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Certification & Eligibility
Requirements
CEO Certification Page

Date: August 2012

To: Accrediting Commission for Community and Junior Colleges (ACCJC),
Western Association of Schools and Colleges (WASC)

From: Rosa Flores Carlson, Ed.D.
100 E. College Avenue
Porterville, CA 93257

This Self-Evaluation of Educational Quality and Institutional Effectiveness is submitted to the
ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify that there was broad participation by the campus community, and I believe the
Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signature: ________________________________

Rosa Flores Carlson, Ed.D, President, Porterville College

Sandra V. Serrano, Chancellor, Kern Community College District
Date: August 2012

To: Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC)

From: Rosa Flores Carlson, Ed.D., President
Porterville College (PC)
100 E. College Avenue
Porterville, CA 93257

This Self-Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that we read the final Institutional Self-Evaluation Report and that we were involved in the self-evaluation process.

Signed

John S. Corkins, President, Kern Community College District Board of Trustees

Rose Marie Bans, Member, Kern Community College District Board of Trustees

Kay S. Meek, Member, Kern Community College District Board of Trustees
Compliance with Eligibility Requirements

1. Authority

Porterville College, a public two-year community college, is fully approved by the Board of Governors, California Community Colleges, and other state and federal agencies, and has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education. This authority is published in the Porterville College catalog, and it can be found on the College website.

2. Mission

The Porterville College mission statement was approved in 2007 and is published on the College website and in the College catalog, as well as in other prominent public documents including the Educational Master Plan and the Strategic Plan. The Mission Statement, which outlines the College’s commitment to achieving student learning, is reviewed annually by the College Learning Council.

3. Governing Board

The Kern Community College District (KCCD) Board of Trustees is the governing body of the District. The District’s service area is divided into five segments for elected representation. Of the seven members of the Board, two each represent central Bakersfield and southwest Bakersfield. One each represents Porterville, Ridgecrest and northeastern Kern County. In addition, one student is a non-voting member of the Board. The charge of the Board is to approve and adopt the policies for the operation of the District, to determine that adequate funds are available to enable the staff to execute these policies, and to act as a board of appeals. The Board operates under an approved set of Board Policies available on the District’s website. These Board Policies include a Conflict of Interest Statement.

4. Chief Executive Officer

Dr. Rosa Carlson has served as President of Porterville College since her appointment by the KCCD Board of Trustees in January 2006. Dr. Carlson has responsibility for administering the policies adopted by the governing board and executing all decisions of the Board requiring administrative action.

5. Administrative Capacity

The administrative staff size at Porterville College is adequate in number, experience, and qualification to provide appropriate oversight. The administrative screening process ensures that Porterville College administrators have appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purpose. All staffing
meet or exceed the minimum qualifications for their positions in terms of education, training, and experience.

6. Operational Status

Porterville College is fully operational. Porterville College students are actively pursuing degree and certificate programs, transfer preparation to a four-year university or institution, as well as life-long learning goals and improvement of basic skills.

7. Degrees

Porterville College offers a wide range of educational programs that lead to associate degrees, certificates, or transfer opportunities with public and private universities and colleges. Porterville College offers a total of 25 degree programs and 18 certificate programs. The requirements for the degrees offered at Porterville College are found in the College catalog and website.

8. Educational Programs

Porterville College degree programs are congruent with the College’s mission to provide a learner-centered education. Programs are based on recognized higher education fields of study and conform to nationally recognized standards for content, length, quality, and rigor.

Successful completion of approved programs at Porterville College may lead to an Associate of Arts, Associate of Science Degree, Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T); a Certificate of Achievement Job Skills Certificate (less than 18 units) in a specific career or technical field; or, completion of lower division requirements for transfer with upper division standing at a four-year college or university. Each is designed to meet specific educational goals. Students may fulfill a major in any of the career and technical areas as well as several general areas by completing a minimum number of units (as specified in the College catalog) and upon completion of General Education requirements. Degree opportunities, transfer courses, and certificates of achievement as well as Job Skills Certificates are clearly identified in the College catalog. All degree programs are of two academic years in length. The Office of Institutional Research has data related to student success on its website.

9. Academic Credit

Institutional policies on transfer and awarding of credit are specified in the College catalog and conform to the appropriate California Education Code sections applicable to the awarding of college credit. Coursework is measured in terms of semester units, which expects students to complete 18 hours of lecture or 54 units of lab per semester for one unit of credit. The Curriculum Committee reviews all courses to ensure compliance with the California Education Code and Title 5 of the California Code of Regulations.
10. Student Learning and Achievement

Student learning outcomes (SLO) are defined for all programs at Porterville College and are published currently on CurricUNET and on the online supplement to the 2011-12 Catalog. SLOs are currently specified for all of Porterville College courses. Course level SLOs are published on course syllabi and measured regularly. The assessment of program SLOs is designed to ensure that students completing the College’s courses and programs (academic degrees and certificates) are achieving these expected outcomes. The SLOs Committee and the Curriculum Committee, both sub-committees of the Academic Senate, ensure that course outlines of record have clearly stated measurable objectives and are reviewed on a regular basis.

11. General Education

Porterville College has three patterns of General Education courses (Porterville College General Education, California State University General Education, and Intersegmental General Education Transfer Curriculum (IGETC)) that promote the student’s personal, cultural, and intellectual growth. These General Education courses of study include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5 – 55806). General Education courses are listed in the College catalog as well as course descriptions.

Regardless of teaching site or delivery method, courses are taught in accordance with course outlines of record and assessment of approved learning outcomes. The Curriculum Committee approves all courses and programs of study to be included in the General Education sequence to ensure quality and rigor.

12. Academic Freedom

Porterville College maintains an atmosphere that supports academic freedom. The College’s Academic Freedom Policy for faculty and students is set forth in the College catalog.

13. Faculty

Porterville College has a substantial core of full-time faculty responsible to the institution. All faculty are qualified to conduct the institution’s programs and they are responsible for the development and review of curriculum as well as the assessment of student learning. Faculty meet minimum qualifications, according to the California Community College Chancellor’s Office.

Information about full-time faculty including name, title, and degrees are listed in the College catalog. Information regarding part-time faculty is kept in the Office of Academic Affairs and in Porterville College’s Human Resources department. The course schedule lists the specific faculty assigned to teach each course for the appropriate semester.
14. Student Services

Porterville College provides a full range of student support services and programs that are consistent with the diverse student population and the College mission. The services and programs are published in the College catalog and advertised to students through the website. Student Services include the following:

- Admissions and Records
- Student Government Association
- Transfer Center
- Counseling
- Disability Resource Center (DRC)
- Extended Opportunities Program and Services (EOPS)
- Cooperative Agencies Resources for Education (CARE)
- CalWORKs
- Career Counseling Services
- Financial Aid Services
- Matriculation
- Student Activities and Clubs
- Veteran Services

15. Admissions

Porterville College adheres to the District approved admission policy (Board Policy 4A1), which is consistent with Title 5 regulations and the College mission statement. The policy clearly identifies the qualifications of students that apply for admission to Porterville College. The admission policy is published in the College catalog and on the website.

16. Information and Learning Resources

Porterville College provides its students sufficient information and learning resources and services in support of its mission and its educational programs. Students may access the services and resources of both the Learning Resource Center and the Library where individualized programs, computers, and print media are available. The library collection includes 30,000 books and other printed materials that may be circulated for loan, and 50 paper format journals, magazines, and newspapers. The library’s 14 electronic databases provide online access to thousands of periodical articles and more than 22,000 textbooks in NetLibrary.

17. Financial Resources

Porterville College’s funding base, financial resources, and plans for financial development are adequate to support the College mission, educational programs, and student support and learning services. Despite the drastic cuts in state funding to community colleges over the last several years, Porterville College has continued to focus on student learning, institutional effectiveness, financial stability, and responsibility. Through strategic planning efforts and a systematic resource allocation process, the College allocates funding to meet the mission of the College.
District financial planning and information is under the purview of the Chief Financial Officer. The College maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

The current budget for Porterville College is available on the KCCD Intranet site and can be accessed in real time through Banner. The annual financial reports and fund balances for the Porterville College Foundation are available in Business Services. The Porterville College Foundation works closely with the community and the College to provide external funding whenever possible.

