



2014 Annual Report
Final Submission
03/30/2014

Porterville College
100 East College Avenue
Porterville, CA 93257

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Bill Henry
3.	Phone number of person preparing report:	(559) 791-2307
4.	E-mail of person preparing report:	bhenry@portervillecollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	portervillecollege.edu/academics/catalog
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	portervillecollege.edu/node/139
6.	Total unduplicated headcount enrollment:	Fall 2013: 3,876 Fall 2012: 3,884 Fall 2011: 4,184
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	3,677
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,174
9.	Number of courses offered via distance education:	Fall 2013: 74 Fall 2012: 78 Fall 2011: 79
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 851 Fall 2012: 1,007 Fall 2011: 1,152

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70%									
14b.	Successful student course completion rate for the fall 2013 semester:	69.1%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>381</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>260</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>120</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	381	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	260	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	120
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	120									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	349									
16b.	Number of students who received a degree in the 2012-2013 academic year:	280									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	113									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	115									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	121									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Communication Studies									

19a.	Number of career-technical education (CTE) certificates and degrees:	23			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	7			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	4			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
	Registered Nursing	51.38	state	90 %	76 %
	Vocational Nursing	51.39	state	85 %	75 %
	EMT	51.08	national	70 %	35 %
	Psychiatric Technician	51.15	state	85 %	65 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	
	Registered Nursing	51.38	90 %	100 %	
	Psychiatric Technician	51.39	90 %	100 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
	N/A				
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				
	Currently piloting a software program that will enable the college to better track students who submit resumes and ultimately are contacted by prospective employers. This program is also made available to the community at large. Program assists the 'client' in preparing the resume and making it available to employers in and out of the region. It also				

assists in matching interns with businesses. Helps establish the effectiveness of our job placement center as well as the internship program.

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	413
	b. Number of college courses with ongoing assessment of learning outcomes	380
	Auto-calculated field: percentage of total:	92
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	38
	b. Number of college programs with ongoing assessment of learning outcomes	28
	Auto-calculated field: percentage of total:	73.7
26.	Courses	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	12
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	6
	Auto-calculated field: percentage of total:	50
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	None at this time. Being discussed for development
28.	Number of courses identified as part of the GE program:	170
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes

31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	40
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	90%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>We are using our GE SLO assessment, along with assessments from our certificate programs that align, and potentially adding the results of some of the questions on the student satisfaction survey. Documentation is all done in CurricuNet, although we haven't been able to insert ILO assessments due to system issues.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>As program and course SLO's are assessed and changed, we encourage faculty to think about better aligning course and program outcomes. GE SLO's are based on course and program SLO's, ISLO's are based on GE SLO's and certificate program SLO's which all align well. Alignment in the Math/Science area has led to dialogue among faculty regarding course content and resulted in less overlap. The Science faculty realized that desired concepts were not being covered to the desired extent which has led to improved curriculum and a better-rounded program.</p> </div>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Course and program SLO assessments are discussed at division meetings as well as curriculum committee meetings. GE and institutional assessments are discussed at college learning council and academic</p> </div>	

	<p>senate. Once the CurricuNet system is functioning to it's fullest, external audiences will be able to view assessments. We are discussing the development of a link that would be available on the college website that would allow viewing of assessment results.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Reporting of assessments takes place within CurricuNet, division and college-wide meetings. Licensure agencies such as the BRN also examine results during certification. All programs report results in their program reviews along with success and retention rates. Programs submit the program reviews to the budget committee as well as the strategic planning and college learning council to ensure that programs are meeting institutional standards. The budget building/allocation process requires all programs to submit information on an annual basis.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Reviews in the Business program led to the development and implementation of the Entrepreneur certificate. This new program has consistently grown and student success and retention is higher than the college average. Students in the program have had success in business competitions which has led to institution recognition as well as program growth. Students, through their achievement in the program, are taken to national conferences out of state leading to networking opportunities they would not otherwise have.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 5 2011-12: 3 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Courses/programs being reviewed may possibly be deleted as a result. Alignment of transfer degree curriculum may also lead to changes.

Other Information

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42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Porterville City Fire Station #2-Regional Training Center. Porterville College is a partner in the facility
43.	List all of the institution's instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.