



# **Student Equity Plan**

**October 18, 2004**

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Porterville, California 93257**

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## PORTERVILLE COLLEGE STUDENT EQUITY PLAN

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### Table of Contents

<b>Signature Page</b> -----	3
<b>Executive Summary</b> -----	5
Target Groups	
Goals	
Activities	
Resources	
Contact Person	
<b>Campus-Based Research</b> -----	9
Overview -----	9
Indicator Definitions and Data-----	9
Access-----	10
Course Completion ( <i>Retention</i> ) -----	13
<b>Goals and Activities</b> -----	18
Access-----	18
Course Completion ( <i>Retention</i> ) -----	20
ESL and Basic Skills Completion-----	22
Degree and Certificate Completion-----	24
Transfer-----	26
<b>Budget</b>	
Sources of Funding-----	29
<b>Evaluation Schedule and Process</b> -----	31

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## **EXECUTIVE SUMMARY**

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Student equity is integrated into all aspects of the activities and governance processes at Porterville College. Within the college mission statement itself our commitment to student equity and diversity is quite evident: “Students are our focus at Porterville College. All staff members are committed to providing an educational experience to our diverse community in an environment that fosters student learning and success. In promoting a student-centered learning environment, the college staff commits itself to innovation, respect, collaboration, and participatory governance.”

Two of the more specific bodies on campus that focus on issues of student equity, diversity, and access are the College Learning Council (CLC) and the Matriculation Advisory Committee (MAC). The general charge of the CLC is to coordinate and communicate the college-wide planning, budgeting and reporting processes across the campus. The CLC must also interface with all segments of the college to provide the highest quality learning and support services to our students and the communities served by the college. The MAC focuses primarily on evaluating the campus matriculation services including outreach, orientation, assessment, counseling and advising, follow-up, and research. One of the overriding themes within the discussions and activities of the MAC is to ensure our campus maintains equity and diversity while providing educational and support services to all of our students and community.

Each of these committees is comprised of a cross-section of the constituency groups across campus and is committed to the participatory approach in all of its deliberations and activities.

For the completion of this report, a Student Equity Advisory Workgroup, working in coordination with the counseling staff on the MAC, was established from within the CLC to evaluate the campus-based research, goals and objectives, budget, and evaluation schedule and process of our campus student equity efforts. The workgroup met and reviewed the previous Student Equity Plan, analyzed the data provided by the California Community College Chancellor’s Office, evaluated previous and current campus research data and reports, and discussed planned efforts to ensure equity in access, course completion, graduation, and transfer.

As indicated in the enrollment data attached, the predominant ethnic minority group on campus and in our community is Hispanic. The data on the enrollment percentages by ethnicity show the campus Hispanic enrollment has increased from 36% of the total campus student population in Fall 2001 to 46% in Fall 2003. With our increased activities in outreach, one of the campus goals is to continue this positive upward trend in the enrollment of our Hispanic community on campus.

**EXECUTIVE SUMMARY (Continued)**

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The federal government has designated Porterville College as a Hispanic Serving Institution. Sheer numbers dictate that the focus of our goals and activities primarily impact the Hispanic population on the Porterville College campus. However, we recognize that many of the socio economic problems associated with the educational shortcomings of the surrounding community will be present in all of our student populations. Therefore, the goals presented in this plan are provided to serve the needs of all the very diverse populations on our campus.

In the area of course completion, the Hispanic course completion (success) rates is somewhat lower than the average of the other ethnic groups. Since the Fall 1998 semester, the course completion rate for Hispanic students has actually increased from 55% to a completion rate of 62% in Fall 2003. Although this is a positive trend, the completion rates of Hispanic students are still lower than the other ethnic groups. One of the goals for our campus will be to initiate a tracking system to monitor progress and to provide intervention services as appropriate in an effort to increase the successful completion in their courses.

The college will also be working to provide additional educational opportunities to our displaced homemaker population. With Tulare County having one of the highest unemployment rates in the state, our college has an interest in providing educational opportunities to those who traditionally have the lowest educational levels achieved. Therefore, efforts to increase enrollment of displaced homemakers will be achieved through extensive community outreach throughout the Central Valley where these populations of our community are being served. The goals from this outreach will not only be increased enrollment, but also increased completion of certificates, degrees, and transfer.

The college is committed to providing the level of services required to meet the goals and objectives of our student equity efforts. Therefore, the college will provide the necessary funding, both through the general fund and categorical funding, to offer the activities and meet the established goals. In addition to funding, the college, through its participatory governance and oversight process, will continue to monitor and evaluate these efforts.

