

# **PORTERVILLE COLLEGE**

## **CAREER AND TECHNICAL EDUCATION DIVISION *PROGRAM REVIEW REPORT***

**Spring 2009**

## Table of Contents

<b>Introduction</b> .....	<b>3</b>
<b>Porterville College Mission Statement</b> .....	<b>4</b>
<b>Career and Technical Education Division Vision, Mission, and Values Statement</b> .....	<b>5</b>
<b>General Student Learning Outcomes</b> .....	<b>6</b>
<b>Program-Specific Mission Statements, Program Reviews, and Student Learning Outcomes</b> .....	<b>7</b>
<b>Administration of Justice</b> .....	<b>7</b>
<b>Agriculture</b> .....	<b>9</b>
<b>Business Education</b> .....	<b>12</b>
<b>Child Development</b> .....	<b>15</b>
<b>Fire Technology</b> .....	<b>23</b>
<b>Industrial Maintenance</b> .....	<b>25</b>
<b>Information Systems</b> .....	<b>26</b>
<b>Work Experience</b> .....	<b>29</b>
<b>General Summary of Strengths and Areas of Improvement</b> .....	<b>31</b>
<b>Summary</b> .....	<b>32</b>

## **INTRODUCTION**

The most effective Career and Technical Education Division is one in which its activities are well coordinated, its programs understood by the general campus community, and its efforts integrated college wide. This report provided the Career and Technical Education Division with an opportunity to assess their programs, identify strengths and areas of improvement, set goals, and establish a connection with the other programs in the division.

The Career and Technical Education Division's desired outcomes of this report included: the evaluation of program effectiveness; program improvement; completing the development of Student Learning Outcomes and establishing a coordinated plan to assess these outcomes; looking ahead with established goals; and instilling a division and campus-wide understanding of the strengths and needs of all programs within the Career and Technical Education Division.

In an effort to integrate the Career and Technical Education Division into the operations of the college, this report provides a linkage between the Career and Technical Education Division with the college mission statement and strategic plan. This way, the campus community can see the interrelationship of the programs of the Career and Technical Education Division and the general campus, and how these programs affect student learning and success.

---

### ***The MISSION of Porterville College***

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

In support of our values and philosophy, Porterville College will:

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

### ***The VALUES of Porterville College***

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

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

### ***The PHILOSOPHY of Porterville College***

In support of our mission and values, Porterville College will base its decisions and actions upon the following beliefs:

- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.

- The College staff will provide the best service possible to its students in order for them to meet their individual academic or vocational goals.
  - The College will encourage innovation, creativity, and new ideas and will support professional development opportunities for its staff.
  - As an integral part of the community, the College will interact with and be responsive to local business and industry.
  - As an integral part of the Kern Community College District, the College will participate in and be actively involved with all district-wide committees and governance structures.
- 

The Career and Technical Education Division is committed to the general mission of the college in addition to the vision, mission, and values statements as listed below. The Career and Technical Education Division will maintain its responsibilities, complete its tasks, and serve our students in this spirit and dedication.

## **Career and Technical Education Division Vision, Mission, and Values Statement**

### **Vision**

The Career and Technical Education Division's goal is to provide a quality education for a diverse population of students with all available resources while contributing to the overall enhancement of the institution.

### **Mission**

The Career and Technical Education Division supports the mission of Porterville College by providing programs and instruction for students that will enable them to achieve academic and career goals while meeting the needs of a diverse community. Our programs are continually reviewed and updated to better meet the needs of students whether their aspirations are a certificate, terminal degree, or prerequisites for transfer.

### **Values**

In support of our mission statement, the Career and Technical Education Division is committed to certain core values that define the character of the programs we provide:

- ***Students*** – The Career and Technical Education Division values each individual student and is committed to the College Mission Statement's introductory statement, "With students as our focus..."

- **Learning** – The Career and Technical Education Division supports student learning and career development and will provide necessary programs and services designed to enhance the overall learning experience of our students.
  - **Professionalism** – The Career and Technical Education Division faculty and staff will work in a professional manner with students, colleagues, and administrators; treating everyone with the respect and dignity they deserve.
  - **Assessment** – The Career and Technical Education Division is committed to an on-going process of assessment designed to monitor and improve the effectiveness of our programs to our students and community.
- 

## **Career and Technical Education Division General Student Learning Outcomes**

The Career and Technical Education Division supports the expectations of the Accrediting Commission for Community and Junior Colleges (ACCJC) in regards to student learning outcomes and their assessment. The following student learning outcomes are either general, i.e. those shared by all Career and Technical Education Division programs at Porterville College, or program-specific, i.e. those relating specifically to a program within the division.

### **Career and Technical Education Division General Student Learning Outcomes:**

1. Students who actively participate in Career and Technical Education programs will apply ethical decisions related to personal, family, academic, professional, and community issues.
2. Students who actively participate in Career and Technical Education programs will demonstrate personal responsibility and explain the principles of effective leadership.
3. Students who actively participate in Career and Technical Education programs will separate ideas, texts, artistic expression, or data into parts to study interrelationships and articulate an informed response.
4. Students who actively participate in Career and Technical Education programs will create written communication to convey information and express ideas for particular audiences.
5. Students who actively participate in Career and Technical Education programs will examine, understand, question, and integrate new information.