18. Financial Accountability

Porterville College adheres to Board of Trustee approved policies and procedures regarding all fiscal matters. Reports on audit of financials and supplemental information including report on compliance data are prepared for Porterville College by Nystrom & Company, Certified Public Accountant. The financial statements are available for review on the KCCD Intranet site. The audit firm employs Government Auditing Standards issued by the Comptroller General of the United States and the standards prescribed by the California State Department of Finance. Included in the audit is the Schedule of Expenditures of Federal Awards. The Board of Trustees reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm on an annual basis during a public Board of Trustees session.

19. Institution Planning and Evaluation

The key components of Porterville College’s integrated planning processes are its mission statement, its Strategic Plan, which translates the educational priorities into strategic objectives, action steps, and measurable outcomes, and its Educational Master Plan, which sets forth broad educational priorities which are then developed in documents such as the Enrollment Management Plan, the Technology Plan, etc.

The data derived from the planning documents drives resource allocation decision-making. Specifically, the College uses a resource allocation model that integrates planning and assessment to drive resource allocations.

20. Integrity in Communication with the Public

The Porterville College catalog is published annually and includes the mission statement; requirements for admission, degrees, certificates, and transfer; major policies affecting students; listings of all courses and services; and all of the other information required by the ACCJC. The catalog is also published on the College’s website.

The College catalog as well as the class schedule, brochures, and other information is carefully checked for accuracy and updated on a regular basis.
21. Integrity in Relations with the Accrediting Commission

Porterville College and the Board of Trustees adhere to the eligibility requirements, Standards, and policies of the ACCJC. A statement of Accreditation for Porterville College is published in the College catalog and on the District’s website. The College fully agrees to disclose any and all information required by the Commission.
Introduction and Demographics
Introduction to the Institution

History of the Institution

Porterville College was established in 1927 as a part of the Porterville Unified School and College District. All of the classes were taught in high school classrooms until 1944 when a building was constructed on the high school campus specifically for the junior college. The College moved to its current location in 1955. The College dissolved its relationship with the high school District in 1967 and joined with the Kern Community College District (KCCD) that same year. The KCCD serves all or parts of five large rural counties and also includes the colleges of Bakersfield College and Cerro Coso Community College.

The campus currently covers approximately 70 acres and provides educational opportunities to people from a geographic area covering 2,800 square miles in southeastern Tulare County. Tulare County is located near the geographic center of the state of California. Its land area comprises 4,824 square miles, more than half of which is mountainous. Tulare County is bound on the east by the crest of the Sierra Nevada mountain range and Inyo County, on the north by Fresno County, on the west by Kings County, and on the south by Kern County. Porterville sits in the southeastern corner of Tulare County near the foothills of the Sierra Nevada Mountains.

Porterville College is one of two community colleges serving Tulare County. The other is College of the Sequoias, located in Visalia, approximately 35 miles to the northwest. The city of Porterville has a population of approximately 54,000 residents. Based on an analysis of residential zip codes reported by enrolled students, the majority of students live in a portion of Tulare County or northern Kern County that is defined by a driving time of 40 minutes originating from the College campus. The population in this effective service area was 143,724 in the year 2000 and is projected to be at 178,962 by 2015.

Tulare County is an economically depressed area with a high unemployment rate. Per capita income for the service area of the College has been a very modest $12,279 and it is expected to be only around $16,040 by 2015. Residents of Hispanic descent, regardless of race, are expected to comprise 66% of the population in the year 2015, an increase of 55% over the numbers in 2000 and an increase of 12% since 2010. The White Alone group is forecast to drop from being 54% of the area population in 2000 to becoming 45% of the area population in 2015.

The educational programs offered by the College cover transfer, basic skills, workforce preparation, community education, and economic development. In addition, the College has built partnerships with local businesses and the high school District to consolidate resources when providing workforce training and expanded occupational education programs.

The College includes seven academic divisions: Career and Technical Education; Fine and Applied Arts; Health Careers; Language Arts; Natural Sciences and Mathematics; Health, Physical Education and Recreation; Social Sciences; and the non-instructional Student Learning Services division. Each of the academic divisions offers a range of majors and transfer, certificate and remedial courses and programs.
The College has built and sustained a supportive learning environment that prepares students to reach their education and career goals, all in an atmosphere that promotes personal attention and sense of community. The College is proud of its reputation for being academically and student focused, and one that includes the provision and maintenance of a physical environment that is a comfortable, pleasant, and accommodates learning.

**Major Developments since the Last Educational Quality and Institutional Effectiveness Review**

- Because of the significant areas needing improvement, the College was placed on warning status by the Commission following the accreditation site visit in 2006. With that, the College moved aggressively, collegially, and cooperatively toward responding to the recommendations made. Due to the significant progress the College made in responding to the recommendations, the College was removed from warning in 2007 and reaffirmed its accreditation.
- In fall 2008, the College completed the construction of its new library. A ceremony that included local dignitaries, students, and community members was held in November of that year officially dedicating the new library. This new facility expanded the study space for students, increased the periodical and book sections, included additional computers for library research, and provided new classrooms and office space for instructors and staff.
- Following the completion of the new library, the Learning Resource Center was remodeled in 2009 to include two new large computer labs, classroom space, Tutorial Center, and additional office space for faculty. In addition, the facility includes offices for the technology staff, graphics, and a videoconference room.
- In 2010, the construction of the new fitness center was completed. The center includes new exercise equipment and fitness machines, open floors for dance and aerobics, office space for the physical education instructors and assistant coaches, and a remodel of the weight room that also include new weight training equipment.
- After several years of planning, the new Registered Nursing (RN) associate degree was approved by the Board of Registered Nursing and the degree began with its first class in fall 2011. In addition to the implementation of the new degree, the remodeling of an existing facility on campus was completed that included a new lab for the RN program.
- During 2010, financial planning discussions on campus and throughout the District regarding the provision of auxiliary services determined that a more cost effective way to provide these services was through outsourcing. With that, the KCCD entered into an agreement with Barnes and Noble to operate the bookstores on each of the campuses in the District. At the same time, Porterville College entered into an agreement with the Porterville Unified School District to have them operate the cafeteria and food services.
- College staff actively participated in state, regional, and local planning discussions regarding the implementation of guaranteed transfer degrees resulting for the passage of SB 1440. During 2011 and 2012, the state Chancellor’s office approved the implementation of four new transfer associate degrees at Porterville College: Mathematics; Communication; Art-Studio; and History.
In spring 2011, Porterville College and National University (NU) finalized its planning and officially entered into a partnership for NU to offer a Bachelor’s degree in Interdisciplinary Studies with a teaching credential on the Porterville College campus. Students complete the lower division, general education requirements through PC and then the upper division courses leading to the degree and credential through NU. Once the partnership and degree was approved by the KCCD Board and WASC, a part-time advisor was hired by NU and then marketing of the program began. The first class of over 20 students started in spring 2012.
Demographics and Student Achievement Data

The following pages provide a brief introduction to Porterville College including background about the community, our labor market, our students, and information on achievement. Data on student achievement is also provided within each of the standards where it is relevant. In this section, the following is included:

- **Background:** Information on the community, and Porterville College’s service and labor market areas. This information comes largely from the internal and external scans in our District strategic plan.
- **Student demographics:** Demographics include such standard items as ethnicity, gender, and age as well as major and goal selection, high school of origin, program participation, and matriculation information.
- **Student Achievement:** The College, through its research office and various departments and divisions, collects and processes a good deal of data on student achievement, progress through programs, etc. Only a few overview items, including assessment information, data on degrees, certificates and transfers, and course retention and success information, are provided in this section.

More information on student data can be found on the College’s Institutional Research site at: [www.portervillecollege.edu/research](http://www.portervillecollege.edu/research)

Geography and Service Area Characteristics

The KCCD has three community colleges within its jurisdiction. These three colleges cover five California counties: Kern, Inyo, Mono, Tulare, and San Bernardino. Porterville College largely serves southeastern Tulare County. The specific zip codes in our service and labor market areas are listed below.

