

EXTERNAL EVALUATION REPORT

Porterville College
100 East College Avenue
Porterville, CA 93257

This report represents the findings of the evaluation team that visited
Porterville College from October 1 – 4, 2018

Ed Knudson
Team Chair

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Porterville College
Comprehensive Evaluation Visit
Monday, October 1 – Thursday, October 4, 2018

Team Roster

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Superintendent/President
Antelope Valley College

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Academic Representatives

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Barstow Community College

Jonah Nicholas
Associate Vice Chancellor/CFO
Contra Costa Community College District

College Liaison

Gohar Momjian
ACCJC Vice President

Summary of Evaluation Report

INSTITUTION: Porterville Community College

DATES OF VISIT: October 1 – 4, 2018

TEAM CHAIR: Ed Knudson, Superintendent/President
Antelope Valley Community College

An evaluation team of twelve members arrived in Porterville, California on September 30, 2018. The team visited Porterville College (PC) between October 1 and October 4, 2018, for the purpose of evaluating how the institution is achieving its stated mission, analyzing if the College is meeting the Commission's Standards and Eligibility Requirements, and making recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) on the accredited status of Porterville College in order to assure educational quality and enhance institutional improvement.

To prepare for the visit, the chair participated in an all-day ACCJC training session on August 2, 2018. On September 6, 2018, twelve of the team members received an all-day ACCJC training.

The evaluation team received the College's self-evaluation documents (Institutional Self Evaluation Report-ISER) and supporting evidence several weeks prior to the site visit. Team members found the ISER to be a comprehensive document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire college community including faculty, staff, students, and administration. The team found that the College provided an accurate picture of the College through the ISER which contained several self-identified areas for institutional improvement. The College also prepared a Quality Focus Essay (QFE) on which the team has provided comments.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On September 6 and September 30, team members discussed their initial observations drawn from the ISER and supporting evidence. Porterville College hosted an introduction reception for staff introductions and to meet the team members at Noon, October 1, 2018.

During the visit, team members conducted 45 interviews, conducted two highly attended open forums and cumulatively met with over 120 student, faculty, classified staff and administrators. Team members also met with representatives from the Kern Community College District Board of Trustees. Some team members made informal observations of classes and other campus activities. Two open forums provided College stakeholders and community members an opportunity to meet with members of the evaluation team.

The team found the College was well prepared for the team visit and the team felt welcomed by the entire campus community. The outstanding support provided to the team during its visit was acknowledged by the entire team.

They noted a particularly unique and effective practice at the college which is documented in commendations for the College. The team found that the College satisfies all Standards, except where noted in the recommendations section, Eligibility Requirements, Commission Policies and USDE regulations.

In addition to the commendation noted in this report, the team recognized several items of distinction that are worthy of comment:

- The faculty, staff, and administration have a pervasive culture of the concept of family in their mission of student success and serving student needs.
- Students speak proudly of Porterville College and boast of the support and learning support services that the College provides.
- CTE programs have been highly effective at meeting the needs of area employers.
The partnerships the college has fostered with the K-12 system in Porterville is admirable and fosters a strong college-going culture.
- The level of support and confidence President Bill Henry has garnered in his first year at the college is significant and leads to the open, collegial culture of the college.

Major Findings and Recommendations of the 2018 External Evaluation Team

Team Commendations:

During the site October 2018 visit, the team recognized numerous noteworthy characteristics of the college and made the following commendations.

College Commendation #1:

The team commends the College for its commitment to transparency and inclusiveness in its governance processes. Of special note is the pervasive culture of the college to function as a family and team with a common purpose. It embraces an open problem-solving process that encourages supported risk-taking, lively debate and innovative solutions with the broadly held belief and value of student success first. (I.A.1; IV.A.1)

College Commendation #2:

The team commends the College for its commitment to student success by its investment in the Learning Resource Center which provides extraordinary services through the Peer Assisted Study Session (PASS) program of student expert tutoring; peer to peer mentoring and expanded student tutoring. (II.B.1)

College Commendation #3:

The team commends the College for investing in the professional development of its workforce. By incentivizing additional professional coursework, the College has made clear its commitment to the educational advancement of its workforce by rewarding employees for completing approved professional development activities. (III.A.14)

College Commendation #4:

The team commends the College for its exemplary fiscal stability achieved through local budget processes. With a highly visible process, the College Budget Committee provides for active employee engagement throughout budget development and presents detailed information based upon thorough technical analysis. (III.D.1, III.D.3, III.D.5)

District Commendation #1:

The teams commend the District for establishing and maintaining a culture of fiscal stability evidenced by impeccable audit reports, funds earmarked towards known liabilities, clearly laid out plans to address potential future uncertainties, and a high degree of financial transparency backed up by Board policy. In the establishment of the Districtwide Budget Committee, the District has demonstrated its continued commitment to collaborative decision-making and continuous improvement. (III.D.1, III.D.9)

Team Recommendations

Recommendations to Meet Standards:

None.

Recommendation to Increase Institutional Effectiveness #1:

In order to increase effectiveness, the team recommends that the College develop a formal, systematic, and comprehensive plan to better document and communicate its assessment activities in its promotion of student success. (II.A.1, II.A.2)

Recommendation to Increase Institutional Effectiveness #2:

In order to increase institutional effectiveness and strengthen its alignment with the standard, the team recommends more diligent documentation of substantive and regular contact for students enrolled in its Distance Education courses. (II.A.2)

ACCREDITATION EVALUATION REPORT FOR PORTERVILLE COMMUNITY COLLEGE

Introduction

Porterville College was established in 1927 as a part of the Porterville Union High School and College District. All of the classes were taught in high school classrooms until 1944 when a building was constructed on the high school campus specifically for the junior college. The College moved to its current location in 1955. The College dissolved its relationship with the high school district in 1967 and joined with the Kern Community College District (KCCD) that same year.

The 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 over 46,000 students during 2017-18. 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.

Porterville College covers approximately sixty 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 approximately 60,000, and a larger service area population of more than 120,000. The College enrolls approximately 5,000 individual full- and part-time students each year.

The College offers non-credit and credit educational programs that include transfer, career and technical education, and basic skills. There are eight academic divisions plus one division in student services at the College: Career and Technical Education Fine and Applied Arts Health Careers Kinesiology Language Arts Mathematics Natural Sciences 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 local associate degree majors and thirteen certificate of achievement programs. The College also offers thirteen associate degrees for transfer/ADT (8 associate of arts for transfer, 5 associates of science for transfer) which guarantees a student junior status with a California State University (CSU) campus upon completion (as of fall 2017). The College continues to position itself to meet the growing and changing needs of the community.

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.”

A Districtwide “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.

Eligibility Requirements

Authority

The team confirmed that Porterville College is authorized to operate as a post-secondary degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior College (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008. The College meets the Eligibility Requirement.

Operational Status

The team confirmed that the College is operational and provides educational services to approximately 5,000 students each year who are enrolled in degree applicable credit courses. Of these students approximately 44% are enrolled full-time. Just over half are enrolled in online courses. The College meets the Eligibility Requirement.

Degrees

The team confirmed that the majority of courses offered lead to a degree and/or transfer. The majority of the College’s students are enrolled in one of 31 associates degrees of which 13 are associates degree for transfer (ADT). Additionally the college offers 13 certificates of achievement, 3 certificates of competency, and 13 local job-skill certificates.

Chief Executive Officer

The college chief executive officer is appointed by the governing board as recommended by the District Chancellor. The CEO is delegated the responsibility for administering the policies of the District and the college. The CEO is highly qualified for the position and has served as the college president since August of 2017. His full-time responsibility is to the College and District and he possesses the requisite skills and authority to provide leadership to the College. He doesn’t serve as the chair of the governing board. There has been one change in the CEO position since the last comprehensive visit and it was reported to the Commission. The College meets the Eligibility Requirement.

Financial Accountability

The evaluation team confirmed that the College engages a qualified audit firm to conduct audits of all financial records. All audits are certified, and all explanations or findings are documented appropriately. The College meets the Eligibility Requirement

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
X	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

x	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
x	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
x	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
x	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
X	The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
X	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Distance Education and Correspondence Education

Evaluation Items:

X	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
X	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
X	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard IIIC)
X	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.

Narrative:

The College has a clear policy for regular and substantive interactions, but at this time does not provide specific training about the policy for faculty teaching online. At the time of the visit, a policy change requiring that faculty complete specific training online is moving through the participatory governance process. Additionally, one faculty member from each division is completing the 12-week @One online training certificate; these faculty members will serve as advisors to online instructors in their division. Between these two changes, the College has a clear plan to improve regular and substantive interactions in online courses. See Recommendation #2.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online. (yes website is clear)
X	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures. (Policies and Procedures followed process; viewed paper versions and new Maximum program)
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards. (No issues of noncompliance)
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Yes, listed on Accreditation website under “Programmatic Accreditation”)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
X	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
N/A	The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
X	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
N/A	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

- The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Porterville College articulates its mission through a mission statement, values and philosophy that capture the college purpose, student population, types of degrees and its commitment to student learning and achievement. The college is focused on student needs, makes students a priority, and keeps them at the forefront of daily decision-making and college activity in its support of student success and its mission. The college has created a collaborative, collegial, engaged, proactive, welcoming, family-like culture for its internal and external constituents and has a community that walks the college’s core values of collaboration, respect, innovation, accountability, equity, and participation. What is best for students and their success permeates everywhere and drives collaboration. Progress on the college’s Educational Master Plan (EMP), strategic plan, and enrollment management plan is used to identify how well it is meeting its mission. The Data Team reviews all data at the college and makes recommendations to appropriate committees or councils.

Findings and Evidence:

The college’s broad educational purposes are to keep students as the focus, provide quality educational experiences that promote intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success. Its local intended student population is diverse and comes from southeastern Tulare County, the City of Porterville and nearby surrounding communities. Commitment to student learning and achievement is a priority and between the mission, values, and philosophy all necessary requirements have been met. The college routinely reviews District policy through the Academic Senate, and as legislative mandates change, the whole college engages in the problem-solving as evidenced by their move to comply with the mandates of AB 705 which changed the on-boarding and assessment placement processes for students. This legislation directly impacted the college processes of ensuring student success and completion. Through the Academic Senate and College Council there was an interdisciplinary approach to solving the problem while maintaining allegiance to the college mission. (I.A.1)

The college mission drives the planning process. Data gathered for strategic initiatives link to the mission and the Data Team reviews all college data, so it can make recommendations to the appropriate college bodies. Presently, the data team has created a matrix documenting past recommendations and resulting actions, which was reviewed in a Data Team meeting. The Data Team was started for working with Achieving the Dream initiatives and has grown to an

institutional recommendation committee. It makes recommendations to the Success and Equity Committee which reports to College Council. The two primary data sources for assessing progress on the college goals and with its mission are the Elements of Student Success produced by the Office of Institutional Research and the Common Measures produced by the District. (I.A.2)

Program review (PR) templates require program mission, goals, assessment to align with college mission and all programs, whether instructional or student services, must align their individual mission with the college mission. This was verified in interviews with the Director of Institutional Research (IR). (I.A.3)

The college mission was found on the college website. The mission was last reviewed on October 16, 2017 at College Council and the most recent ratifications were made by the Board on the same date. (I.A.4)

Conclusion:

The College meets the Standard.

Commendation #1:

The team commends the College for its commitment to transparency and inclusiveness in its governance processes. Of special note is the pervasive culture of the college to function as a family and team with a common purpose. It embraces an open problem-solving process that encourages supported risk-taking, lively debate and innovative solutions with the broadly held belief and value of student success first. (I.A.1; IV.A.1)

Recommendations:

None

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Porterville College assures academic quality and institutional effectiveness through its use of data and discussion of student achievement data and student learning. The college has set institution-standards and uses them to continuously improve as well as monitor when performance falls below a floor level. Data is disaggregated in ways that are meaningful to the college and captured in documents such as Common Measures and Elements of Student Success. Through the disaggregation and examination of trends within subgroups (e.g. 15 unit completers, early English/math completers), the college has focused students on paths toward increasing completion. All policies or procedures are reviewed either by College Council, Academic Senate (AS), or by the District with college consultation. All results of assessment, evaluation, and other data analyses are communicated broadly through the shared governance structure. Overall planning is conducted in an integrated manner and all aspects of it are connected to the college's mission.