## **Program-Specific Mission Statements, Program Reviews, and Student Learning Outcomes**

It should be noted that the goals listed below for each program are not all encompassing, but rather they are highlighted or priority goals during the next program review cycle. Each program has a variety of goals they intend to accomplish each academic year as part of their regular activities, so not all program-related goals are listed in the following program reviews. In addition, the Student Learning Outcomes may be modified as assessments are completed reviewed and programs modified accordingly.

### ***Administration of Justice***

#### **Mission Statement**

The Administration of Justice program is a two-year course of study designed to prepare students for employment upon graduation from Porterville College or for transfer to a four-year college or university offering an upper division major in Administration of Justice. The program offers the student an A.A. degree, a certificate option and various vocational training programs in law enforcement and corrections.

The curriculum surveys the history, development, theory and practical application of knowledge in areas of law enforcement, corrections, probation and parole. Curriculum is kept current by continuous contact with other colleges and criminal justice agencies. The training programs are certified by the California Commission on Peace Officers Standards and Training (P.O.S.T.) and Standards and Training for Corrections (S.T.C.).

#### **Summary of Current Performance**

The Administration of Justice/Public Safety training programs prepare students for employment upon graduation or for transfer to a four-year college or university. The Administration of Justice program offers students an A.A. degree or a certificate option. The Law Enforcement program offers training courses in Arrest/Firearms and academies for Police Reserve levels III and II. The Commission on Peace Officers Standards and Training (P.O.S.T.) certifies the training courses. In the area of corrections, the Applied Technology Division offered an Adult Correctional Officer Core Course which was certified by Standards and Training for Corrections (S.T.C.).

The AOJ Program has continued to show tremendous growth with an offering of 31 sections per year as of Spring 2008, the total census for this period is 872 students with an FTEF of 6.9 in 2006-07 and 7.4 FTEF in 2007-08. Our retention rate average is 94.33 and our success rate average is 73.13; both of these averages are above the average for the college and the Applied Technology Division that we last reported under.

#### **Program Strengths/Areas for Improvement**

The Administration of Justice/Public Safety programs are in strong demand and are regarded highly by professionals in those fields. Enrollment is consistently strong and retention rates are good because graduates of the programs are usually successful in finding employment in these fields. Our continuing

growth comes from the hiring needs in law enforcement and corrections in this central valley. Our future potential growth comes from the fact that COS is moving their program to their Hanford Campus.

**Staffing**

<b><u>Current Staffing Levels</u></b>		<b><u>Part-time Staff (FTE)</u></b>		
<b><u>Full-time Staff (FTE)</u></b>				
Faculty	1	Faculty	3	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<b><u>Request for New/Replacement Staff</u></b>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Administration of Justice	Faculty	Full Time	Replacement
<b>Justification:</b> The AOJ Program had two full-time faculty members for ten years. During this time the program grew and we provided better community contact and services. For the past three years we have had only one full time faculty member while we have continued to experience continuous growth in student enrollment, declared majors and the number of degrees and certificates granted. In Fall '08 four sections were closed and had waiting lists. Also during the Fall '08 semester we were forced to cancel our Corrections Academy because of a lack of instructors. Many of our students are commuting to Kern County five nights each week to attend the corrections academy there.				

**Budget**

	<i>Current Budget</i>	Amount of Increase	Revised Total
2000 (Student)			
4000	\$200	\$1500	\$1700
5000			
Other			
<b>Justification:</b> Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.			

## **Student Learning Outcomes**

The Administration of Justice Program currently offers 20 different courses and is approved to offer several others that we do not have the faculty to teach. All of the course outlines have been updated to include student learning outcomes and most have been approved by the Curriculum Committee. The remaining ones to be approved have gone through a first reading and will be approved during the fall 2009 Curriculum Committee meetings.

## ***Agriculture*** **Mission Statement**

The Agricultural Department supports the mission of Porterville College by providing instruction for students that will enable them to achieve their academic and career goals while addressing the needs of the community. These programs will enhance educational opportunities that lead to increased employment prospects in the technical fields in agricultural. We are committed to a continuous process of evaluating our program to better meet the needs of students whether their aspirations are a certificate, an AA Degree as a terminal degree or preparation for transfer to a four year institution. Our local economy suffers from one of the states' highest unemployment rates and these vocational areas are where the greatest employment opportunities exist. The knowledge, skills and attitudes gained from these programs will increase the students' chances of success in the local and global markets.

## **Summary of Current Performance**

The Agriculture Department is currently staffed by one full time faculty member and two adjunct faculty members. The department offers a broad range of courses for students seeking skills enhancement, career preparation and/or a degree or certificate. Five of the courses offered in the program also fulfill Porterville College graduation requirements in various areas (Intro to Plant Science, Intro to Soil Science, Ag Economics, Ag Sales and Computer Apps in Agriculture). Three of these courses also fulfill CSU Breadth requirements in various areas (Intro to Plant Science, Intro to Soil Science and Ag Economics) and Ag Economics also fulfills a UC transfer requirement.