As per the December 3, 2003 Student Equity Plan data requirements changes. Identifying the final demographics for some success indicator became optional. However Porterville College has developed goal and activities for all 5 success indicators that will continue successful enhance equity and access on our campus.

**EXECUTIVE SUMMARY (Continued)**

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As stated in its mission statement, the college is committed to providing an excellent educational experience for all our students. In addition, the college is committed to increasing and embracing diversity and will work to ensure equity in all of its activities.

Student Equity Advisory Workgroup: Steven Schultz, Vice President of Learning; Antonia Ecung, Dean of Learning; Miles Vega, Transfer Counselor and Articulation Office; Michael Carley, institutional researcher; Susan Regier, Chair Language Arts Department; Carol Wilkins, Director of Disability Resource Department; Jacinto Gardea, Language Arts Instructor; and David Waite, institutional research assistant.

Student Equity Oversight Committees: President's Cabinet; College Learning Council; Matriculation Advisory Committee.

For more information regarding the Student Equity Plan and the college's overall equity efforts, please contact Steven D. Schultz, Vice President of Learning, at 559-791-2218 or email at [sschultz@portervillecollege.edu](mailto:sschultz@portervillecollege.edu).

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## **Campus-Based Research**

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## CAMPUS-BASED RESEARCH

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1. **ACCESS**-“*Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.*”

### **Overview and Methodology**

All college specific data for the following graphs have been extracted from “Banner” reports appropriate for the given success indicator. All census data have been extracted from the National Center for Education Statistics (NCES) data files that are tabulated by school district, resulting in service area population estimates for the Porterville College service area. The NCES data files for ethnicity and gender are not disaggregated by age and therefore include the total population. The NCES data files for disability are disaggregated by age and include ages 16 to 65 and disability categories for sensory, physical and mental disabilities.

Banner reports used are:

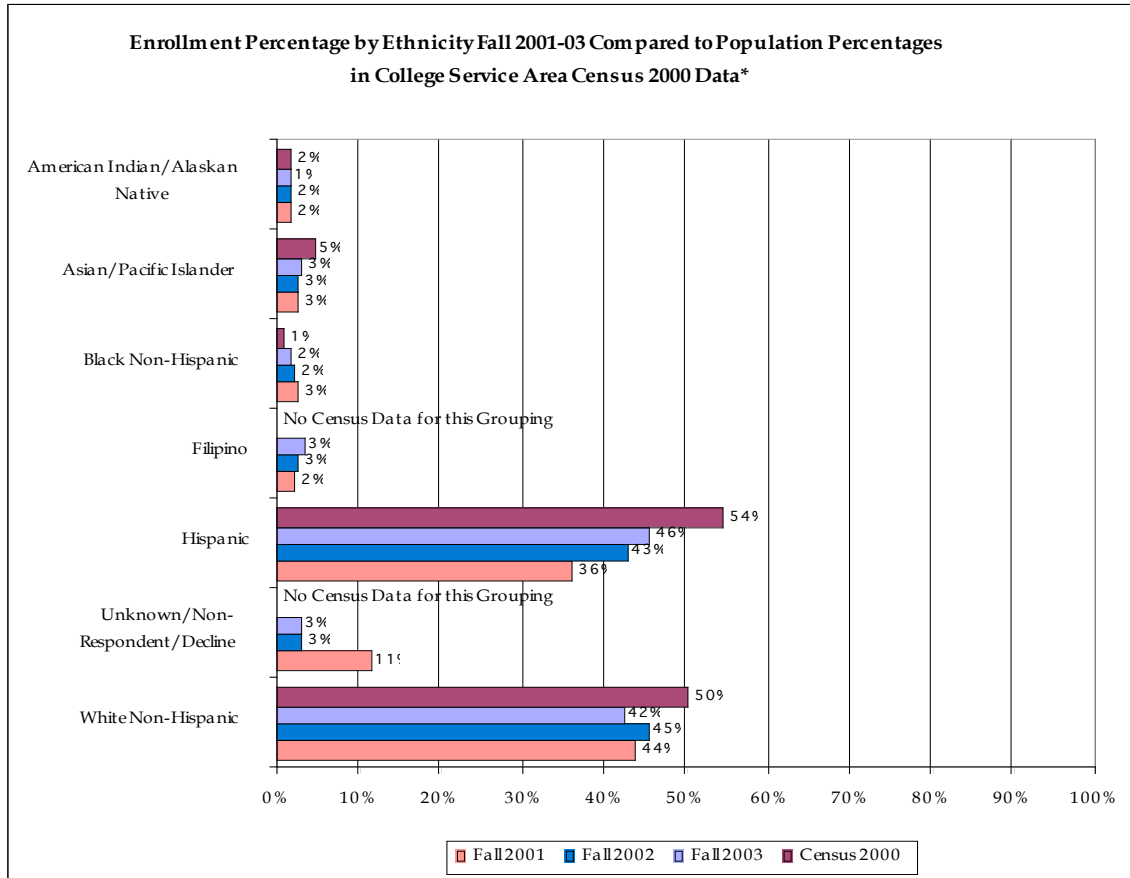
Success Indicator – ACCESS

SWRAHFF (academic history file) unduplicated enrollment with a RP-Group definition of enrollment