Findings and Evidence:

The Data Team (subcommittee of the Student Success and Equity Committee) gathers and reports data on student success and equity. Representatives from each division are members on the Outcomes Committee (OC). Their responsibility is to convey the information discussed in OC to their respective division and then convey the information from the division to the OC. Academic divisions discuss SLOs which lead to changes reported to Outcomes Committee and program review. SLOs were discussed at Flex Day 2017 in a designated workshop. Porterville College's Office of Institutional Planning and Research provides a wide range of data to support and facilitate a campus-wide dialogue on student learning and institutional effectiveness. (I.B.1)

The college initially used CurricUNET to house assessment but was very dissatisfied with it. It considered eLumen, but the software was too complex for the way they wanted to use it, so about a year ago they created a learning outcomes spreadsheet on a shared google drive. All courses and programs are on a four-year assessment cycle. The college took all previous assessment information and placed it into the google spreadsheet. There are issues with keeping the google sheet up to date and as of the interview with the Outcomes Committee, it was still out-of-date. All courses are not assessed but are on the cycle of assessment. Some courses appeared to be out-of-date for assessment, but this may be because the spreadsheet is out-of-date. (I.B.2)

The college listed out Institutional Set Standards (ISS) in its ACCJC Annual Report. These ISS represent the floor levels for success rate, number of degrees/certificates/ transfers, licensure rates, and job placement rates. Aspirational goals are in the Institutional Effectiveness and Program Initiative (IEPI) reports. The IEPI goals have been established for compliance, but Common Measures (District-Wide data) are used more often for institutional improvement. The college aligns strategic planning goals with the District's Common Measures. Achieving the Dream (ATD) data are used as well. Program Review Team (PRT) visit in spring 2019 focusing on continuous improvement. (I.B.3)

Assessment data are overseen by the Outcomes Committee. An overview of assessment is part of program review, but the data are not included according to an interview with Program Review co-chairs. Achieving The Dream guided the creation of the Data Team, and the Success and Equity Committee SSSP, BSI, and Equity funding have caused student services and instruction to work together more than ever before in recent memory via an integrated plan . (I.B.4)

Program review is by academic division (non-instructional areas are Office of Student Services, Office of Instruction, Office of Finance & Administration, and the Office of the President) with annual updates for progress on outcomes and resource requests which are tied to strategic plan and/or mission. Goals in PR are tied to mission. SLOs are in program review – includes cycle and program changes as response. Achievement data provided by the District for program review. Program Review uses eLumen. Qualitative data (focus groups) are being planned for

spring 2019 to get the “student voice” on issues with class scheduling and student support. **(I.B.5)**

Program review disaggregates data by instructional method (traditional vs. online) based on interviews with the Director of IR and College Council Co-Chairs. Student Equity disaggregates data by subpopulations. Elements of Student Success looks at momentum points and milestone metrics and is disaggregated by 20+ different student subgroups. Findings on full-time/part-time student disparity fueled “15 to Finish” campaign and findings on early completion of English/math showed that early completers were more likely to graduate.

Common Measures has goal to close achievement gaps in course success and certificate, degree and transfer attainment. ATD measures are used by the Data Team to make recommendations (ex: CCSSE results show that PC students are consistently below the national average on reading for pleasure.) **(I.B.6)**

All board policies are reviewed every other year, discussed in AS or other committees, and District-Wide in Consultation Council. Evaluation of planning processes, including program review, are discussed each year using the Strategic Planning Survey that is administered every 3 years and is due to be administered October 2018 . Based on interviews with Strategic Planning Co-Chairs, the results have been used for improvement by increasing student participation on committees, integration of program review into planning and resource allocation, integration of data, overall. ATD guided the Implementation Plan where policies and procedures are reviewed and updated for greater efficiency. The College Council reviews all new policy and procedures. **(I.B.7)**

Communicated through participatory governance, SLOs are reported in academic divisions, and via program’s representatives to the Outcomes Committee (OC) which provides feedback. The OC will provide reports to Academic Senate on progress on SLOs in 2018-19 and it will also provide reports to College Council. Assessment results are reported in Program Reviews. **(I.B.8)**

Program review is the beginning of the planning process and includes the following elements: Division mission connects to college mission; Review of assessment; Review of program data (disaggregated); Establishment of 3-year goals; and Resource Requests. The PRs are evaluated by the Strategic Planning committee on a rubric, and then approved by College Council. This rubric is currently being revised to reflect changes on the PR template and will be rated on a Meets/Doesn’t Meet scale. Planning committees (Budget, IT, Facilities, Enrollment Management, etc.) process resource needs. These are integrated into the EMP process and become part of the Facilities Master Plan. College and District strategic plans are linked by Common Measures. To ensure integrated planning, the Integrated Planning, Assessment, and Action document was created to describe how the various plans are integrated (EMP, Strategic Plan, etc.) and to set a planning timeline. **(I.B.9)**

Conclusion:

The College meets the Standard.

Recommendations:

None

I.C. Institutional Integrity

General Observations:

Porterville College maintains its integrity through internal review of all information that goes to students, including the college catalog. Review of college policies and procedures are conducted by appropriate college committees; board policies and administrative procedures are handled by the District. Integrity in reference to behavior in and out of the classroom is guided by the code of ethics for employees and by the code of conduct for students.

Findings and Evidence:

The website contains all information about the college mission vision, institutional values, accreditation status, courses and education programs, program learning outcomes, and student support services. The Catalog Review Team goes through entire catalog every two years to ensure the accuracy and integrity of information being conveyed to student (Interview with Director of IR). **(I.C.1)**

The catalog was available on the college website. The team verified that the catalog has all facts, requirements, policies, and procedures that are listed in catalog requirements. **(I.C.2)**

Overall assessment results are communicated through the annual report, which was provided after an interview with the Outcomes Coordinator. Assessment information is communicated through Outcomes Committee representatives by reporting back to divisions and vice versa. Faculty have an assessment presentation at Flex Day. **(I.C.3)**

The college catalog describes purpose, content, course, requirements, program learning outcomes (PLO) of certificates/degrees. **(I.C.4)**

Reviews of college policies are conducted by various committees and then taken to College Council or Academic Senate for 10 + 1 Committees. All board policies and administrative procedures are reviewed by the District in consultation with the colleges. **(I.C.5)**

Tuition, fees, gainful employment are all in the catalog and on the gainful employment webpage. The link was broken, but evidence of gainful employment was provided later via email. The Gainful Employment web pages provide total cost of education by each academic program **(I.C.6)**

Policies regarding academic freedom are on the website in Faculty Contracts and in the Personnel Administration Code of Conduct. **(I.C.7)**

For students, honesty and integrity is emphasized in the Student Code of Conduct, where it stipulates the types of behavior that will result in expulsion or suspension. Faculty Code of Ethics (Board Policy) stipulate and promote honesty, academic integrity, and responsibility. **(I.C.8)**

Distinguishing between personal conviction and professionally accepted views are an aspect of the Code of Ethics. When asked how it would be revealed that a faculty member was promoting personal opinion over professional accepted views in a discipline, the team was pointed to student evaluations as the mechanism that would identify this. **(I.C.9)**

I.C.10 & I.C.11 are not applicable.

The college has external accreditation reporting requirements to the Board of Registered Nursing, Board of Vocational Nursing and Psychiatric Technicians, and the State Fire Marshal for Emergency Medical Services.

Information pertaining to accreditation as required by the ACCJC is available and accessible on the college website e.g. Annual Reports submitted; Present and past ISERs are posted; Midterm Reports, Action Letter, Follow-Up Reports, External Team Evaluation Report, Annual Reports, Complaint Process (including third-party comment) are made available. The college did a great job of preparing for its accreditation visit, as evidenced by the thorough accreditation presentation to its constituents in fall 2017 and the high levels of engagement in the open forums held during the site visit. **(I.C.12)**

States they comply with regulations and statutes of ACCJC which is the only external agency they report to **(I.C.13)**

The college doesn't have any financial returns for investments. **(I.C.14)**

Conclusion:

The College meets the Standard.

Recommendations:

None

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College has identified learning outcomes at the course, program, general education, and institutional levels. Most courses are assessed on a regular basis. There is less evidence that assessment of Course Student Learning Outcomes are regularly being used to improve student learning (although there are some instances demonstrated). The mapping of CSLOs to ILOs and GELOs is complete and the planned assessment cycle has begun. Not all CSLOs are mapped to PLOs; the Outcomes Committee will focus this academic year on completing the mapping and developing an assessment cycle/process. There is not clear evidence that the results of assessment are being to improve student outcomes at all levels. The evidence provided shows that CLSOs are assessed but there is less evidence of broader departmental conversations. However, until fall 2017, many assessments were tracked on paper and were not entered into the existing database so there are instances of "closing the loop" that were not documented. Going forward, there's a clear plan to track assessments at all levels so the full cycle will be more

evident. Conversations with the Outcomes Coordinator and other faculty indicate that much more is happening with the course outcomes assessment cycle than has been formally documented. At this point, the majority of distance learning courses reviewed did not show documented evidence of regular and substantive instructor contact. The College is in the process of changing its policy to require instructors to have specific training that will include the requirement for regular and substantive online interaction. The current 2018-2019 DE plan is well-thought out, comprehensive and ambitious. The plan addresses some of the weaker areas of DE, such as staffing, faculty preparedness, regular effective contact, accessibility and professional development. If the plan is followed, as written, the college will have a robust and vibrant DE program. The college community is justifiably proud that the gap between online and on ground courses is shrinking and, in some cases, disappearing entirely. The reasons for this improvement have not been determined. The college has a thoughtful GE philosophy. Information on degrees, certificates, GE, student outcomes, etc. are clearly communicated to students through the website and the catalog. There are a variety of services and programs to help basic skills students prepare for college level work, but effectiveness of some has not been assessed (though plans are in place). The college has a variety of academic support services that are monitored through their Integrated Plan.

Findings and Evidence:

All College degree and certificate programs and courses are offered in fields of study in line with the College's mission and are appropriate to higher education. The processes for approving courses, degrees, and certificates are outlined in the Curriculum Handbook and include a review of alignment with the institutional mission. Courses are reviewed for currency on a four-year cycle (two years for CTE courses). Instructional programs go through program review on a three-year cycle; the process includes an evaluation of program alignment with the mission. All program reviews are current and 100% of courses have been reviewed within the past six years. (II.A.1)

The curriculum approval and review process and the program review process ensure that courses and programs all have student and program learning outcomes. However, the evidence provided (Outcomes Database) indicates that assessment of CSLOs and PLOs is less consistent, and the results of those assessments aren't regularly used for the improvement of student outcomes. Previously, assessments were tracked in a variety of ways, primarily on paper, and the results were not reliably entered into the tracking system. As a result, the evidence does not necessarily show the full assessment cycle happening consistently across the College. The College had planned to use eLumen to improve the tracking of outcomes assessment, but recently decided that the tool did not meet institutional needs and will continue to use Google Docs for the foreseeable future. The Outcomes Committee determined that previous semester assessments would be put into the Google Docs Outcomes database and organized at a later date. Since fall 2017, the Outcomes Committee has tracked the assessment cycle at all levels in a more organized way. Going forward, the College has a clear plan to track outcomes assessment and ensure that the full cycle through "closing the loop" is happening at all levels, (II.A.1)

The college's Distance Education program adheres to the mission of the college. It has been strategically and steadily growing with outreach to the college's many communities and the offering of a variety of courses and support services for online students. Board Policy Section

4B3 states that the same course quality shall be applied to any course in Distance Education, including rigor of course, minimum qualifications, class size, and attendance. (II.A.1)

The college verifies that students in instructional programs are achieving degrees, certificates, transfer, or employment through student education plans, graduation requirement checklists, and degree evaluations. (II.A.1)

The faculty-driven curriculum process ensures that course outlines and instructional programs meet generally accepted academic and professional standards (Curriculum Handbook). During program review, faculty review program data, reflect on learning outcomes, and outline plans for improvement (Program Review documents). CTE programs also include a labor market analysis. Faculty also work to improve instructional course and programs through learning outcome assessment. The College is able to provide evidence that learning outcomes assessment is being used to improve teaching, learning, and student success in some instances. Because the tracking of assessments was inconsistent prior to fall 2017, the team was unable to assess the degree to which assessments are leading to change and improvement across the institution. The College has a plan to more effectively track assessments in Google Docs going forward. Part-time faculty are not consistently involved in the assessment process across the college; the team suggests that the College develop a plan for more consistent participation of part-time faculty in assessment. (II.A.2)

Distance Education courses, including completion and success rates, are included in program review; success rates for DE courses have increased significantly over the past several semesters. Faculty teaching distance learning courses are trained on the Canvas LMS but are not required to demonstrate specific preparedness for teaching online.