## **Program Strengths/Areas for Improvement**

Because of the fulfillment of graduation and breadth requirements, the program continues to draw student from other majors. In numerous cases, students have changed their major to agriculture because of increased interest in the area or employment prospects with additional skills. Because of this increased interest, two new adjunct faculty have been hired to teach additional classes. Three classes have been brought back, that haven't been taught for a number of years (Agribusiness, Marketing and Plant Propagation). In addition, a number of new courses have been approved by Curriculum Committee in the area of Environmental Horticulture, which will be taught by adjunct faculty. We are currently looking into the prospects of offering community service classes, which will also be taught by adjunct faculty.

Areas for Improvement- In order to continue to the growth within the Ag Department, there are a number of areas that will be targeted. The following list includes some of these target areas:

- At this time, the department has one full time faculty and two adjunct faculties. The core courses will be rotated between the full time and adjunct faculty as schedules allow to best suit the greatest number of students.
- Porterville has a limited number of qualified adjunct instructors for the Agriculture department, and most adjunct instructors are only available at night or on Saturday, limiting the ability to offer a wide range of courses. This problem is severely affecting the “hand-on/practical application” courses in particular.
- The department would like to have the ability to offer a larger number of Ag courses in more flexible offerings such as online and/or hybrid courses, which is being looked into.
- The inability to attract highly qualified part-time faculty and the economic restraints associated with high start up costs for many CTE programs prohibits our ability to develop certain new courses

**Staffing**

<b><u>Current Staffing Levels</u></b>				
<b><u>Full-time Staff (FTE)</u></b>		<b><u>Part-time Staff (FTE)</u></b>		
Faculty	1	Faculty	3	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<b><u>Request for New/Replacement Staff</u></b>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Environmental Horticulture	Faculty	full	New
Position 2				
Position 3				
Justification: (Address each position requested)				
<ul style="list-style-type: none"> <li>• In order for the Ag department to continue in the growth process the department needs to offer a wider range of classes. A new full-time faculty member will help add more expertise and diversity in the class offerings.</li> <li>• The scarcity of qualified adjunct to teach Agriculture courses has been difficult and this problem would be alleviated by hiring a full-time instructor.</li> <li>• The local feeder schools offer numerous course in Environmental Horticulture and there is considerable interest in this area.</li> </ul>				

## Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Add a new full time faculty to expand current offerings.	To be on board by fall semester 2010.	CLC position ranking	Current budget limitations to cover high new program startup costs.
<p>Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)</p> <p>Item 1 <u>X</u>    Item 2 <u>X</u>    Item 3 <u>X</u>    Item 4 <u>X</u>    Item 5 ___    Item 6 <u>X</u></p> <p>Progress on Goal: This goal was set and approved by College President in 2002. The position was to facilitate the resurrection of basic mechanics and welding program. The emphasis has now shifted to Environmental Horticulture with the introduction of the Industrial Technology Program.</p> <p>___ Completed (Date            )</p> <p><u>X</u> Revised (Date: Fall 2010 )</p>			

## Budget

	<i>Current Budget</i>	Amount of Increase	Revised Total
2000 (Student)	990	1000	1990
4000	5000	3000	8000
5000			
Other			
<p><i>Justification:</i>            Currently, with the exception of the faculty salaries, the program is being funded heavily with VTEA/Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.</p>			

## Student Learning Outcomes

Course Level: Please list here (1) the number of active courses in your division and (2) the number and percentage of those courses that have identified student learning outcomes that have been approved by the Curriculum Committee.

Agri P101 Introduction to Agribusiness	Approved by Curriculum
Agri P102 Agricultural Economics	Approved by Curriculum
Agri P103 Agricultural Sales	Approved by Curriculum
Agri P104 Computer Apps in Ag	Approved by Curriculum
Agri P106 Intro to Soil Science	Approved by Curriculum
Agri P107 Agricultural Marketing	Approval Pending

Agri P117 Plant Propagation/Production  
Agri P131 Intro to Plant Science  
Agri P132 Agricultural Math

Approved by Curriculum  
Approved by Curriculum  
Approved by Curriculum

Program Level: Please list here (1) the programs that exist in your division and (2) which of these programs have identified program-level student learning outcomes.

Agriculture (Production Emphasis)

Program level Student Learning Outcomes are currently being evaluated and compiled.

## ***Business Education***

### **Mission Statement**

The Business Education Division supports the mission of Porterville College by providing instruction for students that will enable them to achieve their academic and career goals while addressing the needs of the community. We are committed to a continuous process of evaluating our programs to better meet the needs of students whether their aspirations are a certificate, an AA as a terminal degree, or preparation for transfer.

### **Summary of Current Performance**

The Business Education Program is currently staffed by one full-time faculty member and four adjunct faculty members. The division offers a broad range of programs for students seeking skills enhancement, career preparation, or a degree or certificate. Business Education offers programs in Accounting, Business, Business Administration, Marketing, and Office Technology.

In spring 2009, the department offered no sections of basic skills, 2 sections of Associate level courses and 10 sections of transfer level courses. Enrollment in this division had suffered a decline in enrollment due to changes in the budget, change in faculty, and lack of outreach. However, there has been evidence of change. Beginning in spring of 2008 enrollment has began to increase. As enrollment has increased the amount of sections offered has not been able to keep up with demand. Sections that have not been taught in several years have been offered and have met capacity of enrolled students. Demand is surpassing the department's ability to provide the needed classes, due to a limited amount of faculty.