**CAMPUS-BASED RESEARCH**

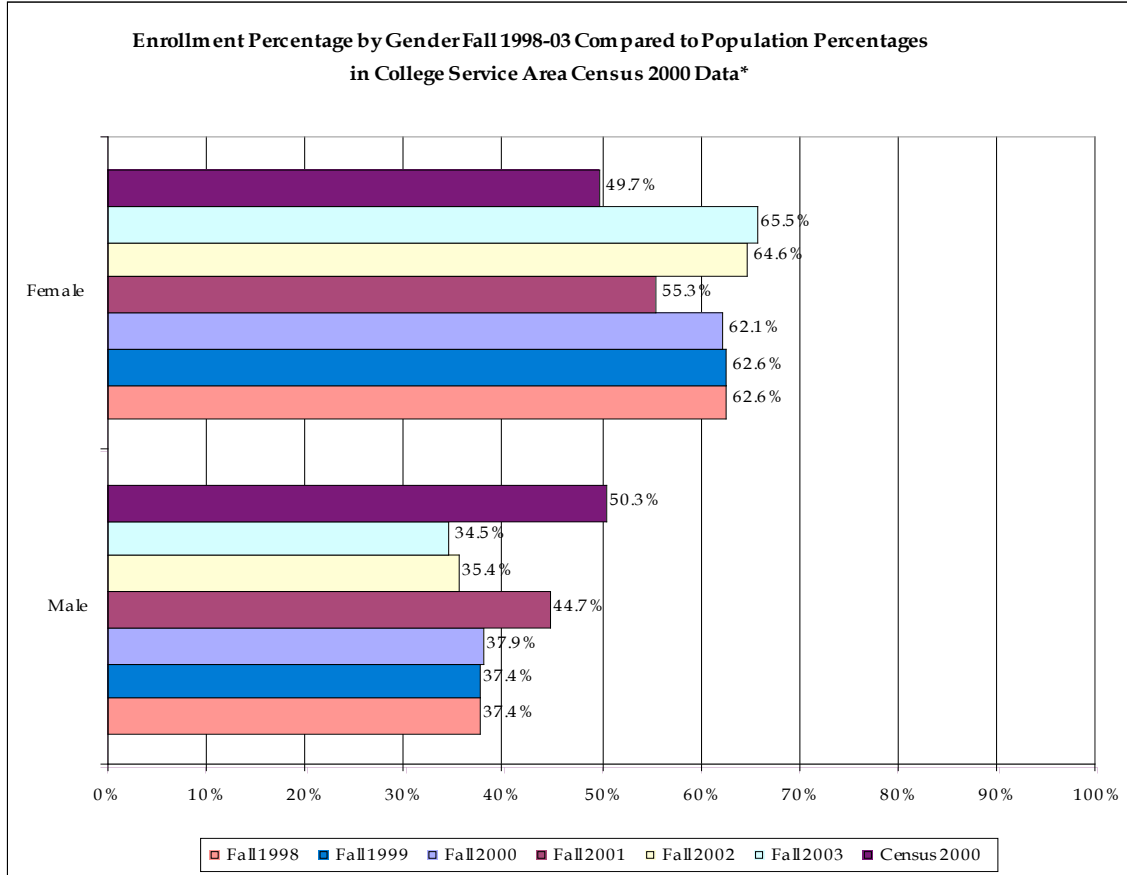
**Success Indicator – Access**

**Access by ethnicity**



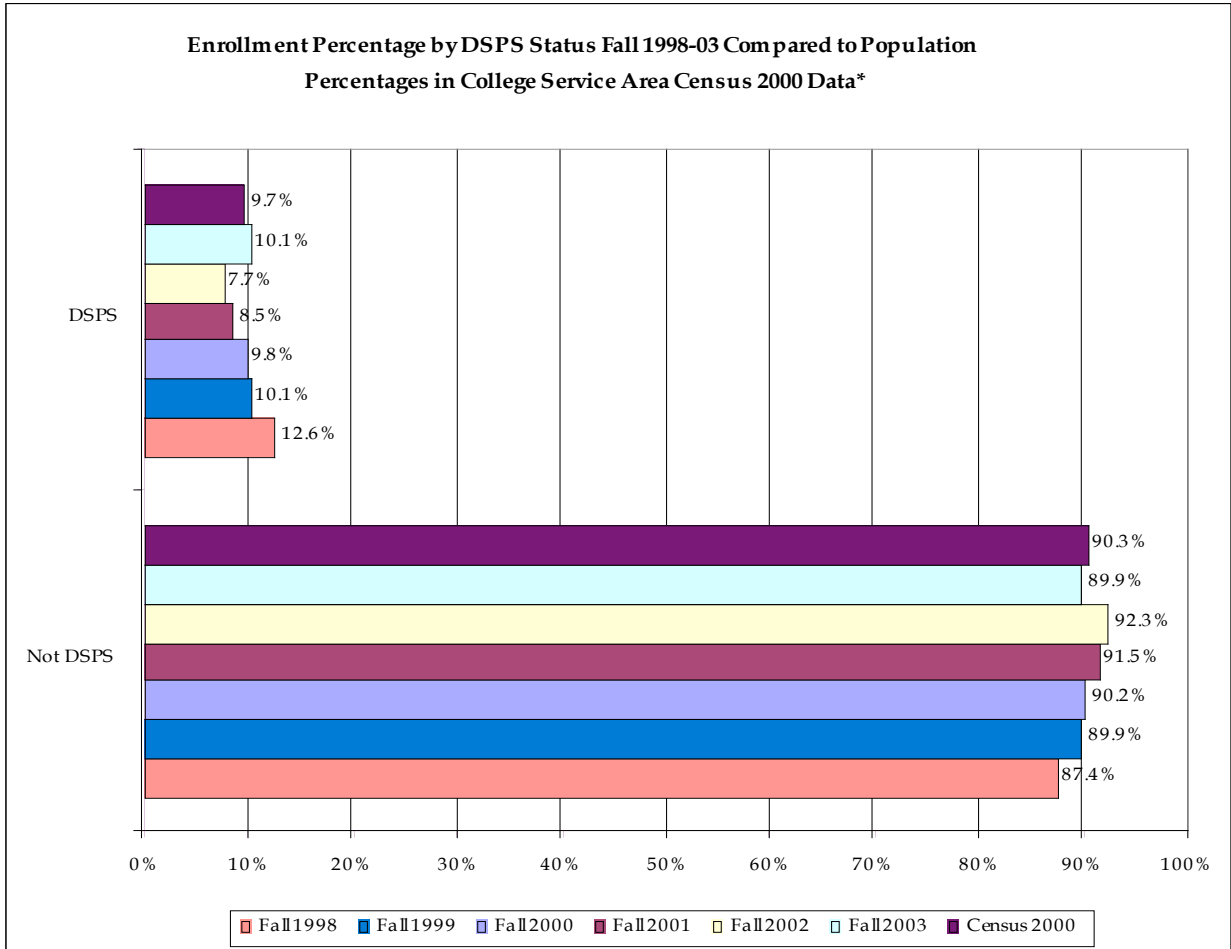
### CAMPUS-BASED RESEARCH

#### Access by gender



### CAMPUS-BASED RESEARCH

#### Access by disability



\*The Census 2000 School District Tabulation (STP2) is a special tabulation prepared by the U.S. Census Bureau. The categories of disability included are sensory, physical and mental.

## CAMPUS-BASED RESEARCH

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2. **COURSE COMPLETION**-*“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”*

*Note: Although Title 5 refers to “retention” the term ‘course completion’ is deemed to embody that term in the guidelines. ‘Course Completion’ means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit”.*