The DE committee is working towards developing a review of online courses using the Online Education Initiative rubric. One faculty from each division is currently attending @ONE training, with the intent of training the other faculty in the division on online course design and review. The team evaluated 20 online courses from spring 2018 in Canvas; approximately 25% showed evidence of regular and substantive instructor interaction (defined by the College as being in the class at least twice a week). Additional evidence was provided demonstrating that some instructors use other methods of interaction, but the evidence overall doesn't show that most instructors meet the definition. A policy that would require online instructors to complete training in Canvas and in online requirements/best practices is going through participatory governance as of the team visit, so there is a plan in place to improve alignment with the policy. The college has a faculty online resource page located within their Technology Learning Center webpage. Faculty can also attend workshops that provide instruction on Canvas, accessibility and/or best practices for online teaching and learning. Participation in the OEI 2018 Online Equity Cohort should further ensure the content and methods of instruction online meet professional standards and expectations. (II.A.2)

The College has identified learning outcomes for all courses, programs, degrees, and certificates as well as its general education patterns and faculty are responsible for assessing these outcomes on a four-year cycle. The results of the assessments and a plan for improvement are tracked in an

assessment form. Changes to outcomes are submitted to the Outcomes Committee, which meets monthly. (II.A.3)

The College acknowledges in the ISER that while most course outcomes are assessed, the results of the assessments are not consistently used to initiate change that improves student learning. Assessment of PLOs, GELOs, and ILOs is beginning but is less developed. The college's outcome database shows that one GELO has gone through the full assessment cycle and one ILO is currently being assessed. The database indicates that 90% of PLOs are somewhere in the assessment cycle. However, the evidence that PLOs are being used for continuous improvement is inconsistent. Prior to 2017, the Outcomes Committee was tasked with overseeing all outcome creation, assessment, and documentation. An analysis of the cycle showed that the committee was not sufficiently resourced to carry out all of these responsibilities, so a new process was developed beginning fall 2017. Department faculty will continue to be responsible for assessing course and program outcomes. The ILOs will be the responsibility of the College Council; they have begun assessment of ILO 1 in fall 2018 and the team observed evidence of robust discussion of assessment results. GELOs will be the responsibility of the Curriculum Committee; the first assessment cycle was completed in fall 2018. The Outcomes Coordinator will facilitate both processes. (II.A.3)

Course outlines are approved by the Curriculum Committee and contain current SLOs. SLOs are communicated to students through course syllabi, which are checked by the appropriate dean. A review of 20 randomly selected syllabi for ground sections of courses taught spring 2018 showed that the majority of courses had CSLOs correctly listed. Three of the courses had outcomes that varied from the current CSLOs in eLumen; one course did not list CSLOs at all. Course outlines of record are available to students and the public in the eLumen portal. (II.A.3)

The College offers pre-collegiate courses in English, Math, and English as a Second Language (ESL). Pre-collegiate courses are identified by the college's numbering system (P070-P089 indicate developmental courses). Discussion of course placement (developmental, degree applicable, UC/CSU/local GE) begins with the faculty at the division level and is continued at the curriculum committee. When community education courses might overlap with credit or non-credit offerings, the stakeholders confer. (II.A.4)

The college has developed multiple pathways into transfer-level English, including an ESL program, accelerated pre-transfer English, integration of reading/writing, and a co-requisite model. The math department is offering an accelerated elementary/intermediate algebra class beginning fall 2018. The college has used multiple measures in English several semesters and in Math since fall 2017. The College offers several support programs for basic skills students, including a summer Jump Start, Supplemental Instruction (PASS), and Early Alert. The Jump Start program has shown it is effective in helping students raise their placements, especially in English. The PASS program will be assessed in fall 2018. Student surveys show that students who receive and follow up on an Early Alert find it very helpful. (II.A.4)

Porterville College degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to

completion, and synthesis of learning. All degrees and certificate programs are developed by faculty and approved through the Curriculum Committee, which follows requirement as indicated in the Porterville College Curriculum Handbook and the Program and Course Approval Handbook. Programs are then submitted to the KCCD Board of Trustees and the CCCCCO for final review and approval. New degrees and certificates are submitted to ACCJC for review and approval. New CTE programs are endorsed by the Central Mother Lode Regional Consortium. All programs go through Program Review on a three-year cycle and are assessed for applicability, depth, and rigor. The college's Articulation Officer works with faculty and the Curriculum Committee to ensure that applicable courses meet CID requirements as well as transfer requirements for UC and CSU. (II.A.5)

A review of the catalog confirms that degrees have a identified course sequence and minimum requirement of 60 units. (II.A.5)

A key goal for the College is scheduling courses so that a full-time student can complete an associate degree in two years. Over the past five years, an average of approximately 10% of students who graduate do so with 61 or fewer units (defined as on time); approximately 60% graduate with between 62 and 84 units (defined as one or two extra terms); and 30% graduate with 85 units or over (defined as three or more extra terms). Working with department faculty, division chairs recommend a schedule focused on student completion to the instructional deans and VPI; counselors also review and make recommendations. Some programs, such as nursing and psychiatric technician, have recommended two-year course sequences. A two-year plan of course offerings is available for many programs on the website and the College developed a year-long schedule for 2018-19 to help students plan their schedules. The College is developing program road maps to completion, transfer and career readiness that will be complete by the end of the 2018-19 year. These maps will help the college plan a schedule that meets student needs and provide students with a guide that should help shorten their time to completion. (II.A.6)

The college offers a variety of delivery modes including face-to-face, hybrid and online offerings. Teaching methods address multiple learning styles through different instructional presentations, such as writing, lectures, guest-speakers, exams, projects, labs, clinical work and problem solving. The faculty are evaluated on a three year cycle, by their peers, a process that addresses the diverse and changing needs of the students. Professional Development is offered and utilized by faculty to enhance instruction, including online learning. Further, the college received a Basic Skills Transformation Grant that they are using to expand and enhance basic skills, acceleration, professional development and student support services and efforts. The college has also received funding from Achieving the Dream that provides for faculty to attend conferences and workshops to improve student success. Another award from the US DOE, the Title V-Hispanic Serving Institution grant (2017-2022) will be used to support professional development, distance education and services to benefit Hispanic and underrepresented students (Title V Project Profile). The Institutional Research Office provides data to allowing for an examination of delivery modes, methods of instruction and how to support student learning. Program Review processes and reports show that data is being used by disciplines for continuous improvement. The Disability Resource Center-DRC, Extended Opportunity Programs and Services (EOPS)/Cooperative Agencies Resources for Education (CARE) Program, Youth Program, Veterans Center, and the Transfer Center all provide support for the diverse students the college serves. The Integrated Plan has goals and activities that support professional

development for staff and provides standards for inclusive instructional methods. There is little to no discussion of the assessment process to identify necessary changes in teaching and support services in order to serve a diverse and changing needs of students. The college is in the process of developing a staff development plan that will address the needs of all employees with implementation after the fall of 2018. This plan should include an assessment of and a cycle for effective delivery modes, teaching methodologies and learning support services to reflect the diverse and changing needs of students. (II.A.7)

The college does not use any department-wide course or program examinations. In some areas, students may take area specific certification for licensure, such as firefighting, policing, nursing and psychiatry tech and emergency medical technician. Students may also receive credit for prior learning through the College Level Examination Program (CLEP) and veterans may be granted elective credit for specific service experience and/or education received while serving in the military. In all other areas, the college relies on the Accuplacer placement exam in English and Math for students, as well as multiple measures assessment based on high school GPA for English and Math. (II.A.8)

The college awards course credit, degrees and certificates based on student attainment of learning outcomes. According to the Outcomes Coordinator there are learning outcomes for every course and program as well as GE and institutional learning outcomes. While SLOs are mapped to GELOs and ISLOs, not all SLOs are mapped to the PLOs. The college is working towards completing the cycle from assessment to improvement and a timeline of one year has been given to map all SLOs to PLOs and develop an assessment cycle. Currently the college is in the analysis phase of the cycle for one of their ISLO's, with discussion taking place in their College Council (10/1/18 meeting). The curriculum committee has procedures in place to approve new and revised courses and ensure that institutional policies are followed, including the appropriate number of units for each course (Curriculum Handbook). All curriculum is further approved by the Chancellor's Office prior to offering. The college complies with the federal and state regulations as they apply to community college districts. (II.A.9)

The college makes clearly stated transfer of credit policies available to students in its catalog, in the transfer center, and through counseling appointments and other student services programs. AP 4C2, "Credit Allowed from Other Institutions," describes the process for giving credit for transferred courses. The AP indicates that credit is awarded on the basis of "like credit for like work." The College has course articulation agreements in place with four-year institutions to ensure students a smooth transition to their transfer institution. Approximately 75% of the College's courses transfer to UC and/or CSU; there are over a thousand course-to-course articulation agreements. The College has 107 C-ID approved courses and 13 ADTs. (II.A.10)

The College has identified program level outcomes (PLOs) for all current programs. Examples of outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives were provided. The College has also identified General Education Learning Outcomes (GELOs) and Institutional Level outcomes (ILOs). (II.A.11)

The College requires a general education component in all of its degree programs and has a clearly stated philosophy of general education stated in the catalog. The College has identified GELOs that include preparation for participation in civil society; skills for and appreciation of life-long learning; and comprehension of the knowledge, practice, and interpretive approaches in the arts and humanities, sciences, mathematics, and social sciences. The College offers three GE patterns: CSU Breadth, IGETC, and the local general education pattern. Discussions of course placement in the GE patterns begins with department faculty and is continued and confirmed at the curriculum committee. (II.A.12)

A review of the catalog confirms that all of the College's degree programs include an area of specialization or inquiry as well as a general education component. The Liberal Arts AA degree offers and established interdisciplinary core with two areas of emphasis, Arts and Humanities and Natural Sciences and Mathematics. All degree programs have identified PLOs to which the CSLOs of included courses can be mapped to ensure they prepare students for mastery of key theories and practices within the field of study. The curriculum committee is beginning to use PLOs in the development and revisions of degrees to determine the appropriate placement and content of courses included in the degree core. (II.A.13)

CTE programs are based on industry, occupational and community needs. The college participates in joint advisory committees with the local school district and that they are meet monthly. Additionally, health careers convene with additional industry experts. Occupational outlook data, student completion and course success are used to review existing CTE programs on a 2-year cycle. The college ensures programs are meeting the licensure and occupational requirements in nursing. A six-month graduate survey is given, and data is used for improvement in practices that need to be maintained, enhanced, and/or elevated to support licensing and occupational standards. The data is used for improvement through the program review process. (II.A.14)

The college has a catalog rights policy that allows to students to meet graduation requirements that are in effect at the time they matriculate to the college. The college offers courses that allow students to complete programs and offer courses necessary to complete, regardless of enrollment. Students are advised of major program changes through individual advising appointments. Individual division chairs approve substitute coursework if requested by a student. The college has a Program Discontinuance Policy that is approved by the Academic Senate and courses/programs recommended for discontinuance are recommended to the College Council and the Board of Trustees for approval of the discontinuance. (II.A.15)

The college has an approved program review plan for CTE programs on a two-year cycle and a three-year cycle for instructional programs. The college offers Community Education courses that are designed to provide vocational skills, professional development and/or exposure to recreational enjoyment. Pre-collegiate course offerings have increased, and co-requisites have been developed and are being implemented currently. By the end of the 2018/19 academic year, all CSLOs will be mapped to PLOs and a schedule for assessment will be developed. Professional Development activities are provided for faculty, so they can remain current in the latest research and/or teaching methods. (II.A.16)

Conclusions:

The College has a clear policy for regular and substantive interactions, but at this time does not provide specific training about the policy for faculty teaching online. At the time of the visit, a policy change requiring that faculty complete specific training online is moving through the participatory governance process. Additionally, one faculty member from each division is completing the 12-week @One online training certificate; these faculty members will serve as advisors to online instructors in their division. Between these two changes, the College has a clear plan to improve regular and substantive interactions in online courses.

The College is engaged in active conversations about the outcomes assessment cycle at all outcome levels. While it's clear from the outcomes database and from interviews with relevant college personnel that the full CSLO cycle is happening in pockets across the institution, that work has not always been adequately documented. The college does not have all CSLOs mapped to PLOs and has not developed a schedule or process for PLO assessment. This work will be the focus of the Outcomes Committee this academic year and will be completed by the end of the spring semester. Assessment of GELOs and ILOs is underway. Going forward, there is a clear plan to document the full cycle and ensure that assessments are being used to improve student learning at all outcome levels.