### **Program Strengths/Areas for Improvement**

The Business department has provided high quality instruction in a wide range of programs. Enrollment is beginning to show positive growth patterns. Some strength's in the department that have helped this growth include:

- High level of community outreach to businesses, community members and high schools.
- Addition of Entrepreneurship courses.
- Full evaluation of all courses that are taught in the department.

- Replacement of retired faculty.

In order to continue the growth in the department, there are still areas that need improvement; these areas include the following:

- The department only has one full time faculty and four part-time faculty. These faculty members generally teach core courses to provide the greatest number of students with an opportunity to take required courses, which makes them unavailable to teach courses that would enrich the offerings in their respective areas.
- Porterville has a limited number of qualified adjunct instructors for the Business department. This limits the ability to offer a larger variety of classes. In addition, most adjunct instructors are only available at night, limiting the ability to offer a wide range of courses throughout the day. This problem is severely affecting the accounting program in particular.
- The department would like to have the ability to offer a larger number of Business Program courses in more flexible offerings such as online or hybrid courses.
- The lack of strong numbers of faculty has affected the ability to keep up with the new course development needed.

### **Staffing**

<b><u>Current Staffing Levels</u></b>				
<b><u>Full-time Staff (FTE)</u></b>		<b><u>Part-time Staff (FTE)</u></b>		
Faculty	1	Faculty	5	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<b><u>Request for New/Replacement Staff</u></b>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Accounting Instructor	Faculty	Full Time	Replacement
Position 2	Business Instructor	Faculty	Full Time	New
Justification: Position 1: <ul style="list-style-type: none"> <li>• There is not currently a full time accounting faculty member.</li> <li>• Lack of continuity has been hurting the program. A full-time instructor would help to re-build and grow this area of the department that offers high-demand jobs in the community.</li> <li>• The scarcity of qualified part-time faculty has resulted in a significant reduction of accounting classes that have been offered, especially during the day. Part-time faculty in the accounting department has primarily been used to teach core classes, reducing the</li> </ul>				

ability to offer a large range of courses.

**Position 2:**

- In order for the business department to continue in the growth process the department needs to offer a wider range of classes. A new full-time faculty member will help add more expertise and diversity in the class offerings.
- The scarcity of qualified part-time faculty to teach business courses has been difficult and this problem would be alleviated by hiring a full-time instructor.

**Goals**

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Replace the business position left vacant by retirement	To be on board by fall 2007	Funding and prioritization by CLC	College budget limitations
Progress on Goal: A new full time instructor was hired for fall of 2008. <input checked="" type="checkbox"/> Completed (Date Fall 2008 )			
Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Hire one additional full time business faculty to provide new areas of expertise	To be on board by fall 2008.  Revised goal of Fall 2011	Funding and prioritization by CLC	College budget limitations
Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply) Item 1 <input checked="" type="checkbox"/> Item 2 <input type="checkbox"/> Item 3 <input checked="" type="checkbox"/> Item 4 <input checked="" type="checkbox"/> Item 5 <input type="checkbox"/> Item 6 <input type="checkbox"/> Progress on Goal: This goal was set in May of 2006 and has not been met. This goal is still relevant to the department and has a revised goal of Fall 2011 <input type="checkbox"/> Completed (Date ) <input checked="" type="checkbox"/> Revised (Date May 2009)			

**Budget**

	<i>Current Budget</i>	Amount of Increase	Revised Total
2000 (Student)			
4000	\$400	\$1500	\$1900
5000			

Other			
<p><i>Justification:</i>  Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.</p>			

**Student Learning Outcomes**

There are 20 active courses in the Business Education Program as of spring 2009. 19 of those courses (95%) have identified student learning outcomes that have been approved or are awaiting approval. by the Curriculum Committee. One course, Business Communications is undergoing major modifications and is expected to be submitted to the Curriculum Committee in the fall of 2009.

Degrees and Certificates in the Business Education Program:

- Accounting Certificate
- Business Administration Degree
- Business Degree
- Office Technology Certificate
- Office Technology Degree

All programs listed above have program Student Learning Outcomes currently under review by the Curriculum Committee.

***Child Development***

**Mission Statement**

The Child Development Program will provide students with academic courses based on theory and best practices in early care and education. We will provide students with courses that orient them to the field of early care and education; providing the opportunity to develop the knowledge, skills and abilities to be successful in the workforce. Early Childhood Education/Child Development faculty will engage in leadership through collaboration with educational, community, industry, state and federal partners.

**Summary of Current Performance**

Currently the Child Development Division is serving the following number of participants: Summer 07 our census enrollment was 133 students. Fall 07 we served 1018 students and in spring 08 we served 991 students. Currently there is one full time faculty member and 10 adjunct employees.

The number of classes offered per semester were:

- Summer 07, 8 sections
- Fall 07, 39 sections
- Spring 08, 34 sections

The retention and success rates are as follows:

Summer 07 85.85% were retained in the class and the success rate was 70.9%.

Fall 07 90.8% were retained in the classes and the success rate was 74.9%.

Spring 08 91.9% were retained in the classes and the success rate was 79%.

**Program Strengths /Areas for Improvement**

As the following educational pathways demonstrate, the career opportunities in ECE/CD are vast. At present, there are opportunities to work with infants, toddlers, preschool children, school-aged children and adolescents, as well as children of all ages with special needs. Students engaged in a program of study in ECE/CD at Porterville College may advance through various levels of employment and education.