The **Porterville College Service Area** includes the following zip codes/cities from within Tulare county: 93207 (California Hot Springs); 93208 (Camp Nelson); 93218 (Ducor); 93257 and 93258 (Porterville); 93260 (Posey); 93261 (Richgrove); 93265 (Springville); 93267 (Strathmore); and 93270 (Terra Bella).

The **Porterville College Labor Market Area** includes the areas above plus the following zip codes/cities: 93201 (Alpaugh in Tulare county); 93215 and 93216 (Delano in Kern county); 93219 (Earlimart in Tulare county); 93221 (Exeter in Tulare county); 93223 (Farmersville in Tulare county); 93227 (Goshen in Tulare county); 93235 (Ivanhoe in Tulare county); 93244 (Lemon Cove in Tulare county); 93247 (Lindsay in Tulare county); 93249 (Lost Hills in Kern county); 93250 (McFarland in Kern county); 93256 (Pixley in Tulare county); 93261 (Richgrove in Tulare county); 93262 (Sequoia National Park in Tulare county); 93265 (Springville in Tulare county); 93267 (Strathmore in Tulare county); 93270 (Terra Bella in Tulare county); 93271 (Three Rivers in Tulare county); 93272 (Tipton in Tulare county); 93274 and 93275 (Tulare in Tulare county); 93277, 93278, 93279, 93290, 93291, and 93292 (Visalia in Tulare county); 93280 (Wasco in Kern county); 93286 (Woodlake in Tulare county); 93603 (Badger in Tulare county); 93615 (Cutler in Tulare county); 93618 (Dinuba in Tulare county); 93633 (Kings Canyon National Park in Tulare county); 93647 (Orosi in Tulare county); 93666 (Sultana in Tulare county); 93670 (Yettem in Tulare county); and 93673 (Traver in Tulare county).
2011 and Projected 2014 Race/Ethnicity Breakdown for the PC Service Area

Race/Ethnicity Breakdown

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2011 Population</th>
<th>2014 Population</th>
<th>Change</th>
<th>% Change</th>
<th>2011 % of Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>37,777</td>
<td>37,021</td>
<td>-597</td>
<td>-1.6%</td>
<td>39.0%</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>54,529</td>
<td>55,090</td>
<td>561</td>
<td>1.0%</td>
<td>56.6%</td>
</tr>
<tr>
<td>Non-White Hispanic</td>
<td>2,965</td>
<td>3,084</td>
<td>119</td>
<td>4.0%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1,199</td>
<td>1,236</td>
<td>37</td>
<td>3.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,237</td>
<td>1,311</td>
<td>74</td>
<td>6.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>4,437</td>
<td>4,536</td>
<td>100</td>
<td>2.3%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islander</td>
<td>100</td>
<td>109</td>
<td>9</td>
<td>9.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2,008</td>
<td>2,052</td>
<td>44</td>
<td>2.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>104,337</td>
<td>106,610</td>
<td>2,273</td>
<td>2.2%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: EMSI – 4th Quarter 2010

2011 and Projected 2014 Age Breakdown for the PC Service Area

Age Breakdown

Source: EMSI – 4th Quarter 2010
2011 Educational Attainment for Population 25 and older in Tulare County.

<table>
<thead>
<tr>
<th>County</th>
<th>Education Level</th>
<th>2011 Population</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tulare County</td>
<td>Less than 9th Grade</td>
<td>47,848</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>9th Grade to 12th Grade</td>
<td>25,969</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>High School Diploma</td>
<td>67,874</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Some College</td>
<td>55,023</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Associate’s Degree</td>
<td>20,893</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Bachelor’s Degree</td>
<td>24,932</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Graduate Degree and Higher</td>
<td>10,387</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: EMSI – 4th Quarter 2010

Occupations with the Greatest Number of Openings in the PC Labor Market Area

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2011 Jobs</th>
<th>2014 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Openings</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous agricultural workers</td>
<td>28,649</td>
<td>28,743</td>
<td>94</td>
<td>0%</td>
<td>2,791</td>
<td>930</td>
</tr>
<tr>
<td>Child care workers</td>
<td>4,373</td>
<td>4,911</td>
<td>538</td>
<td>12%</td>
<td>900</td>
<td>300</td>
</tr>
<tr>
<td>Retail salespersons</td>
<td>5,065</td>
<td>5,395</td>
<td>330</td>
<td>7%</td>
<td>743</td>
<td>248</td>
</tr>
<tr>
<td>Cashiers, except gaming</td>
<td>3,720</td>
<td>3,840</td>
<td>120</td>
<td>3%</td>
<td>618</td>
<td>206</td>
</tr>
<tr>
<td>Truck drivers, heavy and tractor-trailer</td>
<td>3,212</td>
<td>3,452</td>
<td>240</td>
<td>7%</td>
<td>412</td>
<td>137</td>
</tr>
<tr>
<td>Combined food preparation and serving workers, including fast food</td>
<td>2,960</td>
<td>3,148</td>
<td>188</td>
<td>6%</td>
<td>371</td>
<td>124</td>
</tr>
</tbody>
</table>

Source: EMSI – 4th Quarter 2010

Occupations with the Greatest Number of Openings Requiring Post-Secondary Education or Higher in the PC Labor Market Area

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2011 Jobs</th>
<th>2014 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Openings</th>
<th>Annual Openings</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem. school teachers, ex. special ed.</td>
<td>2,821</td>
<td>2,999</td>
<td>178</td>
<td>6%</td>
<td>365</td>
<td>122</td>
<td>Bachelor’s degree</td>
</tr>
<tr>
<td>Real estate sales agents</td>
<td>2,173</td>
<td>2,406</td>
<td>233</td>
<td>11%</td>
<td>336</td>
<td>112</td>
<td>Postsecondary voc. Award</td>
</tr>
<tr>
<td>Secondary school teachers, ex. special and voc. ed.</td>
<td>2,458</td>
<td>2,569</td>
<td>111</td>
<td>5%</td>
<td>320</td>
<td>107</td>
<td>Bachelor’s degree</td>
</tr>
<tr>
<td>Registered nurses</td>
<td>2,631</td>
<td>2,782</td>
<td>151</td>
<td>6%</td>
<td>286</td>
<td>95</td>
<td>Associate’s degree</td>
</tr>
<tr>
<td>Property, real estate, &amp; community association managers</td>
<td>1,505</td>
<td>1,658</td>
<td>153</td>
<td>10%</td>
<td>228</td>
<td>76</td>
<td>Bachelor’s degree</td>
</tr>
<tr>
<td>Farm, ranch, and other ag. managers</td>
<td>3,168</td>
<td>2,976</td>
<td>-192</td>
<td>-6%</td>
<td>199</td>
<td>66</td>
<td>Degree plus work exp.</td>
</tr>
</tbody>
</table>

Source: EMSI – 4th Quarter 2010
Top Regional Businesses in the PC Labor Market Area

<table>
<thead>
<tr>
<th>Description</th>
<th>Business Name</th>
<th>Local Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Miscellaneous Durable Good Merchant Wholesalers</td>
<td>Walmart Distribution Center</td>
<td>1,300</td>
</tr>
<tr>
<td>Psychiatric and Substance Abuse Hospitals</td>
<td>Porterville Developmental Center</td>
<td>750</td>
</tr>
<tr>
<td>Other Gambling Industries</td>
<td>Eagle Mountain Casino</td>
<td>700</td>
</tr>
<tr>
<td>General Medical and Surgical Hospitals</td>
<td>Sierra View District Hospital</td>
<td>650</td>
</tr>
<tr>
<td>Federal, state, and local government</td>
<td>County of Tulare</td>
<td>430</td>
</tr>
<tr>
<td>Dept. Stores (except Discount Dept. Stores)</td>
<td>Walmart Discount Cities</td>
<td>401</td>
</tr>
<tr>
<td>Colleges, Universities, and Professional Schools</td>
<td>Porterville College</td>
<td>300</td>
</tr>
<tr>
<td>Analytical Laboratory Instrument Manufacturing</td>
<td>Beckman Coulter Inc.</td>
<td>280</td>
</tr>
<tr>
<td>Poultry Processing</td>
<td>Del Mesa Farms</td>
<td>280</td>
</tr>
<tr>
<td>Commercial Banking</td>
<td>Bank of the Sierra</td>
<td>200</td>
</tr>
</tbody>
</table>

