
Executive Summary

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INTRODUCTION

Porterville College (PC) is a federally-designated *Hispanic-Serving Institution (HSI)*, providing educational opportunities for approximately 3900 students each semester. Our College has been serving the community and providing quality education since 1927. Multiple programs and services address the needs of our diverse student population to ensure that each of its students has the opportunity to succeed, no matter what their backgrounds and goals may be. Student Equity is integrated into all aspects of the activities and governance processes at Porterville College.

Porterville College serves the southeastern portion of Tulare County in the central San Joaquin Valley. About two thirds of our student population comes from the city of Porterville, with the remainder from the surrounding areas with a total service area population of just over 120,000. The student population is skewed female, with more than 60% of our students being women and is trending younger with 64.2% being under age 25. Hispanics comprise our largest ethnic group at 71%, and that proportion has increased dramatically over the past several years. The area we serve is one with high rates of unemployment and poverty and has been highly impacted by the multi-year California drought, with several hundred of our students without water in their homes. About three quarters of our students receive some form of financial aid. The area is highly agricultural. Porterville College awards between 400 and 500 degrees and certificates each year, with students transferring mostly to California State Universities at Bakersfield and Fresno.

Faculty, staff and administrator commitment to student success is the focus of the college mission:

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

The College joined the Kern Community College District (KCCD) in 1967. KCCD covers an area of approximately 24,800 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino Counties. Geographically the largest community college district in the United States, the KCCD services a population base of about a million and an estimated enrollment of 42,000 students. In addition to campuses in Bakersfield and Ridgecrest, the KCCD includes off-campus educational centers in Delano, Lake Isabella, Edwards Air Force Base, Bishop, and Mammoth. All three colleges are accredited by the Western Association of Schools and Colleges. The Porterville campus covers approximately seventy acres and provides educational opportunities to people from a geographic area covering 2,800 square miles in southeastern Tulare County. Porterville College serves the community of Porterville, with a population of over 45,000 as of the 2010 Census, and a larger Tulare County service area population of almost 450,000. Additionally, the district serves three other counties including Kern, Inyo, and Mono counties,

although to a lesser degree. The rural institution enrolls approximately 4,500 individual full- and part-time students each year.

A District-wide “Measure G” bond was passed in 2002, providing the College with over thirty (30) million dollars to fund a variety of projects. The College has completed a multi-year facilities enhancement project, funded primarily by Measure G funds. Specifically, the projects completed include: a library expansion project, the remodeling of the Learning Resource Center, and the construction of a modern fitness center. The College has built and sustained a first-class learning environment that prepares its students to reach their education and career goals, all in an atmosphere that promotes personal attention and a sense of community. The College is proud of its reputation for being academically and student focused, which includes the provision and maintenance of a physical environment that is comfortable and pleasant and accommodates learning.

The College offers credit educational programs that include transfer, career and technical education, and basic skills. Among these are several unique career and technical education programs, including Administration of Justice, Police Cadets, a Police Reserve Officer Academy, Corrections, Firefighter Academy, Psychiatric Technician, and Registered Nursing. The RN program was originally presented in collaboration with Bakersfield College and was approved by the Board of Registered Nursing in May, 2010, to be offered solely by Porterville. There are eight academic divisions within the College: Career and Technical Education, Fine and Applied Arts, Health Careers, Language Arts, Physical Education and Athletics, Natural Sciences & Mathematics, Social Sciences and Student Learning Services. These divisions offer a broad range of majors and transfer opportunities, certificates, and remedial courses and programs. Currently, the College offers eighteen Associate in Arts or Associate in Science degree majors and over twenty certificate programs.

The College continues to position itself to meet the growing and changing needs of the community. “Student Success” is a common theme at the College, and numerous support services are offered in the spirit of student-centered learning. Included in these services are academic advising and counseling, library, learning center, child care, a Disability Resource Center (DRC), financial aid, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Student Support Services, food services, bookstore, student activities and clubs, athletics, a transfer center, tutoring, assessment, admissions and records, orientation, a Wellness Center, and Veteran’s Resource Center (VRC).

The Porterville College Foundation actively supports the College in developing activities, programs, and facilities that are in the best interest of our students. During the last ten years, the net asset allocation of the Foundation has grown and changed considerably. In 1991, the net assets were approximately \$350,000, with more than eighty percent dedicated for scholarships. Additionally, the Foundation raised \$280,014 for the Osher campaign, which added 21 new Osher scholarships to the existing five, for a total of 26. Due to the 50% match from Osher, the Foundation will now be able to provide 26, \$1,000 scholarships, annually in perpetuity. Today, the Foundation estimates its net assets to be approximately \$5.4 million.

