



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Executive Summary

Porterville College (PC) is a federally-designated **Hispanic-Serving Institution (HSI)**, providing educational opportunities for approximately 4100 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.

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 two thirds being under age 25. Hispanics comprise our largest ethnic group at 76%, 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 quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for vocational 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.



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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 “J” bond was passed in 2016, providing Porterville College with forty-two (42) million dollars to fund a variety of projects. The College has identified several projects that includes new facilities for Allied Health and Career Technology. Physical Education and athletic areas will be upgraded as well. The college strives to match space needs to curriculum in a physical environment that is comfortable and pleasant and accommodates learning. To remain academically and student focused, modern teaching, learning, and support facilities are imperative to attracting students to the campus.

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, Business Entrepreneurship, Logistics Management, 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 separately by Porterville. There are nine academic divisions within the College: Career and Technical Education, Fine and Applied Arts, Health Careers, Language Arts, Health, Physical Education and Recreation, 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, fifteen certificate of achievement programs and eleven job skills certificates. The College also offers thirteen transfer degrees (AA/AS-T) which guarantees a student junior status with a CSU upon completion. 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, Job, Entrepreneurship, and Career Center, and Veterans Resource Center.

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. Today, the Foundation estimates its net assets to be approximately \$6.6 million. The Foundation sponsors an energetic campaign to support college programs and faculty projects. In April 2017, the Foundation awarded \$164,650 in scholarships at its annual ceremony. We are fortunate to have 26 of the scholarships of \$1,000.00 each that are endowed in perpetuity through the use of the Osher Funds. The PC First Scholarship/Awards are set up specifically for local high school students who will attend PC; and we continue to distribute \$40,000 per year.

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.
- 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.

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.
- As an integral part of the community, the College will develop and enhance partnerships with schools, colleges, universities, businesses and community-based organizations to



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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.

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 participates in and is 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 has increased the focus on the importance of connections across the community to break down silos and link educational and workforce development services. Achieving the Dream has provided 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.

Upon reviewing the 2015-2016 student equity data, 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, students with disabilities, low-income students and Veterans.

In reviewing the data provided by the KCCD Institutional Research Office for the five student equity indicators below, it was discovered that specific groups are not achieving in some areas. The following observations and analysis were made concerning the groups with the greatest disproportionate impact:

- **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.

The College's primary goal is to eliminate the disproportionate impact for the target groups mentioned above. An important secondary goal is to continue to have an ongoing annual equity review process to ensure meaningful and effective student equity efforts across the entire College. The overall goals across all success indicators are to have measurable outcomes in relation to the student populations outlined. The objective of each activity is to collectively help increase the level of success by at a minimum of 2% across all indicators.

Intervention strategies and support to achieve equitable outcomes were determined for these student populations by incorporating the following activities over the **next two years**:

Student Equity Goal 1 - *Strengthen collaboration with community partners to increase number of students who access postsecondary education:*

- Develop programs with organizations targeting students who are disproportionately impacted that focus on streamlining the enrollment process
- Annual Equity Summit will be held: "Paving the Path to Access and Success for Under- represented Student Groups"

Student Equity Goal 2 - *Increase the number of students by 2% that transfer from a community college to a four- year university:*

- Increase cross discipline collaboration campus wide to promote transfer opportunities to students with the intent to create a cultural shift toward transfer
- Annual College Fair will be held to assist students with admissions requirements,



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transfer opportunities, major preparation and application process Over twenty CSU, UC and private schools will attend

Student Equity Goal 3 - *Increase the number of students who transition from non-credit courses to college level courses by 2% annually:*

- Develop partnerships with outside agencies which are able to help students with unmet needs the college may not be able to offer

Student Equity Goal 4 - *Increase completion of courses and degrees by 2% annually:*

- Target at-risk populations and offer resources to address barriers that would affect their performance.

For example:

- academic (early alert)
- food insecurity
- homelessness
- financial aid

- Use EAB navigate to provide reminders to students about key milestones and resources to students promoting course completion

Student Equity Goal 5 - *Decrease time to completion along basic skills pathways:*

- Continue working with faculty to develop and implement multiple measures for more equitable placement into courses
- Support professional development that promotes acceleration and best practices in developmental education

The **2017-18 Integrated Plan** is guided by the College's Mission Statement wherein the commitment to student success and equity is inherent. The Integrated 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.

The College is very proud of its reputation of being both academically-focused and student-centered. As indicated in the Mission Statement, while the College promotes a student-centered learning environment, the "staff commits itself to innovation, respect, collaboration, and participatory governance."

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



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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.

The College plans for Student Equity Plan, Basic Skills, and Student Success and Support all focus on increasing access, course and degree completion, transfer rates, and closing the achievement gap in success for underrepresented student groups. This Integrated program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and Title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance.

Goals and activities have been developed in consultation with faculty, staff, students and administrators. Furthermore, the 2017-19 Integrated Plan is guided by the District and College's Strategic Plans as well as the College's Mission Statement wherein the commitment to student success and equity is inherent: ***With students as our focus.***



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Review of Past Student Equity Expenditures

2014-2015 Allocation:	270,840
Expenditures	\$'s
Outreach	45,217
Student Services & Categorical	21,911
Research & Evaluation	-
Student Equity Coordination & Planning	95,336
Curriculum/Course Dev & Adaptation	-
Professional Development	10,593
Instructional Support	8,440
Direct Student Report	89,343
Total Expenditures (2014-15)	270,840
Remaining	-

2015-2016 Allocation with Reallocation funds:	620,319
Expenditures	\$'s
Outreach	31,742
Student Services & Categorical	182,925
Research & Evaluation	76,269
Student Equity Coordination & Planning	50,373
Curriculum/Course Dev & Adaptation	5,398
Professional Development	23,756
Instructional Support	3,144
Direct Student Report	217,275
Total Expenditures (2015-16)	590,882
Remaining	29,437



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2016-2017 Allocation:	548,783
Expenditures	\$'s
Outreach	3,318
Student Services & Categorical	141,733
Research & Evaluation	40,581
Student Equity Coordination & Planning	
Curriculum/Course Dev & Adaptation	2,463
Professional Development	19,702
Instructional Support	
Direct Student Report	76,747
Total Expenditures (2016-17)	284,544
Remaining (expenditure deadline is June 30, 2018)	264,239