Recommendation to Increase Institutional Effectiveness #1:

In order to increase effectiveness, the team recommends that the college develop a formal, systematic, and comprehensive plan to better document and communicate its assessment activities in its promotion of student success. (II.A.1, II.A.2)

Recommendation to Increase Institutional Effectiveness #2:

In order to increase institutional effectiveness and strengthen its alignment with the standard, the team recommends more diligent documentation of substantive and regular contact for students enrolled in its Distance Education courses. (II.A.2)

IIB. Library and Learning Support Services

General Observations:

The Library and Learning Resource Center (LRC) are located in adjoining buildings at the center of campus and, in the words of the self-evaluation, serve as an “unofficial information hub” for the campus. One of the newer buildings, the library is considered the crown jewel with its attractive yet functional layout that is conducive to effectively supporting student learning needs. This is reflected in the balance of interactive spaces, as well as individual and group study areas. A display of books is placed just inside the entrance gates, the theme of which frequently changes from “Banned Books Week” to “Faculty’s Favorite Books” to more seasonal topics. These themed displays were originated by library staff, but also support a college-wide interest, voiced in College Council, to encourage students to read more. Both the library and LRC are busy, welcoming spaces that interface with other campus initiatives such as Jump Start, Early Alert, C.H.A.P (Cultural and Historical Awareness Program), and Senior Day for area high school students. Faculty and staff are focused on meeting student needs and take great pride in their personalized attention to students and collaboration with each other.

Findings and Evidence:

Porterville College offers services through the Library, Learning Resources Center (LRC), and computer labs. The facilities are located in adjoining buildings in a central location on campus.

All facilities are open sixty hours per week during fall and spring semesters, including extended hours Monday through Thursday. During summer session, the facility is open forty-eight hours per week. Library staff include one full-time faculty reference librarian, three part-time faculty librarians and two library technicians who are eleven-month classified employees. The full-time librarian is hired on a 185-day contract, which includes ten extra duty days. After a recent reorganization, the library and LRC were moved from the student services area to instruction, under the purview of two different area deans. The current librarian and deans confirmed that the change is intended to allow the librarian to operate as a full-time reference librarian.

The Technology Learning Center is also housed in the library and provides tools and training to faculty and staff for technology needs.

In his advisory role to the Curriculum Committee, the librarian affirms whether the library contains the resources to support specific courses.

Library staff offer individualized support for information literacy, both face-to-face and by telephone or email, and also provide approximately 50 classroom presentations annually (as guest speakers in scheduled classes) on information competency. Print and media resources are available and include a reserve collection and journal/magazine subscriptions. Through the Library/LRC portal, Porterville students and staff can gain access to an array of online books, journal subscriptions, online encyclopedias, and over fifty databases. Access to online materials is available on-or offsite at all times upon login with a student or staff ID. The library maintains special collections of historical or general interest, which are displayed throughout the library. Library staff prepare seasonal and current-interest displays on rotation. (II.B.1)

Maintenance and security of the facility, as well as the technology therein, and supported by the Maintenance and Operations (M&O) and Information Technology (IT) Departments. The facility is locked and unlocked by M&O staff, and cadets in the Criminal Justice program patrol the library. Motion detectors are activated when the library is closed, and security cameras are placed throughout the library. (II.B.1)

Students and staff enter and exit through security gates. Library materials are tagged with magnetic strips, and alarms are triggered if materials were not properly checked out. (II.B.1)

The LRC provides general tutorial support, sustains Peer Mentoring programs in writing and math, and supports a supplemental instruction program, called PASS (Peer-assisted Study Sessions), is a program incorporating student expert tutoring; peer to peer mentoring and expanded student tutoring. (II.B.1)

According to the Language Arts program review, faculty coordinate and supervise these programs. The tutoring programs differ somewhat in the scope of work, but all recruit high-

performing students, who undergo rigorous training prior to service. Some tutors are “embedded” in classes and act as note takers; minutes from the LRC Workgroup meeting confirm that the college is initiating the use of the Rocketbook app to upload the notes to the DRC (Disability Resource Center) website. PASS leaders conduct study sessions in the LRC. Office/work space is provided in the LRC for Math and English Mentors. A tour of the facility revealed computer stations for students and rooms for group activities. Faculty often work with students in the LRC as well, during office hours or during extra hours. (II.B.1)

Online tutoring is provided through NetTutor, accessible through the Canvas site for the specific course. According to the posted NetTutor schedule, assistance is available 24 hours a day, every day. (II.B.1)

Two instructional technicians act as coordinators and manage the LRC. According to the 2017 program review, a second technician was hired due to student demand and so that Learning Center hours could be extended to match those of the library. LRC programs and services are funded through BSI, Student Success and Equity, and work study funds for the student tutors.

The LRC also houses a testing center for disabled students. The testing space is to be expanded when the LRC is remodeled in late 2018/early 2019. The design for the new facility was overseen by the LRC Workgroup that includes the program manager, faculty coordinators of the tutoring services and tutor training, and the LRC technicians. According to the floor plan, the new facility will include interactive smart rooms; expanded workspace for math, English, and general tutoring; and expanded DRC testing space. (II.B.2)

Minutes from LRC Workgroup meetings confirm that members develop and implement plans to publicize the LRC and its services, and to inform the community about the specific purpose of programs such as PASS. The college recently gained approval to perform CRLA (College Reading and Learning Association) certification of tutors and is beginning to implement the program in fall 2018. These activities realize the published mission of the LRC Workgroup. (II.B.2)

At the request of faculty, the LRC provides access to MyLab/Mastering to support reading, writing, and math instruction. ALEKS, a self-paced learning system for math instruction, is also available in the LRC (II.B.2)

Library resources include a book collection of approximately 40,000 volumes. Library staff acknowledge that many of these are older and possibly out of date, and that the online resources serve as more current reference materials. Using a limited annual budget of \$20,000 allocated for new books, the librarian directly obtains recommendations from faculty and students for new book purchases and has been making optimal use of these funds. However, the college needs to ensure that print and media materials provide the quantity, currency, depth and variety of resources to address the learning needs of students through increased support for collection development. (II.B.2)

The reserve collection includes textbooks and a small supply of CDs and DVDs. Small grants have been obtained to curate special book collections. During 2018, library staff implemented a

“Lending Library” program to check out textbooks, clickers, and calculators to students for the entire semester. (II.B.2)

The librarian describes concerted efforts to publicize, and increase use of, the library and its services. He routinely attends division meetings, and meets individually with faculty, to encourage library use and solicit feedback. For example, he collaborated with the music faculty and Music Club to update the music collection. Along with other faculty, the librarian is a presenter in a series of Critical Academic Skills Workshops, teaching basic computer skills and research strategies. He is investigating LibGuides as a content management system to help faculty share library resources with students. In short, input from the college community regarding educational materials is gathered through direct dialogue and networking. (II.B.2)

The library staff collaborate in the various library operations including cataloguing, checkout, removing old books and database review with the Adjunct Librarians assisting with weeding of the existing collection. Deans of instruction confirm that requests for a director of the library and LRC have been documented, and unrequited, for a number of years. In the meantime, the reorganization has freed the full-time librarian from a number of administrative tasks so that he can focus on his duties as a reference librarian.(II.B.2)

The library conducts program review according to a schedule, with the next report due in February 2019. The library conducts service area outcomes assessment with satisfaction surveys; the instrument was recently revised and will be administered in fall 2018. In the past, the LRC was included as an item in the overall program review for academic affairs, but it is expected that the LRC will undergo its own review in the future. A goal of the LRC Workgroup is to develop service area outcomes specific to this program in fall 2018. A student satisfaction survey that reflects its expanded activities has been developed and will be administered in spring 2019. (II.B.3)

The college sustains annual membership in the Council of Chief Librarians. The library maintains subscriptions with the Community College League Consortium for its databases; maintains access to EBSCO databases and periodical subscriptions through access provided by the state of California; and subscribes to other resources such as the SALEM online encyclopedia as well as local print media. Library staff review these annually for currency and usefulness to the college. The library does not participate in loan services with other libraries. (II.B.4)

Conclusion:

The College meets the Standard.

Commendation #2:

The team commends the College for its commitment to student success by its investment in the Learning Resource Center which provides extraordinary services through the PASS program of student expert tutoring; peer to peer mentoring and expanded student tutoring. (Standard II.B.1)

IIC. Student Support Services

General Observations:

Porterville College has created a comprehensive program of student support services that demonstrates its commitment to a level of quality that enhances student learning and achievement, regardless of location or means of delivery. The College provides appropriate student services programs consistent with its student demographics and its mission. The Student Services division works collaboratively with other campus areas, including Instruction, to ensure that students are appropriately prepared to begin classes and to provide support while enrolled. Student support services staff have embarked upon innovative initiatives and services to meet the needs of students. An example is establishing the Pirate Athletes Committed to Education (PACE) Program designed to assist student-athletes with their academic goals by requiring grade checks, monitored study hall, tutoring and counselor visits. The College takes pride in its support for students with food insecurities or transportation needs such as, the food pantry, neighborhood market, free bus passes, transportation grants, food grants for former foster youth and free college visits to universities. The Associated Students Porterville College (ASPC) leaders take pride in the College and represent the student voice on key participatory governance committees.

The College adheres to admission policies that are consistent with the mission of the College and specifies the qualifications of students appropriate for its programs. These policies are published in the catalog and class schedule and are available on College and District websites.

Additionally, academic programs that have special admission/selection processes, such as the Registered Nursing and Psychiatric Technician programs, include this information in program applications and on the website. The College assures equitable access to its diverse students consistent with its mission.

The Student Services staff conduct outreach activities in the surrounding community to meet the needs of prospective students. In the 2017-18 academic year high school students were able to complete the college application, orientation, assessments and counseling at their respective high school. Thus, due to 3SP, enrollment management strategies such as increased dual credit offerings, and related initiatives, the high school participation rate has been increasing and is at 42% based on the High School Report. The College exhibits a commitment to utilizing technology in student support services to expand services to students. Students can access Degree Works, an online degree audit system, which includes their educational plan. Additionally, the college implemented Cranium Café, an online counseling software and Navigate an on boarding software that will help the College identify students in need of specific services and assist students with educational planning. Each service area conducts regular staff meetings and engages in training and other staff development activities.

The College assures the quality of its student support services through its program review and assessment practices with program areas conducting comprehensive program review every three years, with an annual resource request update. Both quantitative and qualitative data are used to measure its efficacy. While this process is currently employed by all student services programs, the College would benefit from strengthening its documentation on how the College uses assessment data to continuously improve student support programs and services. The College has

a plan to more effectively track assessments and analysis in the Outcomes Database going forward.

Findings and Evidence:

The College assures the quality of its student support services through its program review, which includes alignment with the mission, and assessment practices with program areas conducting comprehensive program review every three years and an annual resource request update. Both quantitative and qualitative data are used to measure its efficacy. The College offers an array of student support services, both onsite and online. The team confirmed that the College provides appropriate student services programs consistent with its student demographics and its mission. (II.C.1)

The team verified that the College has identified and assesses service area outcomes (SAO's) for its student population and provides appropriate student support services and programs to achieve those outcomes. The College has developed an Outcomes Database that will serve as the repository for documenting the assessment cycle for all SLOs/SAOs, PLOs, GELOs and ILOs. SAOs are assessed according to their evaluation schedule documented in the Outcomes Database as part of the program review process. The team verified the College uses assessment data (student focus groups, student surveys, course success, persistence and completion) to continuously improve student support programs and services although clear documentation is lacking in how the assessment data is leading to program improvements. A plan is in place to improve the systematic documentation of the assessment cycle by the recent implementation of the Outcomes Database and the Strategic Planning Committee is updating the Program Review Rubric to include an analysis of the assessment cycle. (Standard II.C.1, II.C.2)

Students are able to access services on campus beginning at 7:30 a.m. to 5:30 p.m. Monday and Thursday and from 7:30 a.m. to 6:30 p.m on Tuesday and Wednesday and from 7:30 a.m. – 12:00 p.m. on Fridays.