### **Overview and Methodology**

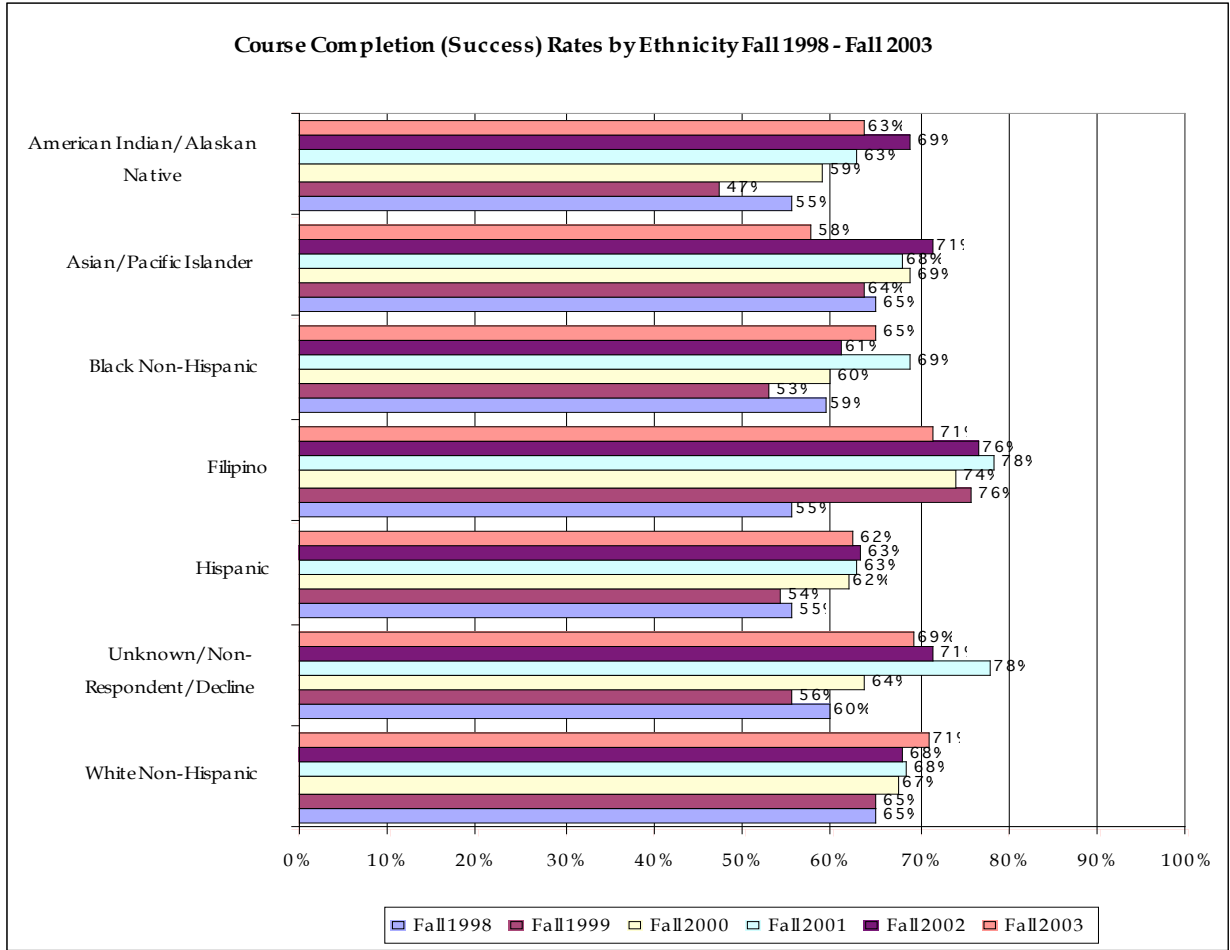
All college specific data for the following graphs have been extracted from “Banner” reports appropriate for the given success indicator. All census data have been extracted from the National Center for Education Statistics (NCES) data files that are tabulated by school district, resulting in service area population estimates for the Porterville College service area. The NCES data files for ethnicity and gender are not disaggregated by age and therefore include the total population. The NCES data files for disability are disaggregated by age and include ages 16 to 65 and disability categories for sensory, physical and mental disabilities.

Banner reports used are: Success Indicator – COURSE COMPLETION (success)  
SWRAHFF (academic history file) duplicated enrollment with a RP-Group definition of enrollment and course success (completion)