It is important to recognize that there are multiple regulatory agencies that determine requirements for employment. The California Department of Social Services, Community Care Licensing Division is responsible for monitoring compliance with Title 22 basic safety regulations in all licensed child care programs and family child care homes. The California State Department of Education, Child Development Division is responsible for monitoring compliance with Title 5 care and education regulations in State funded centers. There are additional regulations and expectations set by specific employers and funding sources.

The State Department of Education, through Title 5, has established the Child Development Permit, which is the basis for a career ladder for persons working in early care and education programs. The California Commission on Teacher Credentialing issues these permits after reviewing the education and experience of applicants. The career titles related to the Child Development Permit are underlined in the section below.

The Dictionary of Occupational Titles defines four levels of ECE/CD educational advancement. Though the entry level (Level I) does allow students to be employed, it is recommended that they pursue an AA/AS degree to facilitate movement on the career ladder. Some of the following careers may not have established educational requirements.

The need for high quality early childhood educators will continue to increase as family structures change and become more diverse. Parents, as consumers, are becoming increasingly aware of the need for quality educational settings for their children. Educators and parents are currently focusing their attention on literacy, school success and prekindergarten guidelines as they work to improve the lives of their children. As the trend toward two parents in the work force and single working parents continues, the need for services to families will continue to grow. These will include, but are not limited to: infant/toddler, preschool, school-aged child care; home care settings; and youth centers. The expansion of services for children with disabilities and special needs should be included in all early care and education settings.

**Staffing**

<b><u>Current Staffing Levels</u></b>			
<b><u>Full-time Staff (FTE)</u></b>		<b><u>Part-time Staff (FTE)</u></b>	
Faculty	2 full time staff	Faculty	

Temporary		Temporary		
Classified		Classified		
Management		Management		
<b><u>Request for New/Replacement Staff</u></b>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	ECE Instructor	Faculty	Full Time	Replacement
<p><b>Justification:</b>  The department currently has only one full time ECE/CD instructor and we offer 22 courses that could be offered but are not limited because we are having to use part time instructors who mostly work days and are unavailable to teach during the times needed to offer full course completions for students.</p> <p>In the past one full time child development instructor position was taken by a classified position in the child care center. In addition one full time child development instructor retired from the college and her position was not replaced.</p> <p>Porterville College is the only college in the district who is limited to one full time position. Cerro Coso has two full time child development instructors and Bakersfield has multiple full time instructors.</p>				

**Goals**

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Maintain high academic standards.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding
2. Provide programs that remain flexible and responsive to changing community needs and the dynamics of the workplace.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
3. Provide services to improve access, retention and transfer to support students in completing their educational and	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.

career goals.			
4. Promote collaboration among California community colleges.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
5. Promote statewide articulation between and among secondary programs, community colleges and four-year institutions.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
6. Promote collaborations between community colleges and community partners, such as Resource and Referral agencies, adult education and county offices of education.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
7. Maintain a dynamic and participatory community advisory committee.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
8. Remain current with applicable, regulatory and legislative mandates.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
9. Provide professional leadership and teach advocacy skills.	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.
10. Provide appropriate instructional delivery systems such as face-	These goals are met and ongoing.	Two full time faculty.	Administrative support and funding.

<p>to-face, distance learning and off campus that support our diverse populations.</p> <p>11. Provide contextual learning experiences, such as practicum, internship and work experience.</p> <p>12. Distance Education: One important educational trend is distance learning that allows students to learn at time schedules and locations that meet their own needs. The most common delivery method is where portions or all of a course are presented online via the Internet utilizing school learning platforms, podcasts or through telecourses. The use of blogs or wiki pages can also be beneficial.</p> <p>13. Articulation and System Alignment: <i>This Family and Consumer Sciences Program Plan</i> supports the importance of creating the "seamless"</p>	<p>These goals are met and ongoing.</p> <p>These goals are met and ongoing.</p> <p>These goals are met and ongoing.</p>	<p>Two full time faculty.</p> <p>Two full time faculty.</p> <p>Two full time faculty</p>	<p>Administrative support and funding.</p> <p>Administrative support and funding.</p> <p>Administrative support and funding.</p>
---	---	--	--

<p>curriculum that allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. As Tech Prep programs, ROCPs and Career Pathway agreements expand, it is critical that ECE/CD courses clearly state Student Learning Outcomes. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.</p> <p>14. Equal Access and Learning Success: ECE/CD programs must focus on recruitment of students and ensure that equal access is provided to all. This includes but is not</p>	<p>These goals are met and ongoing.</p>	<p>Two full time faculty</p>	<p>Administrative support and funding.</p>
--	---	------------------------------	--

<p>limited to students who are underrepresented, underprepared, economically disadvantaged, second language learners, culturally diverse, students with disabilities, and those who select gender imbalanced programs. Faculty must continue to address bias in instruction and instructional material so that all students have the opportunity and support services to succeed.</p> <p>Faculty needs to work cooperatively with college student support programs and services. In-service training is critical to allow faculty to learn strategies which complement student success in learning.</p> <p>Collaborative assignments, multimedia presentations, self-paced learning, module learning are just a few of the teaching modalities that are important to today's classroom.</p> <p>Recruitment and marketing materials</p>			
--	--	--	--

should also address these issues.			
15. Collaborate with ROP/C and High School child development departments to strengthen educational pathways for students. Participate in outreach in the community including high schools, community agencies and four-year institutions	Not Met	Two full time faculty	Administrative support and funding.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1   x      Item 2   x      Item 3   x      Item 4   x      Item 5   x      Item 6   x  

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
16. Continue to provide the best possible service to our students who are eligible for our three grant opportunities: California Early Childhood Education Program, Temporary Assistance for Needy Families child development certificate program and the California Child Development Training Consortium grants.	On-Going	Full time staff	Administrative support and funding.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

**Student Learning Outcomes**

There are 22 active courses in the child development division at Porterville College. The percentage of student learning outcomes that have been approved by the Curriculum Committee is 100%.