Source: Nielsen Claritas Business Facts

Results of Student Assessments in Reading, Writing and Math

<table>
<thead>
<tr>
<th>Description</th>
<th>2009 Reading</th>
<th>2010 Reading</th>
<th>2009 Writing</th>
<th>2010 Writing</th>
<th>2009 Math</th>
<th>2010 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer level</td>
<td>12.1%</td>
<td>14.5%</td>
<td>17.9%</td>
<td>21.2%</td>
<td>18.8%</td>
<td>15.9%</td>
</tr>
<tr>
<td>1 level below transfer</td>
<td>19.3%</td>
<td>19.8%</td>
<td>21.1%</td>
<td>31.9%</td>
<td>30.5%</td>
<td>34.1%</td>
</tr>
<tr>
<td>2 levels below transfer</td>
<td>19.3%</td>
<td>17.4%</td>
<td>30.6%</td>
<td>14.6%</td>
<td>22.3%</td>
<td>18.8%</td>
</tr>
<tr>
<td>3 levels below transfer</td>
<td>17.5%</td>
<td>17.5%</td>
<td>13.8%</td>
<td>13.6%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>4 levels below transfer</td>
<td>31.8%</td>
<td>30.9%</td>
<td>16.5%</td>
<td>21.2%</td>
<td>28.4%</td>
<td>31.1%</td>
</tr>
</tbody>
</table>

This table represents the results of assessments done in 2009 and 2010 between March 1st and August 31st. These represent students tested, not necessarily those who enrolled. Note that the College does not currently have a math course at three levels below transfer. The College has reading and writing classes up to three levels below transfer; those placing below that are encouraged to enroll in ESL, undergo further testing, and/or seek guidance from an advisor.

Degrees, Certificates, and Transfers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degrees</td>
<td>204</td>
<td>235</td>
<td>209</td>
<td>252</td>
<td>245</td>
<td>179</td>
</tr>
<tr>
<td>Certificates</td>
<td>150</td>
<td>111</td>
<td>108</td>
<td>143</td>
<td>146</td>
<td>128</td>
</tr>
<tr>
<td>Transfers (CSU &amp; UC)</td>
<td>122</td>
<td>103</td>
<td>132</td>
<td>108</td>
<td>94</td>
<td>NA</td>
</tr>
</tbody>
</table>
### Fall 2008 – 2011

<table>
<thead>
<tr>
<th>Number of Students Enrolled</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>4,541</td>
<td>4,581</td>
<td>4,331</td>
<td>4,185</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student by Gender Fall 2008 - 2011

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2,926</td>
<td>1,590</td>
</tr>
<tr>
<td>2009</td>
<td>2,911</td>
<td>1,655</td>
</tr>
<tr>
<td>2010</td>
<td>2,707</td>
<td>1,611</td>
</tr>
<tr>
<td>2011</td>
<td>2,647</td>
<td>1,526</td>
</tr>
</tbody>
</table>

### Student by Age Fall 2008 - 2011

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 19</td>
<td>1,183</td>
<td>1,250</td>
<td>1,257</td>
</tr>
<tr>
<td>20-24</td>
<td>1,259</td>
<td>1,396</td>
<td>1,406</td>
</tr>
<tr>
<td>25-29</td>
<td>630</td>
<td>637</td>
<td>583</td>
</tr>
<tr>
<td>30-34</td>
<td>360</td>
<td>386</td>
<td>351</td>
</tr>
<tr>
<td>35-39</td>
<td>272</td>
<td>241</td>
<td>214</td>
</tr>
<tr>
<td>40-49</td>
<td>384</td>
<td>377</td>
<td>351</td>
</tr>
<tr>
<td>50 or older</td>
<td>453</td>
<td>294</td>
<td>169</td>
</tr>
</tbody>
</table>

### Student by Ethnicity Fall 2008 - 2011

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>84</td>
<td>105</td>
<td>89</td>
</tr>
<tr>
<td>American Indian</td>
<td>71</td>
<td>72</td>
<td>48</td>
</tr>
<tr>
<td>Asian/Filipino</td>
<td>279</td>
<td>274</td>
<td>257</td>
</tr>
<tr>
<td>Hispanic, Latino</td>
<td>2,512</td>
<td>2,687</td>
<td>2,649</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>16</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Two or more races</td>
<td>32</td>
<td>49</td>
<td>73</td>
</tr>
<tr>
<td>Unknown</td>
<td>110</td>
<td>74</td>
<td>23</td>
</tr>
<tr>
<td>White</td>
<td>1,437</td>
<td>1,300</td>
<td>1,180</td>
</tr>
</tbody>
</table>

### Student by Primary Language Fall 2008 - 2011

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Other than English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>3,712</td>
<td>829</td>
<td>18.3%</td>
</tr>
<tr>
<td>2009</td>
<td>3,780</td>
<td>801</td>
<td>17.5%</td>
</tr>
<tr>
<td>2010</td>
<td>3,551</td>
<td>780</td>
<td>18.0%</td>
</tr>
<tr>
<td>2011</td>
<td>3,424</td>
<td>761</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

Data Source: KCCD Oracle Discoverer report entitled “student demographics”
### Introduction and Demographics

#### Student by Major Fall 2008 - 2011

<table>
<thead>
<tr>
<th>Major</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Of Justice</td>
<td>233</td>
<td>333</td>
<td>318</td>
<td>324</td>
</tr>
<tr>
<td>Biological &amp; Physical Science</td>
<td>79</td>
<td>113</td>
<td>152</td>
<td>157</td>
</tr>
<tr>
<td>Business</td>
<td>124</td>
<td>111</td>
<td>132</td>
<td>147</td>
</tr>
<tr>
<td>Business Administration</td>
<td>146</td>
<td>155</td>
<td>164</td>
<td>159</td>
</tr>
<tr>
<td>Child Development</td>
<td>279</td>
<td>312</td>
<td>281</td>
<td>254</td>
</tr>
<tr>
<td>Liberal Arts: Arts &amp; Humanities</td>
<td>3</td>
<td>174</td>
<td>80</td>
<td>57</td>
</tr>
<tr>
<td>Liberal Arts: Math &amp; Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts: Social &amp; Behavioral</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Studies/Liberal Arts</td>
<td>251</td>
<td>1</td>
<td>69</td>
<td>83</td>
</tr>
<tr>
<td>Nursing, LVN</td>
<td>670</td>
<td>731</td>
<td>726</td>
<td>647</td>
</tr>
<tr>
<td>Psychiatric Technology</td>
<td>357</td>
<td>300</td>
<td>203</td>
<td>148</td>
</tr>
<tr>
<td>Social Science</td>
<td>261</td>
<td>280</td>
<td>250</td>
<td>196</td>
</tr>
<tr>
<td>Undeclared</td>
<td>1,212</td>
<td>1,138</td>
<td>974</td>
<td>981</td>
</tr>
<tr>
<td>Other (includes all &lt; 2%)</td>
<td>926</td>
<td>898</td>
<td>893</td>
<td>924</td>
</tr>
</tbody>
</table>

#### Student by Unit Load Fall 2008 - 2011

<table>
<thead>
<tr>
<th>Unit Load</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Credit only</td>
<td>229</td>
<td>11</td>
<td>3</td>
<td>147</td>
</tr>
<tr>
<td>Fewer than 3 units</td>
<td>563</td>
<td>335</td>
<td>182</td>
<td>147</td>
</tr>
<tr>
<td>3-5.9 units</td>
<td>895</td>
<td>933</td>
<td>930</td>
<td>936</td>
</tr>
<tr>
<td>6-8.9 units</td>
<td>654</td>
<td>733</td>
<td>687</td>
<td>609</td>
</tr>
<tr>
<td>9-11.9 units</td>
<td>499</td>
<td>626</td>
<td>620</td>
<td>660</td>
</tr>
<tr>
<td>12-14.9 units</td>
<td>1,038</td>
<td>1,265</td>
<td>1,339</td>
<td>1,301</td>
</tr>
<tr>
<td>15 or more units</td>
<td>525</td>
<td>493</td>
<td>426</td>
<td>373</td>
</tr>
<tr>
<td>Withdrew from all classes</td>
<td>138</td>
<td>185</td>
<td>144</td>
<td>159</td>
</tr>
</tbody>
</table>