An extensive Frequently Asked Questions (FAQ) is also available on the College website 24 hours a day seven days a week. Students can submit a college application, register, complete new student orientation, review their student education plan and receive counseling online. During peak times of the semester, student services extends hours to meet the needs of students. (Standard II.C.3)

The College supports co-curricular programs through the Athletics Department and through the Associated Students of Porterville College (ASPC). The College offers seven intercollegiate athletic programs for male and female students and over 14 student clubs. The Athletic Program complies with California College Athletic Association (CCCAA) articles and bylaws, and in accordance, requires all student athletes have student education plans, appropriate credit hours and minimum GPA in order to participate in athletics. (II.C.4)

Student co-curricular programs comply with the guidelines set forth in the ASPC Constitution and bylaws in addition to the Student Club Procedures and Reference Guide. At the beginning of each semester a comprehensive training is provided for the KCCD student government leaders

on the District fiscal policies and procedures, participatory governance and leadership skills. Prior to the beginning of each season, each team is required to attend an Eligibility Form meeting, CCCAA mandated eligibility form for intercollegiate competition is completed and the Decorum Policy and Student Code of Conduct are reviewed with student athletes. In addition, each student-athlete is presented with the Student-Athlete Handbook. Institutional control and tracking of budgeting funds is provided by the College. (II.C.4)

The College provides comprehensive counseling/advising services through the Advising and Counseling Department, grant-funded initiatives, and categorical programs and services such as CalWORKS, EOPS, CARE, DRC, Job, Entrepreneur, and Career Center, Transfer Center, Adult School and Veterans Resource Center. Counseling services are provided to students through a variety of means to include, traditional in-person counseling, phone appointments, online counseling via Cranium Cafe and email. The Counseling Department holds two bi-monthly meetings which provide trainings and updates on academic and transfer policies and procedures. In addition, all new counselors and advisors shadow an experienced counselor to ensure that the appropriate training is provided. (II.C.5)

New student orientation, which includes academic requirements and programs of study, is offered online using COMEVO in both English and Spanish and is mandated for all new students who want priority registration. (II.C.5)

The College adheres to admission policies consistent with its mission and is open to anyone possessing a high school diploma or who is 18 years of age or older if that individual is able to benefit from the programs and services offered at the College. The College follows District Board Policy Chapter 4.A.1 regarding its admission practices and is an open access institution. (II.C.6)

The College has defined pathways for students whose goals are to earn a degree, certificate and/or transfer. The requirements for pursuing these goals are listed in the Schedule of Classes, the PC Catalog and on the Degrees and Certificates page of the College website. The newly developed Guided Pathway completion teams, which are comprised of administrators, instructional faculty, counselors, and educational advisors, plan to increase collaboration between instruction and student services and clarify student educational pathways to completion. (II.C.6)

The College uses CCCApply as its primary application process and this online process is accessible through the college website. Separate admission applications are required in Nursing and Psychiatric Technician programs. Students must complete a separate admission application directly with the Health Careers office. The college currently uses the College Board's Accuplacer Online system for English and mathematics placement, as well as, high school transcripts. Beginning in fall 2019 the College will use only high school transcripts and self-guided assessments for placement into transfer level math and English courses. (II.C.7)

The College adheres to strict confidentiality standards as stated in FERPA and Title 5 of the California Education Code. All records are kept confidential and destroyed in accordance with the guidelines of the FERPA Act of 1974. The Office of Admissions and Records (A&R) maintains student master files and all permanent records maintained by the College are kept in the A&R office. Electronic records are maintained in Banner, the software utilized by the

KCCD. The main Banner server is located at the District Office in Bakersfield in a restricted area. District system backups are performed by the District Office on an automatic daily and weekly schedule. Admissions and Records documents are scanned through a digital imaging system, Hershey. Transcripts and other key documents are scanned and stored on this protected server. The College publishes policies regarding the release of student records in the College catalog. (II.C.8)

Conclusion:

The College meets the Standard.

Recommendations:

None

Standard III Resources

IIIA. Human Resources

General Observations:

Porterville College (College) is one of three colleges within the Kern Community College District (KCCD). While significant functions of Human Resources are centralized at the District level, the College does have its own Human Resources office. This office ensures college adherence to KCCD policies and procedures, provides guidance to college administration on recruitments, tracks employee evaluations, and acts as a liaison between the College and District Office.

KCCD has two primary bargaining units, the California College Association for faculty and the California School Employees Association for classified staff. Adjunct faculty are included in the faculty collective bargaining unit. The College employs roughly 67 full-time and 90 part-time faculty, 75 full-time and part-time classified staff, and 18 administrators.

The College provided board policies, performance evaluation tools, employment contracts, equivalency documents, and other human resources evidence for review. The College adheres to the Board's policies and procedures on staff recruitment, ethical conduct, prohibiting harassment, respecting diversity and equity, and other human resource requirements. These policies and procedures are posted on the KCCD website and are easy to access.

Findings and Evidence:

The College hires faculty, staff, and administrators using established criteria and procedures. For faculty, this process is conducted through program review and collaborative participatory governance resulting in a ranking of desired positions. Classified and administrative position needs also go through program review. The recruitment process for all positions is established through board policy and is in alignment with state education code. During the hiring process, KCCD considers an individuals' understanding of, sensitivity to, and respect for the service area

and diverse student population. Faculty subject matter experts are primarily responsible to ensure that faculty hiring include an emphasis on effective teaching. Moreover, early in the screening process, District Human Resources verifies all potential hires possess the necessary qualifications (education, experience, etc.) to perform the duties required to maintain and enhance institutional effectiveness and academic quality. (III.A.1, III.A.2, III.A.3)

Job descriptions directly relate to the College's mission, accurately reflect duties and responsibilities, and require faculty to develop and review curriculum and assess student learning outcomes. In addition, the College has written criteria to evaluate its faculty, staff, and administrators. (III.A.2)

The evaluation process for full-time faculty, part-time faculty and permanent employees largely resides with District Human Resources, which operates within the guidelines of collective bargaining and district board policy.

Full-time faculty are annually evaluated until they achieve tenure; afterwards evaluations take place every three years. Evaluations for part-time faculty are administered and tracked at the college level; these evaluations are at stated intervals of once in their first semester and at least once every three years thereafter. Classified staff evaluations occur three times in the first year of employment and annually thereafter. Managers and confidential staff are evaluated in each of the first two years of employment and then biannually. (III.A.5)

All faculty, administrators and other employees are required to meet minimum educational and experience qualifications as outlined by the California Education Code, California Academic Senate, and KCCD. Pursuant to these requirements, the College, in conjunction with District Human Resources, hires sufficient faculty, administrators, and other employees that meet or exceed established minimum qualifications, including a process to determine equivalency for degrees from non-US institutions. Overall staffing levels at the College are sufficient to achieve the educational programs, the mission, and adequately run operations. (III.A.4, III.A.7, III.A.9, III.A.10)

In an effort to maintain a high level of competency in assigned areas of responsibility and to sustain college effectiveness, the College encourages its part-time academic faculty to attend one-on-one orientations with Human Resources staff. Additionally, the College makes available electronically a comprehensive resource guide specifically for part-time faculty. Further, the Department of Instruction conducts an annual part-time faculty orientation. There is an adjunct faculty representative on the Academic Senate and on the negotiations team. Adjunct faculty are encouraged to participate in all facets of the College, including serving on college committees and being involved with student clubs. (III.A.8)

Policies and procedures are easily accessible through the District website and are consistently and equitably administered. These policies and procedures are developed to adhere to state and federal requirements and go through participatory governance in order to ensure broad understanding and compliance with KCCD's collective bargaining agreements. Further, Board Policy 7D, "Equal Employment Opportunity and Unlawful Discrimination", shows the commitment of the District to equitable treatment of all persons in the hiring process and its support in hiring of diverse personnel. This commitment is also visible in KCCD's "Equal

Employment Opportunity and Staff Diversity Plan” which includes methods to address underrepresentation of a monitored group. Further, this plan also tasks District Human Resources with collecting data on applicants and report this data to the Chancellor. The data is published and widely distributed. (III.A.11, III.A.12)

Board Policy 2H, “Statement of Ethics”, clearly outlines a statement of ethics for KCCD’s Governing Board and includes consequences for violation of these standards. In addition, Board Policy 7E, “Code of Ethics”, provides a written code of professional ethics for employees. However, consequences for violation of professional ethics is not included in this policy but are included within the two respective collective bargaining agreements. The College notes that a major overhaul of its Board policies and procedures is ongoing with the help of the Community College League of California.

While the consequences for violating Board policies and District procedures are contained in the collective bargaining agreements, the team suggests that Board Policy 7E would better align with the Standards if consequences for violating the code of ethics was incorporated in the policy. (III.A.13)

Significant professional development opportunities are available to employees, both internal and external. The Team would like to commend the College and District for significantly investing in the professional growth of its workforce. Specifically, the Team would like to highlight the College and District’s commitment to investing in the continuing education of its employees through one-time payments to classified, confidential, and management employees who complete significant units of professional development coursework. These payments incentivize professional growth and can total \$4,800 per individual during their career with KCCD. (III.A.14)

The District Office houses personnel records for all employees; these records reside in a lockable room supervised by a human resources staff member. Copies of personnel records at the College are stored in an office that locks. Employee access is in accordance to law and KCCD collective bargaining agreements. (III.A.15)

Conclusion:

The College meets the Standard.

Commendation #3:

The team commends the College for investing in the professional development of its workforce. By incentivizing additional professional coursework, the College has made clear its commitment to the educational advancement of its classified workforce by rewarding employees for completing approved professional development activities. (Standard III.A.14)

Recommendations:

None

IIIB. Physical Resources

General Observations:

Porterville College (College) is one of three colleges in the Kern Community College District (KCCD). It is located on approximately sixty-five acres and covers a geographical area of approximately 2,800 square miles in southeastern Tulare County. With a population of approximately 120,000 in its service area, the College enrolls approximately 5,000 total students.

Physical resources are supported and maintained by the Maintenance and Operations department at the College. The department employs a director, supervisor, and several maintenance, ground, and custodial staff. Safety and Security is supported by a program manager, public safety officers and a part time reserve officer contracted from the Porterville Police Department. Both departments are under the supervision of the Vice President of Finance & Administrative Services.

Findings and Evidence:

The College has the physical facilities to serve its current educational programs and services. Facilities for classrooms and services include the Science-Mathematics building, Fine Arts, Communication Arts, Trade and Industry, Career Technology, Child Development Center, Library, Learning Resource Center, Art Gallery, Academic Center, Student Center, Gymnasium, Fitness Center, Health Center, and Greenhouse. Additional facilities exist for Maintenance and Operations and storage. The passage of Proposition 51 along with local bond Measure J has enabled the College to plan a new Allied Health facility. Projected to be built in the space between the Health Careers building and Child Development Center, the new Allied Health facility will house the Health Careers programs and a Health Careers Lab which is currently located in the Career Technology building. (III.B.1)

The College uses its Facilities Master Plan, in alignment with the Educational Master Plan and Program Review, to guide its long-term land and building use and inform any modifications, upgrades and repairs needed for the campus. Community member input is gathered through attendance at the Facilities Master Plan meetings or through the completion of the Campus Experience Survey located on the College's website. The college has recently completed several of the updates and renovations noted in their last self-study such as parking lot renovations, ADA projects, updated HVAC system for three academic buildings, fire lane to the library, and roof repairs/reconditions to eight academic and service buildings. (III.B.1, III.B.2)

An Evacuation Plan and emergency services information is established with main and alternative evacuation routes and areas noted. Additionally, the College has a webpage dedicated to emergency preparedness. This webpage contains communication procedures with faculty, staff, and students for a variety of emergency situations. The communication is multi-pronged with posts on the College website, local press and social media, text alert system, and campus group email. Students are primarily notified through the voluntary PC Alert system and email alerts, with pre-made scripts that can be used quickly. Also located on the emergency preparedness webpage, the College has response procedures in case of injury to students and employees as well as numerous safety videos, reporting forms, and necessary contact information. (III.B.1)

The College uses a mobility cart system for students with disabilities who may have ambulatory constraints. The evacuation plan and area is clearly marked and situated so students and employees can gather safely in an open area. However, the evacuation plan does not currently have provisions for students with disabilities who need cart services, which the team feels would be an enhancement when the College next updates its crisis response plans.

The ADA Paths of Travel have been established and, in some areas, renovated with consultation to ensure that the paths are accessible and not a hindrance to students who use wheelchairs and other motorized equipment. The College also recently installed a new wheelchair lift in its only two-story building while renovations to the main elevator are ongoing. The wheelchair lift will also provide an additional means of egress should the main elevator become non-operational in the event of an emergency. (III.B.1, III.B.2)

The Maintenance and Operations Department uses the program review process, Facilities Master Plan, projects list, and construction and modernization document to inform the facilities needs of the College. Additionally, the Facilities Planning Committee with the help of outside consultants are updating the Facilities Master Plan. Further, a scheduled maintenance project tracking list is continually updated in alignment with the College's long-term goals. The project list is District-wide and tracks all three colleges, along with associated costs and a timeline. Finally, in anticipation of increased square footage tied to new facilities and based on a total cost of ownership calculation, additional hires within the Maintenance and Operations department were recently announced. (III.B.2, III.B.3, III.B.4)

Conclusion:

The College meets the Standard.

Recommendations:

None

IIIC. Technology Resources

General Observations:

The College's Educational Master Plan and Strategic Plan guides and informs the Information Technology (IT) Plan. The IT Plan guides the College in its processes to acquire and upgrade technology equipment and software, repair technology equipment, establish minimum computer standards and applicable policies and procedures on computer use, media series and web pages, and network prohibitions. The plan also provides the organizational and reporting structure of IT staff, establishes budget priorities, and informs program review. The IT Plan was renewed in 2015 and updated in the 2017-2018 academic year.