***Fire Technology***

**Mission Statement**

The Fire Technology program supports the mission of Porterville College by providing instruction that will help student achieve their academic and career goals while at the same time meeting the needs of the community. Fire Technology will be continually reviewed and updated to better meet the needs of students and the community.

**Summary of Current Performance**

The Fire Technology program is a thriving program within the CTE division. The fire academies typically fill to capacity within hours of the schedule going public. Our Fire Coordinator has worked very hard to keep up with the demands of the various agencies that hire our graduates. The position is currently insufficient to meet the needs of this program. With further growth and expansion expected, this program will need an additional person to provide support to the Fire Coordinator.

**Program Strengths/Areas for Improvement**

The program is very strong. The local fire agencies recognize the high quality instruction and are very helpful in terms of keeping the program current. The program is considering expanding into a degree program in the future. There is a very strong need in our local community to expand into US Forest Service training. The current staffing, budget, and room availability situation prevents the program from fully meeting that need at this time.

In order to achieve any further expansion, the program will need to employ an additional support person. It is the belief of the division that a part-time classified person would be sufficient to get the expansion of the program off the ground.

**Staffing**

<b><u>Current Staffing Levels</u></b>			
<b><u>Full-time Staff (FTE)</u></b>		<b><u>Part-time Staff (FTE)</u></b>	
Faculty		Faculty	1
Temporary		Temporary	
Classified		Classified	
Management		Management	

<b>Request for New/Replacement Staff</b>				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Program Assistant	Classified	PT	New
<p><b>Justification:</b>            The program is considering expanding into a degree program in the future. There is a very strong need in our local community to expand into US Forest Service training. The current staffing, budget, and room availability situation prevents the program from fully meeting that need at this time.</p> <p>In order to achieve any further expansion, the program will need to employ an additional support person. It is the belief of the division that a part-time classified person would be sufficient to get the expansion of the program off the ground.</p>				

**Goals**

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Additional classified support person	2009-2010	Funding for a 19 hour classified support person.	Current budget situation.
<p>Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)</p> <p>Item 1 <input checked="" type="checkbox"/> Item 2 <input checked="" type="checkbox"/> Item 3 <input checked="" type="checkbox"/> Item 4 <input checked="" type="checkbox"/> Item 5 <input type="checkbox"/> Item 6 <input type="checkbox"/></p>			

**Budget**

	<i>Current Budget</i>	Amount of Increase	Revised Total
2000 (Student)			
4000	\$200 (shared among several programs)	\$12,000	\$12,000
5000			
Other			
<p><b>Justification:</b>            Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.</p>			

**Student Learning Outcomes**

Currently, the program has completed 4 of the 9 course reviews. The 5 remaining courses have not been taught in years, but need to remain on the books for Fire Certification. These classes will be reviewed and updated (with SLO's) in early Summer 2009.

Program Level: Please list here (1) the programs that exist in your division and (2) which of these programs have identified program-level student learning outcomes.

The program level SLO's are slated to be completed in early Fall 2009.

***Industrial Maintenance***

**Mission Statement**

The Industrial Maintenance program supports the mission of Porterville College by providing instruction that will help student achieve their academic and career goals while at the same time meeting the needs of the community. Industrial Maintenance will be continually reviewed and updated to better meet the needs of students and the community.

**Summary of Current Performance**

The Industrial Maintenance program has been in existence since Fall 2006. In the short time that the program has been running, it has filled to capacity. The community has eagerly supported this program. The first semester the program showed success rates of 47.1%. Since that time, this percentage has grown steadily. Retention has risen to over to nearly over 90% (in 2007).

**Program Strengths/Areas for Improvement**

The program is one of our fastest growing areas. Demand from the community for our graduates is strong (even in a weak economy). We field at least 5 phone calls a week from potential students. Currently, we are unable to meet the needs of the very high local demand. We hope to be able to expand the program, but are limited by the lack of qualified instructors in our area.

The program has grown to the point that it needs a coordinator position. In order to expand current offerings and develop new skills for our graduates, this position will be vital.

**Staffing**

<b><u>Current Staffing Levels</u></b>			
<b><u>Full-time Staff (FTE)</u></b>		<b><u>Part-time Staff (FTE)</u></b>	
Faculty	0	Faculty	4
Temporary		Temporary	
Classified		Classified	
Management		Management	
<b><u>Request for New/Replacement Staff</u></b>			

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Industrial Maint. Coordinator		XX	New
<b>Justification:</b> The program has grown to the point where it needs a PT coordinator. The curriculum needs to be expanded to include electronics, alternative energy, and advanced conveyor systems. The staffing, budgeting, curriculum development, and community response needs are currently not being sufficiently met. This coordinator position will assist the CTE division chair in these areas.				