#### Student by Educational Goal Fall 2008 - 2011

<table>
<thead>
<tr>
<th>Goal</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA degree w/o transfer</td>
<td>130</td>
<td>145</td>
<td>116</td>
<td>103</td>
</tr>
<tr>
<td>BA after completing AA</td>
<td>1,710</td>
<td>1,807</td>
<td>1,750</td>
<td>1,761</td>
</tr>
<tr>
<td>BA w/o completing AA</td>
<td>192</td>
<td>212</td>
<td>190</td>
<td>174</td>
</tr>
<tr>
<td>Discover career interests</td>
<td>79</td>
<td>90</td>
<td>114</td>
<td>113</td>
</tr>
<tr>
<td>Earn vocational CA</td>
<td>209</td>
<td>203</td>
<td>188</td>
<td>171</td>
</tr>
<tr>
<td>Educational Development</td>
<td>332</td>
<td>184</td>
<td>110</td>
<td>84</td>
</tr>
<tr>
<td>GED preparation</td>
<td>65</td>
<td>74</td>
<td>84</td>
<td>82</td>
</tr>
<tr>
<td>Improve Basic Skills</td>
<td>47</td>
<td>41</td>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>Job advancement</td>
<td>142</td>
<td>125</td>
<td>100</td>
<td>86</td>
</tr>
<tr>
<td>Maintain CA/license</td>
<td>146</td>
<td>149</td>
<td>119</td>
<td>118</td>
</tr>
<tr>
<td>Prepare for new career</td>
<td>381</td>
<td>432</td>
<td>379</td>
<td>336</td>
</tr>
<tr>
<td>Vocational degree w/o transfer</td>
<td>140</td>
<td>137</td>
<td>125</td>
<td>108</td>
</tr>
<tr>
<td>Undecided</td>
<td>951</td>
<td>969</td>
<td>994</td>
<td>991</td>
</tr>
<tr>
<td>Unknown/Un-collected</td>
<td>17</td>
<td>13</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

Data Source: KCCD Oracle Discoverer report entitled “student demographics”
### Student by Academic Standing & Honors Fall 2008 - 2011

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Academic Standing</td>
<td>3,983</td>
<td>3,995</td>
<td>3,714</td>
<td>3,574</td>
</tr>
<tr>
<td></td>
<td>87.7%</td>
<td>87.2%</td>
<td>85.8%</td>
<td>85.4%</td>
</tr>
<tr>
<td>Probation</td>
<td>468</td>
<td>524</td>
<td>543</td>
<td>542</td>
</tr>
<tr>
<td></td>
<td>10.3%</td>
<td>11.4%</td>
<td>12.5%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Disqualification</td>
<td>90</td>
<td>62</td>
<td>74</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>2.0%</td>
<td>1.4%</td>
<td>1.7%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Dean's List</td>
<td>777</td>
<td>886</td>
<td>869</td>
<td>880</td>
</tr>
<tr>
<td></td>
<td>17.1%</td>
<td>19.3%</td>
<td>20.1%</td>
<td>21.0%</td>
</tr>
<tr>
<td>President's Honor List</td>
<td>303</td>
<td>290</td>
<td>334</td>
<td>318</td>
</tr>
<tr>
<td></td>
<td>6.7%</td>
<td>6.3%</td>
<td>7.7%</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

### Student by Special Programs and Status Fall 2008 - 2011

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS Program participants</td>
<td>407</td>
<td>301</td>
<td>254</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>9.0%</td>
<td>6.6%</td>
<td>5.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>EOP&amp;S Program Participants</td>
<td>614</td>
<td>452</td>
<td>372</td>
<td>366</td>
</tr>
<tr>
<td></td>
<td>13.5%</td>
<td>9.9%</td>
<td>8.6%</td>
<td>8.7%</td>
</tr>
<tr>
<td>CARE Program Participants</td>
<td>68</td>
<td>46</td>
<td>42</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>1.5%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>CalWorks Program Participants</td>
<td>179</td>
<td>99</td>
<td>172</td>
<td>176</td>
</tr>
<tr>
<td></td>
<td>3.9%</td>
<td>2.2%</td>
<td>4.0%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Awarded Financial Aid*</td>
<td>2,769</td>
<td>3,197</td>
<td>3,328</td>
<td>3,278</td>
</tr>
<tr>
<td></td>
<td>61.0%</td>
<td>68.9%</td>
<td>76.8%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Receiving Public Assistance</td>
<td>1,042</td>
<td>626</td>
<td>1,182</td>
<td>15.0%</td>
</tr>
<tr>
<td></td>
<td>14.3%</td>
<td>12.3%</td>
<td>28.2%</td>
<td></td>
</tr>
<tr>
<td>Single Parents</td>
<td>651</td>
<td>565</td>
<td>626</td>
<td>626</td>
</tr>
<tr>
<td></td>
<td>14.3%</td>
<td>12.3%</td>
<td>28.2%</td>
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<tr>
<td>Displaced Homemakers</td>
<td>182</td>
<td>141</td>
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<td>4.0%</td>
<td>3.1%</td>
<td>3.3%</td>
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<tr>
<td>Veterans</td>
<td>52</td>
<td>66</td>
<td>73</td>
<td>85</td>
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<td>1.1%</td>
<td>1.4%</td>
<td>1.7%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

### Student by Matriculation Fall 2008 - 2011

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seen a counselor</td>
<td>3,245</td>
<td>3,034</td>
<td>2,996</td>
<td>3,036</td>
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<tr>
<td></td>
<td>71.5%</td>
<td>66.2%</td>
<td>69.2%</td>
<td>72.5%</td>
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<tr>
<td>Attended assessment</td>
<td>3,691</td>
<td>3,421</td>
<td>3,372</td>
<td>3,312</td>
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<td></td>
<td>81.3%</td>
<td>74.7%</td>
<td>77.9%</td>
<td>79.1%</td>
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<tr>
<td>Attended orientation</td>
<td>3,222</td>
<td>2,926</td>
<td>2,921</td>
<td>2,894</td>
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<td></td>
<td>71.0%</td>
<td>63.9%</td>
<td>67.4%</td>
<td>69.2%</td>
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<tr>
<td>Has education plan</td>
<td>2,270</td>
<td>1,936</td>
<td>1,904</td>
<td>2,052</td>
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<tr>
<td></td>
<td>50.0%</td>
<td>42.3%</td>
<td>44.0%</td>
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<tr>
<td>Fully Matriculated</td>
<td>1,947</td>
<td>1,416</td>
<td>1,388</td>
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<td></td>
<td>42.9%</td>
<td>30.9%</td>
<td>32.0%</td>
<td>36.1%</td>
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### Student by High School of Origin Fall 2008 - 2011