**CAMPUS-BASED RESEARCH**

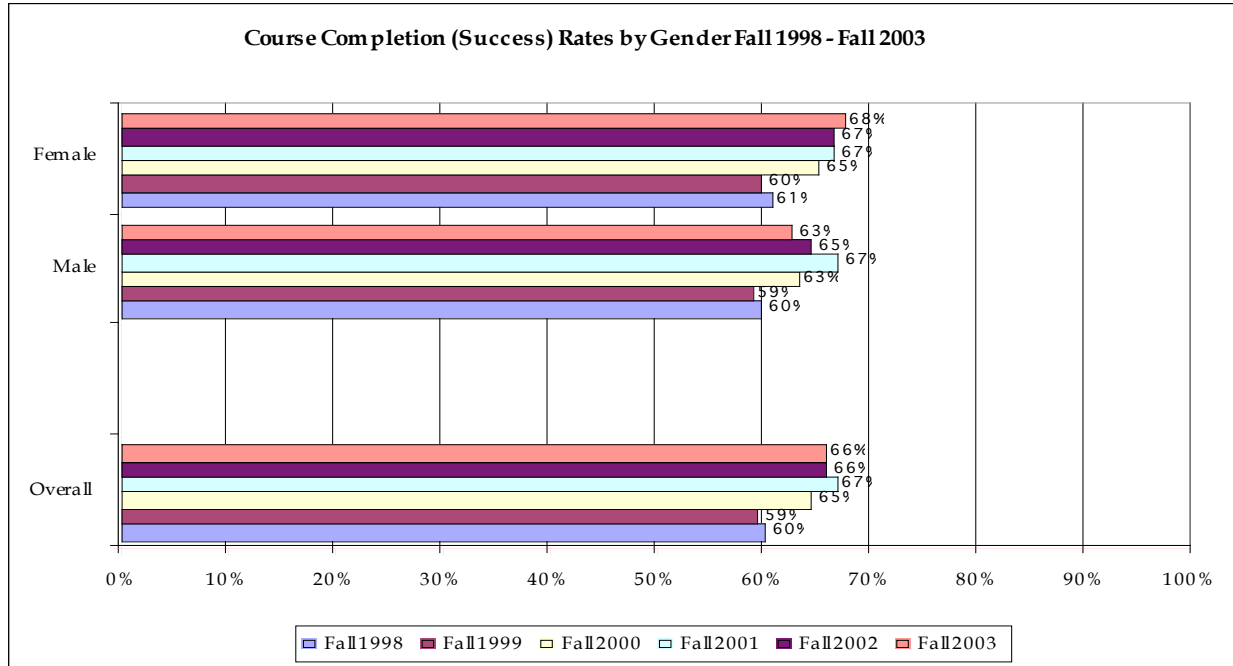
**Success Indicator – Course Completion**

**Course Completion by ethnicity**



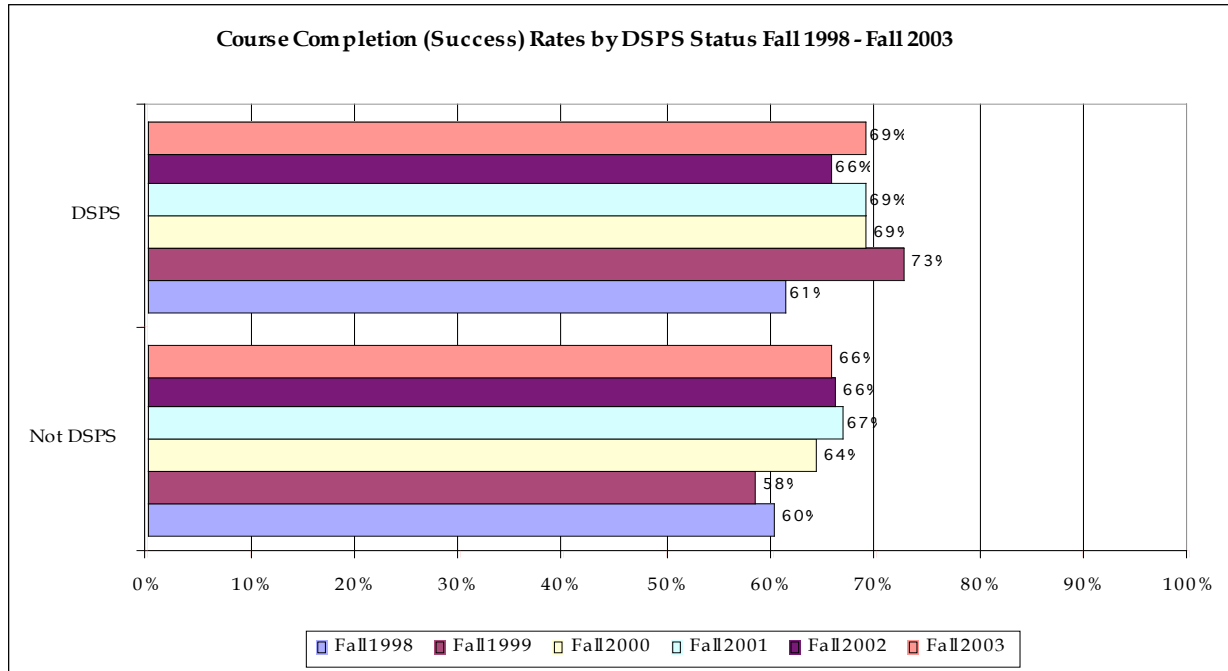
### CAMPUS-BASED RESEARCH

#### Course Completion by gender



### CAMPUS-BASED RESEARCH

#### Course Completion by disability



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## **GOALS AND ACTIVITIES**

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## GOALS AND ACTIVITIES

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### 1. STUDENT SUCCESS AND INDICATOR FOR ACCESS.