The IT department, under the Director of Information Technology and with support of multiple IT specialists, maintains the hardware, software and technology infrastructure of the College.

Until recently, Web Services and Print Shop were housed in the IT department but is now under the supervision of the campus Communications and Marketing Manager. Distance Education support and Educational Media Design services provided by the Educational Media Design Specialist (EMDS) includes workshops and training sessions for faculty, staff, and students.

Kern Community College District (KCCD) IT staff provides support to the College with voice, video, help desk services, Banner support services, web development assistance, Wi-Fi implementation, and WAN-LAN support as needed. The College IT staff supports campus labs and computers in the library for student use. This support also includes a 40-seat computer lab for the Career and Technical Education programs and a mini-lab with specialized software for the Health Careers Department. Additionally, IT support staff is responsible for maintaining 19 computers for registration and assessment testing in the Student Services area, three teaching computer classrooms (30 each in two classrooms, 40 in the other), 30 computer Learning Center lab, and a 9-seat computer mini-lab located in the Disability Resource Center. The DRC provides specialized software and hardware to students with disabilities.

Findings and Evidence:

The College's IT plan guides technology advancement on campus. The plan was developed with the support of the IT Committee and includes the cyclical replacement of instructional computer systems, as well as the policies and procedures to support a student-centered learning environment. The College has made the advancement of IT resources a primary budgetary consideration and has an annual budget for supplies, materials, licensing, and replacement. The IT Committee is a recommending body to the main participatory governance body on campus-College Council (CC). Student computers are the priority for computer replacement with an optimal replacement cycle of three years, though budget considerations can push replacement to five years. Employee computers are on the same cycle but are lower in priority with the oldest employee computer on campus being seven to eight years old. (III.C.1, III.C.2)

Faculty wanting to implement technology applications within their teaching environment bring their reports and recommendations to College Council, who vote and make a recommendation to the president. If the president's decision is in favor of procurement, it is brought to the Director of IT, who then relays information and project proposal to the District IT Managers group for discussion and implementation strategy. Technology products (hardware and software) not on the replacement cycle must be requested through the IT department prior to purchase and installation. Only products that go through this process are provided support by the IT department. An IT Survey for faculty was conducted in January 2017 to gather information about the types of technology used in the classroom and any unmet needs. Information from the survey helped the College identify technology needs for the classroom, informing training plans and budget priorities for technology. (III.C.1)

The Web Content Editor focuses on the entirety of the College website and performs scans for the accessibility of the web pages on a regular basis, but no less than four times per year. The website also incorporates a link for anyone wanting to report an issue related to access to the webpage. Additional information related to access can be routed to the Communication & Marketing Manager or the DRC office. In order to brand and keep consistency of the College webpages, all access rights for posting on the web resides with the Web Content Editor and the

Communications & Marketing Manager. Staff and faculty indicate to the Web Content Editor the information that needs to be posted and the Web Content Editor ensures that the information is accessible and consistent with other College webpages. (III.C.1)

Internet capacity and some IT support is provided by the District Office. The College also utilizes an IT Help Desk that is available 24/7 by phone and on the web, staffed by a third party contracted with the District. The Help Desk attempts to resolve the issue or request remotely. If the Help Desk is unable to resolve the task or it is an immediate classroom/teaching issue, the Help Desk sends a work order to IT support, who assigns IT support staff for resolution. The work order is logged into the system and closed out when the job is completed. An automatic email is then sent to the requestor to close out the order. A part time system support specialist works at night to assist or troubleshoot the evening classes. Students can get assistance in the computer labs by lab assistants as needed and have access to the Canvas Help Desk for their Learning Management System (LMS). (III.C.2)

The Educational Media Design Specialist (EMDS), who is also the Distance Education Coordinator, Online Education Initiative liaison, and Canvas administrator, assists faculty with their Canvas classes. The EMDS provides one-on-one assistance and staffs the Technology Learning Center (TLC). The TLC provides faculty with the environment and access to tools to make their distance education courses accessible. The DE committee, a subcommittee of the Academic Senate, is in the process of updating the DE handbook. One aspect of the updated DE handbook will include mandatory training for faculty to teach online, which was not a requirement before. An EMDS from the College and another from Bakersfield College, hold a yearly four-day “Teaching and Technology Summer Institute”. Topics from this institute are generally selected based upon recurring questions over the past year, new or cutting edge technology, and any faculty feedback received throughout the year. (III.C.4)

The students have access to computers and WiFi for their personal devices while on campus. There are two computer labs located in the Learning Resource Center, computer access in the library, and various mini-labs located in Health Careers, Disability Resource Center, and the Veterans’ Center. These centers and labs also provide student training on technology and use of any specialized assistive technology often used through the DRC. Students sign in for use in the various labs and have access while these buildings and centers are open for operation. Student computers in the classrooms and in labs are also loaded with software to protect the network system from viruses and malware, uninstalling or installing programs, or deletion of system files. This allows for IT staff to reboot and restore the computer to its original state if needed. (III.C.3, III.C.4)

The District provides IT security consisting of a framework for risk assessment and data identification and validation. This provides assurance of reliable access, safety and security. Further, protocols include identifying, prioritizing, and addressing applicable legal compliance requirements, documentation of IT Security Program roles and responsibilities, an IT Security Awareness and Information Dissemination plan, and a plan for identifying, validating, prioritizing, implementing, and auditing IT security technology initiatives. The College adheres to applicable FERPA guidelines as it relates to technology and follows District board policies that guide the use of technology on campus. These include Board Policy 3E “Information

Technology”, 4B3 “Distance Education”, 7D3B “Access to Electronic and Information Technology”., Further, the College uses a Computing and Network Use Agreement for employees while students signify and accept the network terms of use when they log onto the campus network. (III.C.3, III.C.5)

Conclusion:

The College meets the Standard.

Recommendations:

None

IIID. Financial Resources

General Observations:

The Kern Community College District (KCCD) uses an internally developed allocation model to distribute financial resources to each of its three colleges. This model, developed through a collaborative process in FY 2007-08, essentially mirrors the State Chancellor’s Office model for distribution of revenue to the community college system. In order to pay for District-Wide expenses, including the District Office, each college is charged based on the proportion of funded FTES it achieves.

The College has a clearly defined participatory process to determine local financial resource allocation. Utilizing program review, the College Budget Committee act as the first conduit for financial resource requests. This committee, which includes representation from all constituency groups, establishes an annual calendar, communicates the budget process to all constituency groups, develops standards for budget recommendations, and reviews and prioritizes budget recommendations to College Council. In turn, College Council reviews these recommendations and sends to the College president its recommendations for funding.

Audit and financial reports indicate the District is fiscally sound, with large fund balances and manageable liabilities. For the past several years, the independent external auditors have reported no findings and have given favorable opinions on the District’s financial statements. Board policies mandate a minimum District reserve level of 15 percent and college reserves of at least 3 percent, with both the District and the College easily attaining this threshold.

Findings and Evidence:

Planning

The College receives an annual allocation from the Kern Community College District (KCCD) to sponsor student learning programs and services. Throughout the year, adjustments are made based upon known or anticipated changes. Once allocated, the College distributes resources for the purpose of prioritizing and planning human resources, support services, and academic programs. Through its internal planning processes and governance structure, the College plans and manages its financial affairs in such a way to ensure integrity and financial stability. This

stability is further illustrated through the progressively growing reserves held at the College, which provides a significant cushion for any unplanned expenditures or revenue shortfalls. Further, with the recent addition of the District-Wide budget committee, the College will have an expanded role on vetting the budget assumptions used in the KCCD allocation model; this should further enhance the College's ability to ensure stable operations, provide for greater input into any future changes made to KCCD's internal allocation model, and is evidence of the District's commitment to collaboration in its decision-making process. (III.D.1)

Financial planning is aligned with the College's mission and goals; moreover, financial planning is integrated with and supports institutional planning. Using the College's mission and its strategic plan as the foundation for financial planning, the College has a clear process that guides resource allocation.

The process includes annual program review where additional requests for funds are initiated. These requests are sent to the College Budget Committee who use a rubric to review and make recommendations to College Council. The College Budget Committee is a participatory governance committee with representatives from all constituency groups. After review and recommendations from College Council, the College president makes the final decisions on resource allocation. This timely process is in alignment with established policies and procedures. Further, a demonstrated commitment to transparency and high standards of financial and data analysis was evident. Multiple budget, facilities and safety updates are given to College personnel throughout the year, risk analysis is performed, and a Canvas course is being developed to provide a budget tutorial to newly hired faculty. (III.D.2)

The guidelines and processes for financial planning and budget development are clearly identified through established policies and procedures, a well-known participatory governance process at the College, and a timeline that is consistent with state-mandated deadlines. The opportunities and steps for individuals to fully participate in the financial planning process are publicized in the College Budget Planning Calendar. (III.D.3)

Fiscal Responsibility and Stability

The College planning process is done in concert with financial information provided by the District Office. This information informs the planning process and allows for a realistic picture of available resources, from which the College's resource allocation process is informed. The committees assigned with prioritizing financial resource requests are made aware of the likely amount of funds available and conduct their business cognizant of that financial reality. (III.D.4)

External audits provide a basis from which to measure the financial integrity and internal control structure; in that respect, the District has performed exceedingly well with no findings or internal control issues in the past several years. The audit information is available on the District website and is annually presented to the Governing Board. (III.D.5)

The financial documents, including the budget, are credible, accurate and reflect allocations consistent with the District's resource allocation model. As stated, the District's external auditor annually assesses the internal controls and issues an opinion on the financial statements of the District. With no audit findings in the several years, no follow-up has been necessary by District or College staff. Moreover, financial and internal controls are reviewed and discussed during

monthly meetings between College and District staff. These meetings include the College Vice President of Administrative Services, District Director of Accounting Services, and the District's Chief Financial Officer and help bridge any gaps identified between the College and the District Office. (III.D.6, III.D.7, III.D.8)

The District and College maintain sufficient cash flow and have reserve requirements of 15 percent and 3 percent, respectively. The 15 percent reserve requirement is separate from the 3 percent reserves of the three colleges, which provides significant flexibility to respond to unanticipated external factors. The most recent reserves for the District was nearly 20 percent and the College is close to 30 percent. Again, this allows maximum flexibility to the District and College to mitigate any emergencies or unforeseen circumstances.

In addition, significant oversight of finances, financial aid, investments, grants, and institutional assets is shared between the District and the College, depending upon how the functions are delineated. The team is particularly impressed with the overall fiscal stability of the District and the degree to which it plans for known liabilities and future uncertainties made possible through strong leadership from the Board and senior leadership. (III.D.9, III.D.10)

Liabilities

KCCD and the College are proactive in developing reasonable expectations in regard to financial solvency. Liabilities are clearly identified, planned for, and evaluated to ensure that sufficient financial resources are allocated. Such liabilities include Other Post-Employment Benefits (OPEB), for which the District has established a Trust, compensated absences, and other employee related obligations. The College keeps its compensated absence liability funded at 40 percent, a prudent figure. District and College staff are also cognizant of the increases in employer-sponsored pension programs and identify their high fund balances as sources to help offset these increases if needed. (III.D.11, III.D.12)

KCCD administers and sufficiently funds the debt associated with the repayment of its locally incurred debt instruments. This includes Certificates of Participation and payments to bondholders from the 2008 sale of its OPEB bonds. KCCD has also been fortunate to pass local bond measures. In 2016, a \$503 million authorization (Measure J) was approved by voters and will be paid from property tax assessments. Other funding sources, including auxiliary services and grants, are utilized consistent with their stated purpose. Notably, the Porterville College Foundation has a strong history of fundraising, awarding significant numbers of student scholarships, and working hand-in-hand with the surrounding community. (III.D.13, II.D.14)

The College does not participate in the federal student loan program. (III.D.15)

Contractual agreements with external entities are consistent with the mission and goals of the College, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the College and quality of its programs, services and operations. A Board policy is in place to govern appropriate practices. Specifically, Board Policy 3A4, Purchasing, and its related subsections set parameters for various types of purchases and legally defined dollar thresholds. Multiple levels of review are required before a contract reaches final Governing Board approval. These reviews include substantiation of proper account coding, sufficient funds availability, reasonableness for purchase, and verification of necessary termination and

indemnification clauses. After this extensive process, contracts are reviewed, approved, and ultimately ratified by the Board of Trustees. (III.D.16)

Conclusion:

The College meets the Standard.