<table>
<thead>
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<th>2011</th>
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<tr>
<td>Citrus</td>
<td>103</td>
<td>115</td>
<td>112</td>
<td>95</td>
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<tr>
<td></td>
<td>2.3%</td>
<td>2.5%</td>
<td>2.6%</td>
<td>2.3%</td>
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<tr>
<td>Delano</td>
<td>170</td>
<td>187</td>
<td>174</td>
<td>165</td>
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<tr>
<td></td>
<td>3.7%</td>
<td>4.1%</td>
<td>4.0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Granite Hills</td>
<td>326</td>
<td>387</td>
<td>410</td>
<td>411</td>
</tr>
<tr>
<td></td>
<td>7.2%</td>
<td>8.4%</td>
<td>9.5%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Lindsay</td>
<td>223</td>
<td>219</td>
<td>203</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>4.9%</td>
<td>4.8%</td>
<td>4.7%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Monache</td>
<td>864</td>
<td>903</td>
<td>876</td>
<td>856</td>
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<tr>
<td></td>
<td>19.0%</td>
<td>19.7%</td>
<td>20.2%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Porterville Adult</td>
<td>232</td>
<td>237</td>
<td>220</td>
<td>213</td>
</tr>
<tr>
<td></td>
<td>5.1%</td>
<td>5.2%</td>
<td>5.1%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Porterville HS</td>
<td>962</td>
<td>953</td>
<td>855</td>
<td>800</td>
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<tr>
<td></td>
<td>21.2%</td>
<td>20.8%</td>
<td>19.7%</td>
<td>19.1%</td>
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<tr>
<td>Strathmore</td>
<td>178</td>
<td>193</td>
<td>167</td>
<td>166</td>
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<tr>
<td></td>
<td>3.9%</td>
<td>4.2%</td>
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<tr>
<td>Other CA HS</td>
<td>825</td>
<td>786</td>
<td>770</td>
<td>743</td>
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<td></td>
<td>18.2%</td>
<td>17.2%</td>
<td>17.8%</td>
<td>17.8%</td>
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<tr>
<td>Out of State HS</td>
<td>113</td>
<td>79</td>
<td>46</td>
<td>26</td>
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<td></td>
<td>2.5%</td>
<td>1.7%</td>
<td>1.1%</td>
<td>0.6%</td>
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<tr>
<td>Foreign HS</td>
<td>99</td>
<td>74</td>
<td>46</td>
<td>33</td>
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<td></td>
<td>2.2%</td>
<td>1.6%</td>
<td>1.1%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Unknown/Un-reported</td>
<td>446</td>
<td>448</td>
<td>452</td>
<td>474</td>
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<td></td>
<td>9.8%</td>
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<td>10.4%</td>
<td>11.3%</td>
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Data Source: KCCD Oracle Discoverer report entitled “student demographics” *Awarded financial aid includes Board of Governors fee waivers **All matriculation items include those students exempt from the service as well as those who used it.
### Degrees & Certificates Awarded

#### Table 1: Associate Degrees Awarded

<table>
<thead>
<tr>
<th>Division</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>6-Year Total</th>
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<tbody>
<tr>
<td>Administration of Justice</td>
<td>13</td>
<td>19</td>
<td>21</td>
<td>23</td>
<td>19</td>
<td>104</td>
<td></td>
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<tr>
<td>Agriculture Tech &amp; Science</td>
<td>2</td>
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<td></td>
<td>1</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Applied Design</td>
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<td>Art</td>
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<td>1</td>
<td>2</td>
<td>6</td>
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<td></td>
</tr>
<tr>
<td>Biological &amp; Physical Science</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>25</td>
<td>22</td>
<td>21</td>
<td>103</td>
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<td>8</td>
<td>7</td>
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<td>Business Administration</td>
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<td>19</td>
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<td>6</td>
<td>70</td>
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<td>Child Development</td>
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<td>16</td>
<td>23</td>
<td>34</td>
<td>18</td>
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<tr>
<td>Liberal Arts/Social &amp; Behavioral</td>
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<td></td>
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<td>11</td>
<td>8</td>
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<td>Liberal Studies/Liberal Arts</td>
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<td>24</td>
<td>17</td>
<td>5</td>
<td>2</td>
<td></td>
<td>76</td>
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<td>1</td>
<td></td>
<td>19</td>
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<tr>
<td>Natural &amp; Physical Science</td>
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<td></td>
<td></td>
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<td>1</td>
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<td>116</td>
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#### Table 2: Certificates Awarded

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<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>6-Year Total</th>
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<td>2</td>
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<td></td>
</tr>
<tr>
<td>Administration of Justice</td>
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<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Human Services/Geriatrics</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Information Systems</td>
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<td></td>
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<td></td>
<td></td>
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</tr>
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<td>8</td>
<td>7</td>
<td>9</td>
<td>46</td>
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<td>28</td>
<td>38</td>
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<td>39</td>
<td>203</td>
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<td>9</td>
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<td></td>
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<tr>
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<td>Preschool Teacher Certificate</td>
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<td>3</td>
<td>1</td>
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<td>67</td>
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<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>12</td>
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<td>Vocational Nursing</td>
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Source: ODS Report "Awards by Division, Major, and Year"
Course Retention and Success Rates

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<th>2010-11</th>
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<tr>
<td>Basic Skills</td>
<td>52.2%</td>
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<tr>
<td>Transferable</td>
<td>63.3%</td>
<td>63.4%</td>
<td>65.5%</td>
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<tr>
<td>Vocational</td>
<td>74.1%</td>
<td>72.9%</td>
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<td>Distance Education</td>
<td>79.3%</td>
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<td>76.6%</td>
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<tr>
<td>Overall</td>
<td>66.1%</td>
<td>65.5%</td>
<td>65.0%</td>
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</table>

Success by Defined Area

Source: KCCD Oracle Discoverer report entitled "Retention & Success, Dist Ed vs. Trad"
*1 - Diane Thompson is a PC classified staff on temporary assignment as a Program Manager, CTE..
Porterville College

PRESIDENT
Dr. Rosa F. Carlson

Vice President
Academic Affairs
Bill Henry

Instruction Office Specialist
Judy Fallert

Administrative Secretary
Jodie Logan

Office of Instruction

Divisions:
Career & Technical Education
Fine & Applied Arts
Health, Physical Ed. & Recreation
Language Arts
Mathematics & Natural Science
Social Science

Support Programs:
Adjunct Faculty Evaluations
Basic Skills Initiative
Porterville Development Center (PDC)
- VACANT, Dept. Asst. II (19/12mo)

Administrative Secretary
Pam Childress

Dean of Academic Affairs
Dr. Antonia Ecung

Dean of Career & Technical Education
VACANT

Director, Athletics
Eric Mendoza

Administrative Secretary
*3 Elvira Martinez (Temporary)

Associate Dean, Health Careers
Kim Behrens

Manager, CTE Program
*1 Diane Thompson (Temporary)

*3 Elvira Martinez is a PC classified staff on temporary assignment in Academic Affairs, as Administrative Secretary filling in for Diane Thompson.
*1 - Diane Thompson is a PC classified staff on temporary assignment as a Program Manager, CTE.

Office of Instruction

Fall, 2012
Organization of the Self-Evaluation

Porterville College realizes and supports the concept that accreditation is a continuous process of self-evaluation rather than just a one-time effort for the purpose of preparation of the accreditation report. In addition, the College also believes that broad participation is important in this self-evaluation to ensure that all constituency groups have input into the College’s programs, services, and processes. With that, the planning process for the completion of the self-study report included broad participation from the constituency groups across campus.

As the Accreditation Liaison Officer, the Vice President, Academic Affairs, initially served as the person responsible for the self-evaluation process. Preliminary discussions regarding the self-evaluation began in fall 2010 within the Administrative Council and various strategies were considered regarding committee structure, timelines, etc.

Following these initial discussions, a presentation was made during flex days in spring 2011 regarding accreditation and the expectations of the College community in completing the report. In its role as the major participatory governance body on campus, the College Learning Council (CLC) provides general oversight for accreditation; therefore, regular reports were provided to the CLC regarding the process in the completion of the self-evaluation.

During the summer 2011 information began to be gathered and compiled by the management team, who would later serve as co-chairs of the various standard committees. This information was placed into draft forms not only to provide a starting point for the committees when doing their work, but to also determine the most appropriate style, format, and standards to be considered when writing the respective sections of the report.

In the fall 2011 term, the Accreditation Steering Committee was implemented to coordinate and monitor the completion of the report. Committees were established for each of the standards and members were assigned to each committee in an effort to reflect a cross section of constituency groups on campus. At the end of the fall 2011 term, the Vice President, Academic Affairs, resigned her position and the Vice President, Student Services, assumed responsibility for coordinating the completion of the report and preparation for the visit.

