable staffing,  Banner implementation,  Counseling plans, etc | 1, 2, 3 | 1, 2, 3 |
| 2.Develop and implement effective CTE Program Advisory Committees | Fall 2022 | Food and meeting space | Deans | Time | 1 | 1 |
| 3. Institutionalize Professional Development | Fall 2023 | Consistent funding and a steward | VPI & Academic Senate President | Time | 1, 2 | 1, 2, 3, 4 |
| 4. Convert all instructional spaces to HyFlex | Spring 2023 | Technical equipment | M&O, IT, VPI | Time and Money | 1, 4 | 4 |

**Staffing:**

***Current Staffing Levels***

Please use the table below to describe current staffing levels, by employee type. Raw numbers are sufficient, not FTE.

|  |  |  |  |
| --- | --- | --- | --- |
| Full-time | | Part-time | |
| Faculty | 0 | Faculty | 0 |
| Temporary | ~~0~~ | Temporary | ~~0~~ |
| Classified | 9 | Classified | 0 |
| Management | 7 | Management | 0 |

***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 | Ed Media Design Spec | Classified | FT | Replace |
| Position 2 | Exec Sec –(Dean) | Classified | FT | Replace |
| Position 3 | Instr Office Spec | Classified | PT | New |

Justification:

(Address each position requested. Note that a position need should be demonstrated in earlier sections, such as your needs for improvement or to meet specific goals)

Sarah Phinney is retiring. This position is crucial to the support of faculty in distance education and quite simply, just good teaching. We would like to consider it as an administrator or faculty to permit more versatility.

Nora Figuroa is retiring. This position supports one Dean.

Instructional Office Specialist – Part Time. This position would support Judy Fallert’s role and cross-train to help ensure stability and consistency.

**Resource Requests**

The following four sections are for requesting resources, such as technology, facilities, safety/security, and professional development. Please include all needs, even if you already have identified funds for them. Requests made here should be linked to needs identified in earlier sections (outcomes, areas for improvement, goals). If you have no needs in a particular area, just type NA.

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  HyFlex classrooms | Provides ultimate flexibility for adjusting from in-person to remote learning |
| Item 2 |  |

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 |  |
| 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 |  |
| 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 |  |
| Item 2 |  |

**Budget**

(Please include all budget needs, even if your program is funded entirely by categorical funds. (Do not include staffing n this section.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current Budget | Amount of Change | Revised Total |
| 2000 (Student Workers Only) | 45000 | 0 | 45000 |
| 4000 | 6600 | 0 | 6600 |
| 5000 | 152,314 | 0 | 152,314 |
| Other | 2,562,507 | 0 | 2,562,507 |

Justification:

(Please justify all significant expenditures. Note that budget needs should be demonstrated in earlier sections, such as your needs for improvement or to meet specific goals)