### **Goals**

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Hire a Coordinator	2009-2010	Additional Adjunct funding	Poor budget climate
Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply) Item 1 <u>  x  </u> Item 2 <u>  x  </u> Item 3 <u>    </u> Item 4 <u>    </u> Item 5 <u>  x  </u> Item 6 <u>  x  </u>			

### **Budget**

	<i>Current Budget</i>	Amount of Increase	Revised Total
2000 (Student)			
4000	0 (Currently funded by CTE Perkins funds)	\$5000	\$5000
5000			
Other			
<b>Justification:</b> The program has ongoing costs for instructional and non-instructional supplies. This program has very expensive supplies (for areas such as welding, machining, electronics, and computing).			

### **Student Learning Outcomes**

There are currently 2 courses in the Industrial Maintenance program. Both of these courses have up to date Student Learning Outcomes. Any future additions to the program will also have these SLO's attached.

The program level SLO's are slated to be completed in early Fall 2009.

## ***Information Systems***

### **Mission Statement**

The Information Systems (INFS) Program at Porterville College is committed to providing students, both transfer and non-transfer level, with a solid understanding of information systems and technologies and the critical roles they play in our society. We strive to teach our students to think critically, to learn continuously, to grow professionally, and to conduct themselves ethically and responsibly.

### **Summary of Current Performance**

Between 2005-06 and 2007-08, the Information Systems Program offered an average of 40 sections of classes annually with enrollments ranging from 1,801 to 3,344 (including enrollment for INFS P090 in 2007-8). Enrolment increase/decrease ratios over the three-year period paralleled that of the campus overall. While productivity figures were higher (17-22 FTES/FTEF) than campus average (14-15), retention rates (80-84%) and success rates (56-61%) were slightly lower than campus average (88-90% and 66-67% respectively).

### **Program Strengths/Areas for Improvement**

The Information Systems Program, for the most part, has been able to meet the needs of the students and the local communities for degree and transfer purposes as well as for professional growth and personal enrichment. While our instructors are all well-qualified and committed to educational excellence, the dynamic and ever-changing nature of the IT industry presents a unique challenge for faculty members not only to stay current but also to acquire knowledge in technologies that may not even exist only a few years ago.

According to the 2008-09 occupational outlook projection published by the U.S. Department of Labor, network and data communications analysts and computer software engineers are still among the fastest growing jobs in 2006-16. The INFS Program at Porterville College strives to meet the demand of the IT industry in several key areas: *Programming Languages, Data Communications and Networking, and Web-related technologies*. Curriculum, staffing, and instructional resources are among the areas that must be addressed to achieve these goals. With one of the highest adjunct FTEF ratios on campus (55-68% vs. 30-34% campus-wide average in 2005-07 academic years), the INFS program could benefit from an additional full-time INFS faculty or opportunities for existing faculty to renew and innovate. Additional instructional facilities such as a stand-alone lab (not attached to existing campus LAN for security reasons) for computer hardware and networking classes will provide students with much needed hands-on experience and skills also.

**Staffing**

<b><u>Current Staffing Levels</u></b>				
Full-time Staff (FTE)		Part-time Staff (FTE)		
Faculty	2	Faculty	8	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<b><u>Request for New/Replacement Staff</u></b>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Information Systems instructor	Faculty	Full time	New
Justification: <ul style="list-style-type: none"> <li>• INFS program has one of the highest adjunct FTEF ratios on campus (55-68% vs. 30-34% campus-wide average in 2005-07 academic years).</li> <li>• A new INFS faculty position would add more depth and diversity to the program and afford existing faculty to renew and innovate.</li> </ul>				

**Goals**

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Hire one additional full-time INFS faculty	By Fall 2010	Funding and prioritization by CLC	College budget constraints
Which of numbered items under the Mission Statement will be furthered if this goal is completed? Item 1 <u>X</u> Item 2 <u>   </u> Item 3 <u>X</u> Item 4 <u>X</u> Item 5 <u>   </u> Item 6 <u>   </u>			
Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Establish a stand-alone lab for computer hardware and networking classes	By Fall 2010	Funding and facility space	College classroom/lab space constraints
Which of numbered items under the Mission Statement will be furthered if this goal is completed?			

Item 1_X_	Item 2__	Item 3_X_	Item 4_X_	Item 5__	Item 6__
-----------	----------	-----------	-----------	----------	----------

**Budget**

	<i>Current Budget</i>	Amount of Increase	Revised Total
2000 (Student)			
4000	\$400 (share w/Business)	\$2,000	\$2,000
5000			
Other			

*Justification:*  
 Estimated amount for general office supplies and equipment. Currently, the program is being funded heavily with Perkins funds. In the future, restrictions on these funds will make this impossible. Instructional and Non-Instructional supplies will need to be absorbed into the college budget.

**Student Learning Outcomes**

There are 14 active courses in the Information Systems Program as of spring 2009. All but one (93%) have identified student learning outcomes that have been approved by the Curriculum Committee. The Information Systems Program is currently working on the program-level student learning outcomes and expects to have it completed by fall 2009.