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.”*

#### GOAL 1

- A Displaced Homemaker is defined as an individual who has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income. She/he is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. At Porterville College, women students out-number male students two-to-one. Today, in most instances, displaced homemakers are women. However, our priority is to track women and men who fit into this category. Porterville College records show a steady decrease in the number of students that are part of this population. ***Our goal is to track displaced homemakers enrolled on campus to determine student awareness of support programs that meet their needs.*** Some areas of assistance required by this group include childcare, monetary support, technology education, transportation, interview and employment skills, academic advising, etc. ***We will focus on access to the campus and pertinent learner services, and academic support for these students.***

**GOAL 1** (*Continued*)

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**ACTIVITY 1**

- Develop and participate in community outreach programs: Career and College nights, local Adult School events, Porterville Employment Connections workshops. This will facilitate the distribution of information (in English and Spanish) relative to support programs for displaced homemakers.
- Create a database containing a list of students that meet the criteria of a displaced homemaker. Use student self-identification processes during interviews with mentors and counselors representing campus categorical support services to help complete the database. The Counseling Center's Scheduling and Reporting System SARS program and our campus Banner system can also support developing this database.
- Using the database, establish a base percentage of students who complete a certificate and/or degree. Use this base percentage to determine participation rates per academic term and future academic success rates of displaced homemakers. Database categories will include information relative to students' participation in mentoring, counseling, tutoring, workshops and other indicators of active involvement in support programs.
- Monitor this population through the advising and mentoring programs tracking systems sponsored by categorical support programs (Matriculation, EOP&S, TRIO, DSPS, and Counseling). Institutional research, the campus Banner system and SARS grid will be used to help gather this information.

**EXPECTED OUTCOME 1**

- Porterville College anticipates an increase in the numbers of displaced homemakers taking advantage of campus categorical support services. Information gathered through the above-described activities will help to evaluate participation rates of this group and the potential for possible modifications to this goal to meet newly identified and evolving student needs.

## GOALS AND ACTIVITIES

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### 2. STUDENT SUCCESS AND INDICATOR FOR COURSE COMPLETION-

*“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term..”*

*Note: although Title 5 refers to “retention” the term ‘course completion’ is deemed to embody that term in the guidelines.*

*‘Course Completion’ means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.”*

#### GOAL 2

- Enrollment percentage by ethnicity for the fall 2001, 2002 and 2003 academic terms compared to population percentage in College Service Area Census 2000 Data\* shows that Hispanics are the largest growing population on the Porterville College Campus in the area of student success and course completion, *the college’s goal is to track course completion rates of Hispanic students over a 2 year period. We want to encourage academic success and course completion rates within this population group. This can through the following activities:*

#### ACTIVITY 2

- Compare the number of Hispanic students who receive academic advising from campus counselors and faculty advisors with those who do not. Identify for factors that determine course completion to assist and support students who are unsuccessful in completing coursework.
  - Is the success rate different between study groups?
  - Can academic advising determine successful completion rates?

**ACTIVITY 2 (Continued)**

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- Do student participation in categorical programs make a difference?
- Do tutoring sessions and academic workshop attendance make a difference?
  
- Train peer mentors to present overviews of available academic support services offered on campus to Education classes, basic skills courses, English as a Foreign Language classes and at workshops offered on campus by TRIO, EOP&S and CalWORKS. The overviews will be presented in English and Spanish.
  
- Develop a web page that provides information concerning academic support opportunities on campus.
  - Media Center
  - Computer labs
  - Learning Resource Center
  - Mentoring programs, etc.
  - Academic Advising

**EXPECTED OUTCOME 2**

- We expect to increase the success rate of this population group relative to course completion.

\*The Census 2000 School District Tabulation (STP2) is a special tabulation prepared by the U.S. Census Bureau. Also, more than one racial category could be chosen, therefore the percentages total to more than 100%.

## GOALS AND ACTIVITIES

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**ESL and BASIC SKILLS COMPLETION-** *“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.”*

*“Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and innumeracy.”*

### **GOAL 3**

- At Porterville College, part of a Title V grant funded added support for students with Basic Skills needs. They will be participating in a revised curriculum in Basic Skills English and Reading. This curriculum is supported by the Campus Learning Center and an increase of faculty assistance in the Learning Lab. *The goal is to increase the number of students in that population who complete the final Basic Skills English and Reading courses of that curriculum.*

### **ACTIVITY 3**

- At the end of each semester, analyze the data of those students who successfully completed the revised curriculum in Basic Skills English and Reading, which includes the required completion or mastery of lab hours in the Learning Center, and enrolled and completed the next level of English and/or Reading.