College Commendation #4:

The team commends the College for its exemplary fiscal stability achieved through local budget processes. With a highly visible process, the College Budget Committee provides for active employee engagement throughout budget development and presents detailed information based upon thorough technical analysis. (Standard III.D.1, III.D.3, III.D.5)

District Commendation #1:

The teams commend the District for establishing and maintaining a culture of fiscal stability evidenced by impeccable audit reports, funds earmarked towards known liabilities, clearly laid out plans to address potential future uncertainties, and a high degree of financial transparency backed up by Board policy. In the establishment of the Districtwide Budget Committee, the District has demonstrated its continued commitment to collaborative decision-making and continuous improvement. (Standards III.D.1, III.D.9)

Recommendations:

None

Standard IV

Leadership and Governance

IVA. Decision-Making Roles & Processes

General Observations:

Porterville College has in place a participatory governance structure and processes that recognize and support the contributions of all constituent groups. The team heard numerous accounts from faculty and students how ideas intended to support student success and to make deep connections with the community have been fostered both through the official structures and processes and also through the informal and direct connection between students and their instructors, between faculty and administrative staff both at the college and at the District office, and among college employees and members of the community.

Board policy is approved at the District level, but Porterville college representatives from all constituencies are included in the Consultation Council convened by the Chancellor and have the opportunity to collect input for establishing and revising policy. Governance roles are defined in policy and designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Faculty and administrative leadership report that

Porterville College's concerns and needs are satisfactorily met through District-level decisions. Locally, an ethos of "doing whatever it takes to do the right thing" in the service of students is pervasive.

Findings and Evidence:

Administrators, faculty, staff and students at Porterville College participate in District-Wide committees such as the College Council where they provide input to improve practices, programs and services. The College Council is charged to "coordinate and communicate college-wide planning, budgeting, and reporting processes." One of the stated functions of the College Council is to "review recommendations from the various constituents, administration, academic senate, classified staff, and students and forward a recommendation to the President." More specifically, the College Council is responsible for reviewing and recommending input on the college's Educational Master Plan and planning processes and institutional research processes, including those for improving institutional effectiveness, program review, student success, enrollment managements and productive generation of FTES.

The document entitled *Participatory Governance at Porterville College* includes a philosophy of governance which promotes the right of all groups to participate effectively in the governance of the college. It identifies two main bodies of representation: The Academic Senate and the College Council. The visiting team observed a meeting of the College Council and noted participation from all constituent groups and focus on student learning and ways to meet the academic needs of the student population served by Porterville College.

One example provided in the ISER and confirmed by team interviews for broad and effective participation in institutional decision-making is the November 2017 Academic Senate recommendation for faculty hires. The team heard from faculty and staff the Porterville College fosters a creative environment where a "great exchange of ideas" is ultimately driven by the fundamental question to figure out what works best for students. (IV.A.1.)

Policies and procedures that authorize administrators, faculty and staff to participate in decision-making processes can be found in the Kern Community College District Board Policy Manual which contains seven sections on policies that govern operations, instruction, business services, employment and administrative matters throughout the District, including the activities of Porterville College. The KCCD document entitled *The Elements of Decision Making* includes a section on decision-making at Porterville College and shows a flow chart model which includes the Associated Students of Porterville College.

Interviews with student leaders confirmed that faculty responded to student recommendations to establish an instrumental music program and have made changes to textbooks also in response to student suggestions. The channel for students to communicate their needs and ideas appears to frequently happen through direct communication with their own instructors. While students are appointed to serve on participatory governance committees, there are more committees than students who currently participate as members of the Associated Students at Porterville College (ASPC). Student leaders and the administrative advisor who support student life and athletics are working to increase student participation in governance. Students reported that the ASPC is invited to participate at the District level, but this has not happened recently in part because of a

negative experience that the current student leadership experienced at regional meetings of associated students, but the goal is for student leaders to participate in District meeting moving forward. The biggest challenge appears to be in having enough students as part of ASPC to appoint to participate on all of the governance committees, both for Porterville College and for the District (IV.A.1, IV.A.2).

The college website contains a page for the Associated Students of Porterville College (ASPC) which includes a page entitled “PC Participatory Governance.” This page lists the colleges governance committees and associated ASPC officer assignments to each of the committees. The ASPC Constitution states in its Preamble, that the ASPC is established as a “self-governing body to serve as advocates and assume the powers and cooperative responsibility delegated to us by the President of Porterville College and the Board of Trustees of Kern Community College District.” It further states that the ASPC is to “provide a voice for the Student Body in the development of College policy and in the use of College Funds; to encourage academic and social involvement; to further cooperation and communication between students, faculty, classified staff, administration, and the community; to create and maintain adequate scholastic, social, cultural, and political activities in the furtherance of student welfare; and to promote the general academic achievement and life-long success of all students at Porterville College.”

Chapter 2 of the Handbook of the ASPC delineates the purpose, authority, and process by which students participate in college governance and decision-making as they pertain to ten specified matters that have a significant effect on students.

Program Review is one means through which the College formalizes its commitment to broad participation in planning. It enables those closest to programs and academic divisions to assess and analyze their effectiveness, and then, after study of relevant external and internal conditions, to propose innovative but realistic steps for moving into the future.

The Budget Committee includes representatives from each of the college constituent groups. The charge of the Budget Committee states that it utilizes instructional and non-instructional program reviews and budget requests in the budget planning process, recommends institutional fiscal priorities within funding parameters, identifies potential areas for analysis of cost savings or effective use of resources, and assists in the development of plans for acquiring additional college resources.” Interviews with administrative and faculty who serve on the Budget Committee confirmed that the budget allocation process is collaborative, student-focused, flexible, and effective both in terms of serving student and institutional needs and in maintaining a healthy fiscal reserve.

The team found additional evidence that the college implements procedures that allow for input from all constituent groups on the annual budget through an open forum venue prior to the phase in the process when the College Council recommends the budget to the President and then on to the Chancellor (IV.A.3.)

The college has eight academic divisions, each with a faculty chair. There are three academic administrators who provide oversight of the divisions and who discuss student needs. There is also a student services division with oversight by a vice president. Other structures in place that facilitate processes for making recommendations about curriculum and student learning programs and services include the curriculum review process, which is overseen by the Curriculum Committee. Scheduling of courses, enrollment and student success are discussed, and recommendations made by the Enrollment Management Committee. Interviews with faculty

leadership confirmed that curriculum development and refinement is faculty driven. This has notably included the development of associate degrees for transfer. The team learned that CTE program development has also been led by faculty who have partnered closely with local business and industry advisors (IV.A.4).

The utilization of multiple measures and the most recent development of an implementation plan for state legislated practices to accelerate the completions of transfer-level courses in foundation skills (AB705) are examples whereby the college relied on institutional governance and deep consideration of relevant perspectives to enact policy change. Discipline faculty and counselors developed a multiple measures plan that was vetted through the Curriculum Committee and the Success and Equity Committee (IV.A.5).

Porterville College documents the processes it uses for decision-making and the resulting decisions on its college website in the form of pdf files. (IV.A.6)

One of the charges of the Strategic Planning Committee is to define and evaluate the process of college-wide planning, monitoring the completion of the goals and objectives within the college's Strategic Plan, and assuring the alignment of other planning documents as related to the Strategic Plan. First published in 2012, the *Integrated Planning, Assessment, and Action* document marked progress toward evaluating the integrity and integration of the major college plans and tied institutional surveys toward capturing the effectiveness of the college's governance and decision-making processes and procedures. The team observed discussion of the 2018 iteration of the same document which includes newly added plans (IV.A.7).

Conclusion:

The College meets the Standard.

See Commendation #1.

Recommendations:

None

IVB. Chief Executive Officer

General Observations:

The college president provides effective leadership in the development of institutional goals, organizational structure and processes, budget development and the assessment of institutional effectiveness. The president serves as an ex officio member of the College Council, the highest-level governance committee of the college which oversees the development and integration of all major college plans, recommendations for budget and the ongoing assessment and refinement of process and practices to improve student learning and achievement and institutional effectiveness. The president delegates authority to administrators and meets regularly with them to ensure alignment with the college's purpose and needs. The president is actively involved in accreditation processes and supports the governance structure which includes an accreditation committee that also now reports to the College Council. The president maintains primary

responsibility to oversee implementation of statutes, regulations, governing board policies, including effective control of the budget and expenditures. The president is actively involved with local agencies and community groups and has maintained strong ties with the college's five feeder high schools.

Findings and Evidence:

The college president serves on the College Council as ex officio, and while a non-voting member, attends meetings of the Council every other week and provides regular reports regarding District and campus issues. This governing body sits at the highest level of the college and is responsible to develop, monitor and review campus-wide educational planning processes which involve the collection and review of recommendations from the Enrollment Management Subcommittee, Budget Subcommittee, and Strategic Planning Subcommittee. The College Council is charged with establishing fiscal priorities for the college and making recommendations to the President for short and long-term budgetary needs. The College Council is also charged with reviewing and recommending to the president hiring priorities as they relate to the Educational Master Plan. The president participates in every second interview for full-time faculty and staff. The college president, again as ex-officio of the College Council and recipient of its recommendations, provides leadership in assessing institutional effectiveness by reviewing campus research and research needs as a basis for implementing program review, assessment, and planning processes.

Board Policy 2A2 states that "the College President's administrative organization shall be the established authority on campus. Staff members should report to the designated administrator on specific problems. The College President is the final authority at the College level. Further, Board Policy 3A1B establishes that "college budgets are prepared under the supervision of the College President or designee" and that "the College President or designee shall work with the College Academic Senate in designing the processes for development of the College budget." (IV.B.1 and IV.B.5).

The ISER states that "changes to the administrative organizational charts are vetted prior to making any official changes and that the assistant to the president makes the final changes on the College's organizational charts before they are submitted to the District's Chancellor. The college president delegates authority to members of the Executive Administrative Council which includes the vice presidents of administrative and finance, student services and instruction, the deans of instruction, the human resources manager, and the director of technology. In addition, the team learned that the President meets with his Extended Administrative council, which includes the rest of the managers, now every two weeks. Administrative structures, staffing and operations are reviewed through these administrative councils as well as through the College Council (IV.B.2).

As described in the document *Participatory Governance at Porterville College*, the "the campus community engages in ongoing dialogue about quality, learning assessment and implementation of institutional changes that improve student success." As further described in that document, "the College Council is an advisory body that is made up of college administrators, faculty chairs, program directors and representatives from the Associated Students at Porterville College and the bargaining units (CCA, CSEA). This body is responsible for coordinating and communicating college-wide planning, budgeting and reporting." A subcommittee of the

College Council, the Strategic Planning Committee is responsible for” defining and evaluating the process of college-wide planning, monitoring the completion of the goals and objectives within the college’s Strategic Plan, and assuring the alignment of other planning documents as related to the Strategic Plan.” Any recommended changes to the strategic plan are made to the College Council by the Strategic Planning Committee. The general charge of the College Council, as published on the college’s website is to “coordinate and communicate the college-wide planning, budgeting, and reporting processes. The Council also reviews the various proposals and/or recommendations from the various constituents to provide the highest quality learning services to our students and communities served by the College” (IV.B.3).

The College Council is charged “at required intervals, [to] act as the College’s Accreditation Self-Study Steering Committee. More specifically it is assigned to assure that the self-study is a comprehensive effort to assess the effectiveness of the institution in light of publicly stated mission, goals, and objectives.” The college president receives recommendations from the College Council on matters of institutional scope. The end of year report for the College Council, along with other end of year reports for all committees under the Council, included as one of its accomplishments was the review of and approval of the self-evaluation report (ISER). The Budget Committee also noted in its most recent end of year report that it had reviewed alignment of its work with relevant accreditation standards. Further, the ISER reports that the college president and the accreditation liaison meet regularly to discuss the status of accreditation accomplishments and ongoing work (IV.B.4).

The Porterville College president communicates to the college community via email at least monthly on current activities and programs. He highlights college activities to the community via weekly talks on the local radio station. He also participates in meetings of the City of Porterville, Chamber of Commerce and works with the Porterville Unified School District and Burton School District and other community organizations (IV.B.6).

Conclusion:

The College meets the Standard.

Recommendations:

None

IVC. Governing Board

General Observations:

The Kern Community College District governing board has authority over and responsibility for policies that assure academic quality and effective student learning as well as fiscal stability of the District and each of the three colleges. The governing board recognizes its role in maintaining a strong District fiscal reserve and for maintaining board-approved levels of reserve for each of the colleges.

The Board has in place policies that support individual member support of collective board decisions. Board policies are in place for selecting and evaluating the Chancellor, and these

policies were adhered to for the recent hiring and evaluation of the current Chancellor. The Board has in place policies that protect it from member conflict of interest and that support the Board in advocating for the institution's educational quality.