Once the initial draft of the self-evaluation was completed, a group was established in early spring 2012 that included an editor, who is an English instructor that was provided release time to serve as editor, and readers, who are faculty or administrators that have served on visiting teams or had been involved in the writing of previous self-evaluation reports. The editor’s responsibility was to ensure that the document was written in one voice and follows the same format throughout the report in terms of formatting, abbreviations, consistency of titles, etc. The readers’ responsibility was to read through the document to ensure the accuracy and completeness of the content.

In addition to the staff readers, two students from the Associated Students at Porterville College (ASPC) were selected to serve as student readers. These two students were recently honored as members of the Phi Theta Kappa Academic All-State team, are active members of the ASPC and are well aware of campus policies, procedures and services.
Recommended changes from the editor and readers were communicated to the co-chairs of their respective standards and then incorporated into the document as appropriate. Selected members of each standard were assigned the responsibility of providing and linking evidence where necessary. Once complete, an all campus meeting was held to review the self-evaluation and the report was approved by the CLC and then forwarded to the Kern Community College District (KCCD) Board of Trustees.

During the self-evaluation process, regular updates were provided to the CLC, the campus community during open forums, emails, or during flex days, and to the KCCD Board of Trustees. Once the report was approved by the Board, the final document was given to each of the Accreditation Steering Committee members, the co-chairs of each standard committee, constituency leadership, placed on the College website and hard copies were made available in the library.

Listed below is the general timeline and highlights of the process in completion of the self-evaluation:

**General Timeline for Completion of the Self-Evaluation Report**

**Fall 2010**
- Preliminary discussion with management regarding self-evaluation process
- Vice President, Academic Affairs assumes responsibility as Accreditation Liaison Officer
- Preliminary timelines for completion of report discussed

**Spring 2011**
- Report on accreditation provided at flex days
- General information begins to be gathered for self-evaluation process
- Format and process of the report discussed

**Summer 2011**
- Work on gathering of general information continues
- Administrative co-chairs begin preliminary work on standard drafts

**Fall 2011**
- Presentation to flex days regarding self-evaluation progress
- Accreditation Steering Committee and standard teams meet
- Rough draft of reports compiled
- Update on progress presented to Board of Trustees
- Due to resignation of VPAA, the VPSS takes responsibility for report completion
Spring 2012
- Accreditation breakout sessions during flex days
- Update on progress presented to Board of Trustees
- Team committee meetings continue and final team reports submitted
- Document review and archiving of evidence continues
- Report presented at an all-campus meeting for review
- Final report approved by College Learning Council

Summer 2012
- Final review of Self-Evaluation Report
- Formatting of report for printing and binding
- Logistical planning for site visit continues
- Presentation and approval of Self-Evaluation Report to Board of Trustees

Fall 2012
- Final presentation on report and logistics of visit to flex days
- Mailing of report and related materials to WASC and visiting team members
- WASC site visit

Accreditation Taskforce Steering Committee

Dr. Rosa Carlson  President of Porterville College, Co-chair Standard IVB
Steve Schultz  Vice Pres., Student Services, Co-chair Standard IIB, IVA and IVB
Bill Henry  Vice President of Academic Affairs, Co-chair Standard IIA
Dr. Antonia Ecung  Dean of Academic Affairs, Co-chair Standard IIC
Lorie Barker  Professor, Librarian, Co-chair Standard IIC
Chris Craig  Director of Information Technology, Co-chair Standard IIIC
John Word  Manager of Maintenance and Operations, Co-chair Standard IIB
Resa Hess  Campus Manager of Human Resources, Co-chair Standard IIIA
Sonia Huckabay  Manager of Accounting, Business Office, Co-chair Standard IIIID
Michael Carley  Professor, Institutional Researcher, Co-chair Standard IA and IB
Richard Goode  Div. Chair, Prof. of Phys. Sci./Geo./Astr., Co-chair Stand. IA and IB
Bret Davis  Professor of Physical Education, Co-chair Standard IVA
Patrick Chan  Professor of Information Systems, Co-chair Standard IIIC
Dr. Stewart Hathaway  Professor of Mathematics, Co-chair Standard IIIA
Danny Sciacqua  Professor of Health Careers, Co-chair Standard IIB
Muriel Josten  Professor of Theater and Speech, Co-chair Standard IIA
Dr. A. M. Wagstaff  Professor of English, Co-chair Standard IIID
Catherine Hodges  Professor of English, Co-chair Standard IIC
Christopher Piersol  Professor of Chemistry, Co-chair Standard IIIB
### Standard I: Institutional Mission and Effectiveness

#### A. Mission

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Michael Carley</td>
<td>Co-chair, Professor, Institutional Researcher</td>
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<tr>
<td>Richard Goode</td>
<td>Co-chair, Div. Chair, Prof. of Phys. Sci. /Geo./Astr.</td>
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<tr>
<td>Sherrie Burgess</td>
<td>Associate Professor of Mathematics</td>
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<tr>
<td>Sarah Phinney</td>
<td>Classified, Educational Media Design Specialist</td>
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<tr>
<td>Anja Goebel</td>
<td>Classified, Athletic Trainer Certified</td>
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<tr>
<td>Jacinto Gardea</td>
<td>Professor of English / EFL</td>
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#### B. Improving Institutional Effectiveness

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<th>Name</th>
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<tr>
<td>Michael Carley</td>
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<tr>
<td>Kathryn Benander</td>
<td>Professor of English</td>
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<td>Karen Bishop</td>
<td>Professor of Sociology</td>
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<tr>
<td>Virginia Gurrola</td>
<td>Director of Admissions and Records and Matriculation</td>
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<tr>
<td>Dr. Stewart Hathaway</td>
<td>Professor of Mathematics</td>
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<tr>
<td>Valerie Lombardi</td>
<td>Division Chair, Professor of Health Careers</td>
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<tr>
<td>Dr. Jeff Gervasi</td>
<td>Professor of Mathematics</td>
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### Standard II: Student Learning Programs and Services

#### A. Instructional Programs

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<th>Name</th>
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<td>Bill Henry</td>
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<tr>
<td>Muriel Josten</td>
<td>Co-chair, Professor of Communications and Theater</td>
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<tr>
<td>Dr. Antonia Ecung</td>
<td>Dean of Academic Affairs</td>
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<tr>
<td>Jean Marie Draper</td>
<td>Associate Professor of Mathematics</td>
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<tr>
<td>James Entz</td>
<td>Division Chair, Professor of Art</td>
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<td>Shauna Callison</td>
<td>Professor of Biology</td>
</tr>
<tr>
<td>Jay Hargis</td>
<td>Professor of History</td>
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<tr>
<td>Mercy Herrera</td>
<td>Professor, Counselor</td>
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<tr>
<td>Melissa Long</td>
<td>Assistant Professor of English</td>
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<td>Andrew Messchaert</td>
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<td>Jon Satko</td>
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<td>Rickelle Syrdahl</td>
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<tr>
<td>Diane Thompson</td>
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<td>Susan Regier</td>
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<td>Judy Fallert</td>
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<td>Jodie Logan</td>
<td>Classified, Administrative Secretary</td>
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<tr>
<td>Elvira Martinez</td>
<td>Classified, Administrative Secretary</td>
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Karen Ball  
**Program Manager Child Development Center**

Robert Johnson  
**Professor of Human Services and Psychology**

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**Transfer Center Coordinator, Counselor**

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Response to Previous Recommendations and Abstract
Response to Recommendations from the October 2006 Evaluation Team Report

The evaluation team visited Porterville College from Monday, October 23 through Thursday, October 26, 2006, and then submitted various recommendations to the Commission regarding deficiencies the College and District needed to correct in order to meet accreditation standards.

Based on its review of the Institutional Self-Study report and the report of the evaluation team, the Commission acted at its January 2007 meeting to issue a warning, and directed the College to correct the deficiencies noted. In addition, the College was required to complete a Progress Report by October 2007 with a follow-up visit of Commission representatives.

Subsequent to the team visit and prior to the action of the Commission, the College moved aggressively toward the completion of the recommendations and the institutionalization of processes to ensure continued compliance with accreditation standards. As noted previously in this report, due to the significant progress the College made in responding to the recommendations, the College was removed from warning and its accreditation was reaffirmed.