**ACTIVITY 3** *Continued*)

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- At the end of each semester, evaluate the increasing and effective use of the Learning Center. Evaluate which activities, in addition to required Plato hours, contributed to the success of basic skills students.
- At the end of each academic year, review the course content in Basic Skills Reading and Writing classes to be sure that course content logically builds upon skills learned in the previous level and that it adequately prepares most basic skills students for success in classes at the pre-collegiate and collegiate levels. Use student learning outcomes data to improved course curriculum.

**EXPECTED OUTCOME 3**

- Due to the revisions in the curriculum in Basic Skills English and Reading and the increased faculty help provided in the Learning Center as a result of Title V funding, for those students who enrolled in the next level of English and/or Reading, success levels are expected to increase.
- Due to the increased faculty staffing and the funding of the Learning Center under the Title V grant, and due to the implementation of individual skills workshops in composition, both English Writing and/or Reading success levels are expected to increase, and the number of student utilizing the Learning Center expected to increase.
- As a result of implementing changes in curriculum based on student learning outcome data, basic skills student in writing and reading are expected to be better prepared for success in the next level.

## GOALS AND ACTIVITIES

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**CERTIFICATE AND DEGREE COMPLETION-***“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.”*

### **GOAL 4**

- The Central Valley Higher Education Consortium (CVHEC) has developed a Guaranteed Transfer Associate Degree Proposal. It allows for a guaranteed admission to any one of the following universities: CSU Bakersfield, Fresno, Stanislaus; Fresno Pacific University; University of the Pacific or UC Merced. *Our goal is to inform the general student population about this degree option, recruit students who are interested in and would benefit from completing the requirements to earn this Associate of Arts degree. Porterville College will use this option to help increase the number of degrees completed on campus.*

### **ACTIVITY 4**

- Handouts specific to the requirements and benefits of this degree will be created in English and Spanish, displayed throughout campus, distributed during counseling sessions and in Education classes.
- An overview of the degree and requirements will be presented during student orientations on campus, at the local high schools, career and college nights in local communities and also during workshops conducted by TRIO, EOP&S, CalWorks and the Disabilities Resource Center.
- During the next two years information will be collected and reviewed to determine the success and transfer rate of those students who opted to attempt completion of this degree.

**ACTIVITY 4** (*Continued*)

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- Community outreach throughout the Central Valley at high school college nights disseminating information pertaining to four-year degree acquisition through this program.

**EXPECTED OUTCOME 4**

- This effort will improve the degree completion rate for Porterville College and enhance the degree acquisition rates for the surrounding community. It presents a comprehensive plan for students to complete their degrees and if they choose transfer to complete requirements to attain a baccalaureate at a four-year educational institution.

## GOALS AND ACTIVITIES

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### STUDENT SUCCESS INDICATOR FOR TRANSFER-

*“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.*

### GOAL 5

- *To increase transfer rates via a website that will allow current students to contact former students who have already transferred.* This will be accomplished through our Transfer Mentor Program.

### ACTIVITIES 5

- Develop a website link from the Porterville College homepage. The site will contain pictures and biographical information of students who attended or are currently attending 4 year schools. Current and prospective Porterville College students will be able to search the website by major or by school.
- An email address will be posted for each Transfer Mentor. Visitors to the website will be able to send questions to the mentor. An application process will be established and the site will be monitored.
- The Transfer Center will also develop a “Transfer Wall of Fame”. Photos and accomplishments of Porterville College alum are to be featured in a prominent campus location.

**EXPECTED OUTCOME 5** *(Continued)*

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**Expected Outcome 5**

- The above activities should increase transfer rates and transfer awareness. Because student mentors can provide information not available to counselors, students will be able to make better college selections. This should not only increase the transfer rate, but also the graduation rate of Porterville College students from 4 year schools.
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## **BUDGET**

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**District: Kern Community College District**

**College: Porterville College**

**SOURCES OF FUNDING**

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**BUDGET**

The college is committed to providing the level of services required to meet the goals and objectives of our student equity efforts. Therefore, the college will provide the necessary funding, both through the general fund and categorical funding, in order to offer the activities, meet the established goals, and provide on-going evaluation of our efforts.

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**EVALUATION SCHEDULE AND PROCESS**

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**District: Kern Community College District**

**College: Porterville College**

## **EVALUATION SCHEDULE AND PROCESS**

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### **EVALUATION SCHEDULE AND PROCESS**

The College Learning Council (CLC) meets twice per month in its efforts to coordinate and communicate the college-wide planning, budgeting, and reporting processes. The Matriculation Advisory Committee (MAC) meets once per term to review the outreach, enrollment, advising, follow-up and research activities of the campus. It will be within the MAC that evaluation of the Student Equity Plan will be accomplished. The MAC, in turn, will report to the CLC on the progress in meeting the plan's activities, goals, and objectives.