***Work Experience***

**Mission Statement**

Cooperative Work Experience supports the mission of Porterville College by offering transfer-level instruction which collaborates with both paid and volunteer on the job training by focusing our students on the learning environment, opportunities available in the workplace, and on a personal level that complement classroom instruction and nurture the philosophy of lifelong learning.

**Summary of Current Performance**

Cooperative Work Experience has shown a steady growth pattern with the addition of five new courses related to the Child Development degree and certificate and Administration of Justice degree. The program continues to attract new students as well as retaining current students. The program has an average retention rate of 91.2% for the 2006 – 2007 academic years and an 86.0% success rate. Currently the program is staffed with three part-time faculty members. The program was previously staffed with a full-time faculty member who coordinated the program. With continued growth and an expected increase in students, it is necessary to reinstate the full-time faculty coordinator of the program to ensure consistency across courses.

**Program Strengths/Areas for Improvement**

The Work Experience has shown a positive growth trend with increases in enrollment and retention. This program is beneficial to the students as well as the community. Additionally, there have been five new courses added to the program. These courses are related to two different majors, Child Development and Administration of Justice. These courses provide the students with the opportunity to work in their related major while receiving credit that is transferable

The Work Experience program is currently staffed with three part-time faculty members. At the rate of growth this program is in need of a full-time faculty member to oversee the operations of the program. The number of courses, number of students, and increase in load warrants this change. The program is projected to continue growth in the future; thus, the need for a full-time faculty member is necessary.

**Staffing**

<b><u>Current Staffing Levels</u></b>				
<b><u>Full-time Staff (FTE)</u></b>		<b><u>Part-time Staff (FTE)</u></b>		
Faculty	0	Faculty	3	
Temporary		Temporary		
Classified		Classified		
Management		Management		
<b><u>Request for New/Replacement Staff</u></b>				
Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Full-time Faculty Coordinator	Faculty	Full	Replacement
Justification: The program has grown to the point where it needs a full-time faculty coordinator. The staffing, budgeting, curriculum development, and community response needs are currently not being sufficiently met. This coordinator position will assist the CTE division chair in these areas.				

**Goals**

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Hire a full-time faculty member to oversee all functions of the Work	2009-2010	Funding and prioritization by CLC	Poor budget climate

Experience Program			
--------------------	--	--	--

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)  
Item 1 X    Item 2 \_\_\_    Item 3 X    Item 4 X    Item 5 \_\_\_    Item 6 \_\_\_

Progress on Goal:  
\_\_\_ Completed (Date        )  
\_\_\_ Revised (Date        )

Comments:  
This program has grown to a capacity that needs a full-time faculty coordinator to oversee the functions. Additionally, courses should also be backfilled with part-time faculty.

**Budget**

	<i>Current Budget</i>	Amount of Increase	Revised Total
2000 (Student)			
4000	0	400	400
5000			
Other			
<i>Justification:</i> The program has ongoing costs for instructional and non-instructional supplies.			

**Student Learning Outcomes**

There are 25 active courses in the Work Experience Program as of spring 2009. All (100%) have identified student learning outcomes that have been approved by the Curriculum Committee. Program-level student learning outcomes are being developed and we expect to have them completed by the fall 2009 semester.

**General Summary of Strengths and Areas of Improvement**

The following are the strengths and areas of improvement that are shared by the majority of programs as indicated above in the individual program reviews. Since the areas of improvement listed below were consistent across the division, these are considered priorities within the Career and Technical Education Division. As college/program staffing, equipment, and facilities plans are being developed for the future the areas of improvement listed below should be considered.

**General Summary of Strengths and Areas of Improvement**

The following are the strengths and areas of improvement that are shared by the majority of the programs as indicated above in the individual program reviews. Since the areas of improvement listed below were consistent across the division, these are considered priorities within the Career and Technical Education Division. As college/program staffing, equipment, and facilities plans are being developed for the future the areas of improvement listed below should be considered.

### **General Summary of Strengths**

- The faculty and staff of the Career and Technical Education Division are dedicated to their jobs and to the success of our students.
- Faculty and staff are involved and actively participate in campus committees, activities, etc.
- The Career and Technical Education Division is actively working toward building partnerships within the community and with local high schools to develop a solid pathway to college.
- The Division is committed to student learning and the assessment of outcomes in an effort to improve and enhance overall programs offered to the students.

### **General Summary of Areas of Improvement**

- All programs have staffing concerns and are in need of additional full-time, part-time, and additional support staff.
- Career and Technical Education outreach efforts needs to expand to include middle schools and more local businesses to adequately meet the needs of the growing community.
- The Career and Technical Education Division needs to expand in the area of technology by increasing the number of online course offerings and computers for use to our students, and extended hours for the computer laboratory to meet the needs of all our students.

## **Summary**

The faculty and staff of the Career and Technical Education Division dedicates itself to using the mission statements of Porterville College and the division as guides to serving our students, and will additionally strive to link the efforts of our programs with the college's strategic plan. These linkages will ensure that the activities within the division continue to be integrated into the overall efforts of our college.

The faculty and staff are committed to ongoing program review and assessment in order to evaluate and improve our programs for students. The results of the Student Learning Outcome assessments will be used to modify programs as appropriate. The faculty and staff will continually review, discuss, and modify as appropriate its activities and programs. Therefore, reviews will be ongoing and service modification and enhancements continuous.

---