Board policies and procedures are consistent with the mission of the District. The governing board assumes responsibility for legal matters of the District and maintains a Legal Counsel as part of the District function. Board policies are published that specify the size, duties, responsibilities, structure and operating procedures of the board. The board acts in accordance with its policies and assesses and revises its policies for legal compliance and for their effectiveness in supporting the District to achieve its mission. Review of governing board meeting minutes confirmed that the District regularly reviews data on key student learning and achievement metrics and approves strategic plans focused on improving academic quality and student success.

The Board has available multiple forms of programs to support individual and collective board development, including new board member orientation.

Interviews with individual Trustees and with the Chancellor confirmed that the Board conducts regular board evaluations, discusses the results of the evaluation in closed session and provides public summary reporting about the purpose of board evaluation and when the evaluation has been completed.

Board policy includes a code of ethics and delineates consequences for violations of standards of conduct.

The governing board delegates full responsibility and authority to the Chancellor of the District to implement board policy without interference and holds the Chancellor, through the college presidents, accountable for the effective operation of the District functions and of the colleges.

The governing board is well informed of eligibility requirements, accreditation standards, Commission policies and accreditation policies and has an active accreditation subcommittee.

Findings and Evidence:

The team confirmed that Kern Community College District Board Policy 2A1 grants authority to the KCCD Board of Trustees to approve and adopt policies for the operation of the District, to ensure that adequate funds are available to staff to execute these policies, and to provide for the general supervision of the District. Chapter 4 of the KCCD Board Policy demonstrates the role of the Board in establishing policies that are consistent with the mission of the District and that assure the academic quality, integrity and effectiveness of student learning programs and services. Chapter 3 of the KCCD Board Policy Manual on Business Services delineates a budget development process. The board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability of the District (IV.C.1, IV.C.5).

KCCD Board Policy 2B6 states "The Board shall act as a committee of the whole in all matters. The President of the Board shall appoint such subcommittees as are deemed necessary. Such committees shall not have executive power but shall serve in an investigative and advisory capacity only, reporting all findings and recommendations to the Board for action." Further,

Board Policy 2H1 for standards of practice call for individual Board members to “uphold the final decisions of the Board.” Interviews with some Trustees confirmed that the Board normally upholds decisions of the whole (IV.C.2).

Board policies 2A2 and 6A5A2 clearly define the process for selecting the District Chancellor, and adherence to this policy was demonstrated in the recent selection of the current Chancellor. Board policy 2A2 establishes that the Board “hold the Chancellor responsible for the efficient administration and supervision of the entire system and shall evaluate the Chancellor.” The process for evaluating the Chancellor is further described in the Chancellor’s contract and is consistent with Board policy (IV.C.3).

Board policy 2B1 establishes the seven-member composition of the Board of Trustees who represent the District on the basis five geographic areas and provides for the selection of nonvoting student member. Board policy 2B2 further requires that members of the Board of Trustees be elected by the electors of the area in which the members reside. The District is protected from undue influence or political pressure through Board policy 2H which delineates standards of practice for Trustee member compliance as well as consequences for violation of those standards (IV.C.4).

The District publishes governing board policies on the District website. The board’s size is set forth in Board policy 2B1. The duties, responsibilities and structure are clearly delineated in Board policies 2B1, 2B5 and 2B6. Board policy 2C describes the Board’s operating procedures (IV.C.6).

Minutes from the District Consultation Council demonstrate that policies are being reviewed for their effectiveness in fulfilling the District’s mission and are being revised as necessary. Interviews and examination of KCCD Board meeting minutes confirmed that the Board reviews its policies on a cyclical basis and has recently undertaken a comprehensive review of Board policies using a state resource that assists districts with ensuring that board policies and administrative procedures reflect recent revisions in federal/state statutes and regulations. (IV.C.7.)

Minutes from the KCCD Board of Trustees meetings show that the governing board reviews key indicators of student learning and achievement. Most recently, the Student Success Scorecard as well as state-mandated Institutional Effectiveness Partnership Initiative indicators were presented to show performance outcomes for Porterville College and the other colleges in the District. The District Strategic Plan includes key student success goals which are measured annually and produced by the District’s Office of Institutional Research and Reporting in a document called Common Measures, which the team confirmed is readily available on the District’s website (IV.C.8).

A calendar of board development opportunities is maintained and published in the KCCD Board Docs. Opportunities for training are abundant and include work studies, seminars, retreats, presentations, webinars, conferences, and informational sessions are held both on-site and off. These opportunities allow the KCCD Board to continue to be engaged in the matters that affect students, faculty, staff, and community. New trustee orientation is established in Board policy 2F which also provides for annual training for all Trustees as well as a biennial board development program (IV.C.9).

The process for evaluating the Board is set forth in Board Policy 2E which states that the purpose of the evaluation is “to provide constructive feedback to individual Board members about the performance of the Board as a whole” and of “ the overall effectiveness of the Board as a group making decisions and the results of those decisions.”

Interviews confirmed that the Board conducts a self-evaluation on odd years in the fall and discusses the results of the evaluation in closed session at its January retreat. The Board has a subcommittee responsible for the Board evaluation. Evidence provided to the team during the site visit showed that the Board self-evaluation was discussed during closed session at a meeting the following May. The visiting team requested and received evidence of the report-out from closed session, although this information is not captured in publicly available minutes. What was reportedly read aloud at the meeting briefly described the purpose of the evaluation and reported that the Board had completed its evaluation. The summary report-out also affirmed that the evaluation was conducted in compliance with Board Policy 2E2 and that the Board Evaluation subcommittee would be reviewing the evaluation instrument for use with the next evaluation. The team attempted to view this report-out from the website that contains all Board agendas and minutes, but the icon for the video recording of the meeting does not generate the recording. The district could improve transparency and public access to the results of Board evaluation. (IV.C.10).

A clearly defined statement of ethics for the KCCD Board of Trustees is published on the District’s website and enumerated in Board policy 2H. The District has also established clear policy for dealing with violation of its code of ethics. Board policy 2I establishes that each member of the Board of Trustees must file a conflict of interest statement. The ISER reports that Trustees file with the District Statements of Economic Interests to ensure disclosure of Board member interests that do not interfere with the impartiality of their duty to ensure the academic and fiscal integrity of the District (IV.C.11).

The KCCD Board policy 2A2 establishes Board of Trustees as the controlling body of the District that is charged with approving and adopting the policies for the operation of the District. Policy 2As further delegates authority and responsibility to the Chancellor for the efficient administration and supervision of the entire system. The Chancellor is held accountable for through his or her evaluation as provided by Board policy (IV.C.12).

KCCD Board of Trustees meeting minutes demonstrate that the Accreditation Committee of the governing board discussed accreditation standards at four recent meetings between February 5, 2018 and April 3, 2018. Board development opportunities listed on the District website also demonstrate that the governing board is provided information about eligibility requirements, accreditation standards, Commission policies and the processes of accreditation (IV.C.13).

Conclusion:

The College meets the Standard.

Recommendations:

None

IVD. Multi-College Districts or Systems

General Observations:

The Chancellor of the Kern Community College District sets and communicates clear expectations for educational excellence and student success largely through the District Strategic Plan and set of Common Measures. He assures support for the effective operation of the District's three colleges. Board policy provides for representation from all constituent groups from each of the colleges. From the perspective of Porterville College, District-level decisions are informed by college representatives, and the team heard reports of effective collaboration among college representative leaders. Porterville College leaders who participated in the subcommittees that evaluated the District Budget Allocation Model expressed satisfaction with the transparency and high level of trust they currently experience and with the responsiveness of the District in responding to one of the sub-committee's recommendation to establish a Districtwide Budget Committee. Interviews with administrators and faculty who are members of the Porterville College Budget Committee confirmed that the colleges have input to District policy for the allocation and reallocation of resources and that communications between the colleges and the District are timely and support effective decision-making. Although the colleges are somewhat apprehensive about the impact of the new state funding formula, Porterville College representatives expressed confidence that District-level discussions will be collaborative, open, and frank.

The Chancellor ensures effective control of expenditures which is reflected by the reserves that the District has maintained. Porterville College boasts the highest reserve of the colleges within the District and attributes this to a collaborative and flexible budgeting process that adapts to meet student and institutional needs while exercising prudence and long-term planning that has positioned the college to be proactive rather than reactive in an environment where legislation for funding and accountability is in a state of heightened change.

The team observed that District planning is integrated with college planning and that at Porterville College development of its strategic plan will be informed by the District-level Common Measures but will for the current cycle of development precede and inform development of the District's new strategic plan. Evaluation at the District level is integrated with evaluation at the colleges largely through the use of the Common Measures, ongoing administration of a Climate Survey, and the provision of District-wide and college-specific data produced by the District's Office of Institutional Research.

Findings and Evidence:

The Chancellor for the Kern Community College District provides leadership in setting and communicating expectations of educational excellence through the development and publication of the District's vision, values, mission and strategic goals and objectives which appear on the Chancellor's page of the District's website. District Board policy 2A establishes the Chancellor's responsibility for the efficient administration and supervision of the entire system, including Porterville College, Cerro Coso Community College, and Bakersfield College. Board policy 6A5 establishes the responsibilities of the Chancellor, College President, and Management Staff and

Board policy 6A5B further delineates the responsibilities the college presidents have to the Chancellor of the District (IV.D.1).

The *Elements of Decision Making* documents for the District the roles, authority and responsibilities between the colleges and the District Office.

The team confirmed that the District employs multiple tools and approaches for the colleges to receive effective and adequate services from the District to support them in achieving their missions. These include regular District Unit Reviews which utilize end-user feedback for some, but not all, units. The District also administers a district-wide climate survey, which breaks out responses from each of the colleges. Interviews confirm that the results from the climate survey are carefully considered by the District Consultation Council, and efforts are made to address concerns raised. One example is the need for better awareness of what the District units do. In response, the Chancellor has recently begun to publish on the Chancellor's website a document called *What's New at the District Office*, which includes a message from the Chancellor and reports from the different district units and other news pertinent to District projects and achievements. A state of the college report from the Porterville College president includes information about the college's strengths, accomplishments, challenges, threats, areas of improvement and opportunities and institutional priorities. Finally, the Chancellor receives informal input from the colleges through meetings of the Chancellor's Cabinet and the District Consultation Council which include the college presidents and other college representatives (IV.D.2, IV.D.7).

District Board Policy 3A establishes budget development criteria, procedures for fiscal management and internal controls. The District's approved budget serves as the plan for expenditures during each fiscal year. The Unrestricted Fund Budget Allocation Model was developed by a district wide committee as a tool to provide for the equitable allocation of District funding. The team found evidence for three consecutive evaluations of the BAM which have included recommendations concerning establishment of a District-wide Budget Committee, growth allocations, cost drivers for District Office chargeback, banked FTES allocation to the colleges, resources, and stabilization mechanisms (IV.D.3).

District Board policy 2A establishes the Chancellor is responsible for the efficient administration of the entire system. Board policy 6A5A further establishes that "all employees of the District shall be responsible to the Chief Executive Officer through the District line and staff organization. Board Policy 6A5B identifies the College President as chief administrator of the College who is responsible for maintaining the policies, procedures, rules, and regulations as set forth by the Chancellor and the Board of Trustees. Function maps for various units of the District Office are provided in *The Elements of Decision Making* document and show the centralization of some functions and decentralization of others to the colleges (IV.D.4).

The team confirmed that District planning centers on the District Strategic Plan which has informed the development of the colleges' strategic plans. This year, the colleges are developing their strategic plans first with alignment to the District's set of "common measures" that are tied to goals established in the 2015 District Strategic Plan. A strategic planning survey has been consistently administered every three years during this accreditation cycle (IV.D.5).

Interviews with Porterville college staff and faculty indicate that communication between the college and the District, and especially with the Chancellor, allows for effective decision-making (IV.D.6)

Conclusion:

The College meets the Standard.

Recommendations:

None

Quality Focus Essay

The ISER and QFE support how the college has reflected on its strengths and the areas needing improvement during this self-evaluation process. It knows itself well and the direction it needs to head in. For example, the College has a new database and schedules for assessment at all outcome levels and has made its outcomes work one part of its QFE project. The timeline of the QFE may be overly ambitious (i.e. assessing all GELOs and ILOs during 2018-2019). If this plan is fully implemented, it should significantly improve alignment with the standard. The team applauds the effort to enhance its assessment protocols. The team also recognizes the need for course and program mapping as part of this process. The staff development piece is already underway and is applauded for the college and district commitment. The team would suggest a focus on the two related topics, study the timeline assigned to the tasks, and reevaluate the need for staff development as part of the QFE specific projects.