The Foundation sponsors an energetic campaign to support college programs and faculty projects. In April 2015, the Foundation awarded 124 individual scholarships/awards to students totaling \$178,400.00 at its annual ceremony.

Our Values:

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

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

Our Philosophy:

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 for its staff.
- As an integral part of the community, the College will interact with and be responsive to local business and industry.

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, vocational 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.

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

Porterville College is committed to assuring student equity in all educational programs and services. We define student equity simply as to “provide an educational environment where all students have the best opportunities to succeed.”

In 2013, Porterville College became an *Achieving the Dream* participating institution. The campus is increasing the focus on the importance of connections across the community to break down silos and link educational and workforce development services. Achieving the Dream is providing an integrated approach to address transitional barriers and pathway development to foster student success and community access to career readiness support services.

Achieving the Dream, Inc. is a national nonprofit organization dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. Achieving the Dream is based on the premise that to improve student success on a substantial scale, colleges must fundamentally change the way they operate. The following elements are essential to closing achievement gaps and accelerating student success:

- **Committed Leadership** -Actively support efforts to improve student success and a willingness to make changes in policies, programs, and resources.
- **Evidence to Improve Policies, Programs & Services** - Establish processes to use data to identify achievement gaps, formulate strategies to address the gaps identified, and evaluate the effectiveness of strategies.
- **Broad Engagement** - Shared responsibility for student success by seeking information from surveys, focus groups, and/or advisory councils.
- **Systemic Institutional Improvement** - Regularly evaluate academic programs and services.
- **Equity** – Provide an educational environment where all students have the best opportunities to succeed.

The 2015-16 Student Equity Plan is guided by the College’s Mission Statement wherein the commitment to student equity is inherent.

The Student Equity Plan is part of an ongoing institutional effort underway at Porterville College to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The College recognizes that equity planning and

assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all our educational programs. Integration of the Student Equity Plan into the College's planning processes is an institutional priority.

The main body on campus that focuses on issues of student equity, diversity, and access is the College Council (CC). The general charge of the CC is to coordinate and communicate the college-wide planning, budgeting and reporting processes across the campus. The CC must also interface with all segments of the college to provide the highest quality learning and support services to our students and the communities served by the College. Under this committee, falls the Success and Equity Committee (SEC). The general charge of the SEC is to coordinate and communicate college-wide planning for identifying and implementing student success strategies across the campus. The focus of this committee is to identify specific plans to strategically address the five (5) California Community Colleges Keys to Success: Priority Enrollment and Academic Standards, Redesigned Student Support Services, Transparency and Accountability, Streamlined Transfer, and Improving Basic Skills Instruction.

A. STUDENT EQUITY INDICATORS AND TARGET GROUPS

Porterville College addressed students in the following ethnic and racial categories: American Indians or Alaskan Natives, Asians, Blacks or African Americans, Hispanics or Latinos, Native Hawaiians or other Pacific Islanders, Whites and other races or more than one race. In addition, our College addressed students with the following characteristics: males, females, current or former foster youth, student with disabilities, low-income students and veterans.

The California State Chancellor's Office has provided two suggested types of methodologies to measure disproportionate impact: 80-Percent Index and Proportionality Index. The College used both indexes in the plan and this allowed the College to reveal disproportionate impact within the success indicators and among the services provided.

80-Percent Index states "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295 (August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered a disproportionate impact.

The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort group and the outcome group are disaggregated into demographic sub-groups. The

Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist. Although the 80-Percent Index represents a standard for evaluating disproportionate impact, in some cases it may mask inconsistencies in practices and services that potentially impact students. It is with this knowledge and understanding that additional college benchmarks will be used to examine success and disproportionate impact.

Data provided by the KCCD Office of Institutional Research for the five student equity indicators (Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer) revealed that specific groups are not achieving in some areas. Intervention strategies and support to achieve equitable outcomes are needed for these student populations. The Success and Equity Committee identified areas where the above groups are falling behind academically, and have established goals and activities for our College in order to close performance gaps.

Upon reviewing the student equity data, the following observations and analysis were made concerning the groups with the greatest disproportionate impact:

- **American Indians or Alaskan natives**
- **Asians or Pacific Islanders**
- **African Americans**
- **Hispanics**
- **Whites**
- **Men**
- **Women**
- **Foster youth**
- **Persons with disabilities**
- **Veterans**

B. GOALS

The primary goal of this plan is to eliminate the disproportionate impact for the target groups mentioned above. An important secondary goal is to implement an ongoing annual equity review process to ensure meaningful and effective student equity efforts across the entire College, including those student populations that may not currently demonstrate disproportionate impact but are essential in equity planning efforts, i.e. former foster youth and veterans. The overall goals across all success indicators were to have measurable outcomes in relation to the student populations outlined in the plan. The objective of each activity is to collectively help increase the level of success by at a minimum of 2% across all indicators.

Access

The populations the data outlined as having the greatest disproportionate impact are male students and students between the ages of 25 and 39. The committee recommended using both veteran and former foster youth as potential populations within the two disproportionately impacted groups. The College will also focus its efforts in reaching out to American Indian and White student groups. The College will increase student access to college

programs and support services for students from these groups and for on-going recruitment efforts.

Course Completion

American Indian, African American and age groups 20 to 24 are three student populations in the metrics that demonstrate disproportionate impact. These three metrics were 30 unit milestone, successful course completion, and persistence. The plan details specific programs and services determined to increase course completion and student success.

ESL and Basic Skills Completion

To better understand number of disproportionately impacted students in ESL and Basic Skills three areas of success were examined namely remedial math, remedial English, and remedial ESL. The group with the greatest gap was American Indian in Remedial math. The second group was African American students in both remedial math and English. Students between the ages of 20-39 also showed the greatest gap in both ESL and math. Former foster youth and veterans can be included in the within the 20-39 age group therefore Porterville College will work toward finding methods to better assist this population. The plan details specific programs and services determined to increase student completion in ESL and Basic skills.

Degree and Certificate Completion

The groups with the greatest gap between current success and degree completion were: Hispanic students, African American students, Asian Pacific Islander and Whites. The other student populations outside the ethnicity subcategory who also showed a significant gap were males and students between the ages of 20-24. The plan details specific programs and services determined to increase degree and certificate completion.

Transfer

The various populations of students were examined across three metrics: General Transfer, CTE Transfer and Transfer prepared. After review of each metric the three populations of students who showed a trend of low transfer rates were: students between the ages 25-39, Low Income students, and Hispanic students. The plan details specific programs and services determined to increase transfer.

C. ACTIVITIES

The various activities recommended in the Student Equity Plan are subject to funding and staffing availability. These activities are necessary to accomplish the goals specified in the Plan:

Promoting Evening and Distance Learning - The College plans to market and promote evening and online classes to students who fall within the ages 25 to 39 group or older. This non-

traditional population reflects various areas of disproportionality to access. A great majority of the effort will focus on populations reflective of student equity target groups, namely veterans, former foster youth, low-income students.

Enhancing and Creating New Partnerships - Porterville College plans on enhancing current partnerships with the Tule River Tribe, Owens Valley Career Development Center and Porterville Unified School District. Agencies within Tulare County will also be reached with an attempt to target the American Indian student population. This includes enhancing the collaboration of services and programs such as EOPS, Counseling, CalWORKs, Disability Resource Center (DRC) and other programs that target underrepresented groups. The main objective with this type of collaboration is to eliminate duplication of services and to create a clear path for students to enroll into the college.

Faculty and Staff Professional Development - Provide faculty and staff professional development training to meet the needs of the target population. Topics for Flex-Days (scheduled dates at the beginning of each semester for training and development) will include: teaching good study habits, Student Success Initiative and Basic Skills best practices, strategies that foster interactive engagement, particularly for at-risk students.

Redesign ESL program - focusing on acceleration and integration of program with those of other community partners who offer ESL classes in Porterville College's service area. A system of referral to outside sources will be established. This system will allow students to gain proficiency in English and provide them to maintain a connection with Porterville College. Once students have acquired the necessary proficiency in English they can continue with a program leading to a certificate, degree, and/or consider transferring as an option.

Coordinate Basic Skills and ESL support services - including outreach and workshops aimed at basic skills/ESL students to better acclimate them to the college environment. Workshops to include are college success, math, and English subjects with outreach to include an Early Alert System

Collaborative Efforts to Monitor and Promote Degree/ Certificate Completion – The College plans to monitor the number of degrees and certificates awarded to targeted groups of students, particularly, 20-39 age groups, African American, Asian, Hispanic, White and male students. The expected outcome will be that the Enrollment Services will report annually to the College Council the results, and then distribute these reports to the various campus committees, programs or divisions, data on numbers, recipients, and deficiencies of non-graduates. Recommendations will be discussed and reviewed with action plans, as necessary, indicated in the respective program reviews.

30 Unit Milestone Counseling/Advisement - Students will be monitored according to the number of units completed by Enrollment Services. Once students have been Identified who have completed a minimum of 30 units they will be contacted via email and/or a phone call to

schedule an appointment with a counselor. This activity will address students degree completion progress, use of campus resources (referrals), and encourage contact with counselor. Course unit accumulation, specifically 30+, tends to be positively correlated with completion.

Foster Youth Transition Day - This event will target current and former foster youth attending Porterville College. It will incorporate a visit to a 4-year university where students will be exposed to not only what a university campus environment provides but also receive information specifically tying services to their needs.

Campus Visits to 4-Year Universities - To expand on services to our disproportionately impacted groups such as veterans, foster youth, low-income students the transfer center will offer field trips to campuses outside our service area. The activity will take place twice a year (once per semester).

D. RESOURCES

College faculty, staff and administrators are committed to developing, implementing, and improving programs and services to support access, retention, and persistence of underrepresented students. Porterville College will continue its commitment to student equity in every aspect of its operations. The College will provide ongoing support and utilize appropriate resources from existing campus operations, including the use of federal funds and state funds to support initiatives that will enable the campus to effectively support the academic goals of all Porterville College students.

Resources at Porterville College include programs, services, and partnerships, which provide the necessary support to achieve the goals and objectives identified in this Student Equity Plan and increase student success. Our current programs include:

- **Student Support and Success Program (SSSP)** - Comprehensive process and pathway with multiple points of contacts: Orientation, Assessment (Placement), Counseling, Advising and Education Planning services.
- **Financial Aid** - Offers financial assistance with educational costs including fee waivers, grants and federal work-study program.
- **Basic Skills Initiative (BSI)** - The faculty and staff who serve on this committee are committed to raising English, Math and ESL basic skills through course offerings below the transfer level; providing academic and career counseling; and providing basic skills and ESL students with academic support.
- **Extended Opportunity Programs and Services (EOPS)** - Offers grants, counseling and other services to students who are both economically and educationally disadvantaged.
- **CalWORKs**-Supports students receiving special assistance through educational programming and the provision of childcare assistance.

- **Cooperative Agency Resources for Education (CARE)** - Provides additional support services such as childcare, transportation, books, and supplies to EOPS students.
- **Disability Resource Center (DRC)** - Provides support and reasonable accommodations, as defined by state and federal laws, such as readers, note takers, specialized equipment use to students with documented physical, communication, learning, psychological or other medical conditions.
- **Foster Youth Success Initiative (FYSI)** - Identifies foster youth as recognized through either Tulare County or FAFSA responses and provides such youth with programs, services, information, and support necessary to maximize their college options and outcomes. College Liaison for foster youth to connect with as a support resource.
- **Information Commons, open computer labs and kiosks** - Centralized, open access to computers and workstations and access to electronic databases.
- **Porterville College Health Fair** - Presents representatives from various community-based health and social service agencies to provide health screenings and other services to all students.
- **Wellness Center** - Provides campus emergency care, first aid, nursing assessment and treatment, vision and hearing screening and additional screenings/tests.
- **Veterans Resource Center** - Serves the needs of qualifying veterans. Students receive counseling services and assistance with benefits and community resources.
- **Academic Honors** - Includes President's Honor List and Phi Theta Kappa Honor Society. Their purpose is to recognize academic achievements and encourage leadership among two-year community college students.
- **Tutorial and Learning Center** - Personalized assistance in ESL, Math, reading and writing. Provides free peer tutoring in most subjects offered at the college.
- **Student Services Center** - Serves as a center to encourage and facilitate academic success through support services that include workshops, resources, and transfer.
- **Student Success Lab** - Multi-functional lab used for computerized assessment, orientation and Student Services professional development meetings/trainings.
- **Child Care Services** - Offers programs for children ages 2-5. Priority is given to Porterville College full time students. The college offers child care services when school is in session (fall, spring and summer semesters).
- **Learning Resource Center** - Features multiple resources and instructional services to support learning.
- **Transfer Center** - Allows students to research information regarding California State University and the University of California Systems and meet with university representatives.
- **Student Clubs and Activities** - Provides leadership development opportunities through extracurricular student activities.
- **Working Families Success Network (WFSN)** - creates pathways and provides integrated services that prepare low-income students for jobs with family-sustaining wages.
- **Job, Entrepreneur and Career (JEC) Center** - The JEC Center provides personalized services and programs to help students choose a major, explore careers, start a business, or develop job search skills.

- **Cultural and Historical Awareness Program (CHAP)** - Enhances students' awareness of certain important aspects of our society to which they may previously have had little or no exposure. A theme is chosen by CHAP members each school year, and faculty members across the campus are encouraged to integrate elements of that theme into their coursework. Additionally, a variety of field trips, guest speakers, panel discussions and videos are presented throughout the year and are all open to the public.

These programs have an impact on increasing student achievement and student retention, as well as to provide support to students in overcoming barriers. The programs are to address barriers to access and student success which include the need for financial aid assistance to cover the costs of an education (fees, books, supplies, childcare services, transportation). Nevertheless, gaps in services and programs continue to persist in some areas.

E. CONTACT PERSON/STUDENT EQUITY COORDINATOR

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