As expected by the Commission, Porterville College has addressed the District and College recommendations and resolved the deficiencies as noted by the external evaluation team in October 2006. Listed below are the evaluation team recommendations followed by a summary of the efforts undertaken to not only address the recommendations, but put into place processes that will ensure continued compliance with accreditation standards.

District Recommendations

District Recommendation 1:

The team recommends that the colleges, working with appropriate District leaders and with the consideration of the unique conditions of each of the four sites in the District, complete the development, implementation, and assessment of the budget allocation model.

The Kern Community College District's (KCCD) Consultation Council, formerly the KCCD Chancellor's Cabinet, undertook the task of creating a new allocation model for its unrestricted general funds in the fall of 2006. A subcommittee of the KCCD Consultation Council, consisting of faculty, classified staff and administrative representation from each of the District's colleges, District office and collective bargaining units, was formed to develop proposals for a new model for the 2007-08 budget allocation and development process. The subcommittee had broad representation from faculty, classified staff, and administrators from each of the three colleges, the District office and collective bargaining units.

The subcommittee completed the development of a new District-wide unrestricted fund allocation model (PR1) in March 2007, forwarding its recommendations to the Chancellor. The model closely follows the California Community College (CCC) allocation model resulting from the passage of California Senate Bill 361. The District budget model development included
forums for comment/input from all District faculty, classified staff, and administrators. The model was adopted and utilized to allocate projected unrestricted income for the district office and the three colleges for development of the adopted 2007-08 tentative and final budgets.

The model was discussed in the KCCD Consultation Council, formerly Chancellor’s Cabinet, on March 25, 2008, and September 16, 2008. Evaluation was completed by the Budget Allocation Model (BAM) Evaluation Committee, which had representatives from each employee group, including faculty, classified staff and administration from all three colleges and the District office. The committee met several times to develop tools for evaluating the model; however, the committee decided it was not feasible to evaluate the effectiveness of the budget allocation model until after it had been implemented for a full year.

In April, 2008 members of the BAM Evaluation Committee agreed that a preliminary survey would be conducted in May, 2008 regarding the KCCD Budget Allocation Model, and the results of the survey would be used to guide evaluation. As a result of the survey, BAM Evaluation Committee members decided that it was important for faculty, classified staff, and administrators of the District office and all three colleges to understand the State of California budget cycle, the CCC and KCCD allocation models for unrestricted funding. To achieve this goal, the BAM Evaluation Committee invited everyone to attend a District wide session called “Finance 101” in October 2008. At this session, the evaluation committee’s work, the survey results, the CCC allocation model, the KCCD budget allocation model, and possible next steps were reviewed.

For the academic year 2008-09, the same budget allocation model was used, and during this time period, many KCCD financial reports were posted regularly on the District’s website (PR2) and discussed at KCCD Consultation Council meetings (PR3). As a result of this transparency and the discussions that resulted, the Chancellor identified several issues with the budget allocation model and asked the BAM Evaluation Committee to reconvene to consider modifications to the model. The chief financial officer of the District reconvened the BAM Evaluation Committee in November 2009 (PR37).

In the spring of 2010, the Chief Financial Officer of the District assembled a committee to conduct a second evaluation on the Unrestricted Fund Budget Allocation Model (BAM II). The BAM Evaluation II Committee met several times during the spring 2010 semester to initially review the current model and evaluate how the mechanisms work. Teams of the committee collected stakeholder input to address issues with the current model and provide recommendations for changes. The committee completed their review and recommendations in the fall of 2010.

In the spring of 2011, the Chief Financial Officer finalized a list of modifications of, and recommendations for, the current Unrestricted Fund Budget Allocation Model, and some of these modifications/recommendations have been incorporated into the current model. KCCD and Porterville College will continue to review and evaluate the District’s Unrestricted Fund Budget Allocation Model on an annual basis.
District Recommendation 2:

The team recommends that the colleges, in conjunction with District leaders, complete an organizational map that clearly delineates the roles and responsibilities between entities and identifies an evaluation process that will provide for ongoing improvement (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems).

To clarify the governance and decision making process for KCCD, a document was developed in 2006, revised in 2011 (PR4) and was introduced into the consultation process in September 2007. The document introduces and describes the processes for creating and revising governing board policy and procedure. It also details the District-wide committee structure for participation in decision making. Further, the document includes a “Functional Mapping for Decision-Making” matrix that depicts the KCCD governance and decision making process.

The members of the KCCD Consultation Council, which has representation from Porterville College faculty, classified staff, and administrators, were responsible for taking this document to their constituency groups on campus for review and discussion to clarify the governance and decision making process across the District. Input was sought from all constituents.

It should be noted that several related maps from various colleges and Districts within the community college system (primarily Ventura Community College and West Hills Community College District) were reviewed, and the organizational mapping document that was finally developed was modeled after the functional map document utilized by West Hills Community College District.

Each constituent group had the opportunity through its respective governance group to provide input to the final version. Recommendations were directed to the KCCD Consultation Council for further discussion. In 2008, it was agreed that the KCCD Functional Map for Decision making would be reviewed and evaluated annually for the first two years and every three years thereafter. The District chancellor and the college presidents in consultation with District office and college constituencies conduct these reviews.

The development and implementation of this functional map went through a deliberate and extensive consultative review process including the KCCD Chancellor’s Cabinet, KCCD Consultation Council, and, subsequently, the related constituency groups among the colleges. The map is broad-based and identifies which functions are centralized, decentralized, or decentralized with coordination at the District office. It also names specific individuals, by title, who have direct or lead responsibilities at each entity.

In October 2011, the revised “Elements of Decision-Making” document was distributed to all District employees (PR4).
District Recommendation 3:

The team recommends that the board adopt and implement the self-evaluation process being developed and routinely administer the process. In addition, the current ethics policy should be revised to include a procedure for dealing with violations of the policy.

In January 2006, at their annual retreat, the members of the KCCD Board of Trustees committed themselves to conducting an annual self-evaluation process. The chancellor was charged with developing an evaluation instrument, which was completed in October 2006. (PR5)

The instrument includes statements of 34 standards of expected knowledge and behavior, which are rated on a scale of 1 to 5, a rating of 1 being minimal and a rating of 5 being exceptional. The Trustee Evaluation Procedure allows each individual board member to self-evaluate a particular factor of board knowledge or behavior. It also provides the board member an opportunity to evaluate the perception of the knowledge or behavior of the board as a whole. Additionally, the instrument includes two open ended questions: (1) “What does our board do well?” and (2) “What could our board improve upon?” The board’s own Code of Conduct and Code of Ethics (passed October, 2007) are used as the basis of the evaluation. This policy also includes details regarding how violations are handled.

The members of the KCCD Board of Trustees responded to the evaluation instrument in December 2006, and the tabulated results were reviewed and discussed in January 2007 (PR6) and the governing board’s annual retreat. As a result of their self-evaluations, several training sessions were planned and conducted in 2007.

Even though the KCCD Board Policy Statement of Ethics had been in existence since 1995, the existing Board Policy on Board of Trustee Statement of Ethics was revised and was expanded to include the Board of Trustees Self-evaluation, Standards of Good Practice, and Violations of Standards in August 2007. The KCCD Chancellor’s Cabinet and the KCCD Consultation Council reviewed the policy prior to recommending it for adoption by the Board of Trustees.

The KCCD Board of Trustees was presented with Policy 2 at the September 6, 2007 Board of Trustees meeting and the Board of Trustees adopted Board Policy Two on October 4, 2007. (PR7)

Since that time, the Board of Trustees has followed the policy as established. The policy called for self-evaluation to occur in October of odd-numbered years. Additionally, the policy calls for Board-review of the policy itself every five years. The KCCD Board of Trustees uses the standards in their statement on ethics currently in board policy as criteria in the board self-evaluation process, and the section on handling of violations will be followed should violations or alleged violations occur.

The members of the Board of Trustees believe that the self-evaluation is an important process in their ongoing efforts to provide the most effective service possible to the District, its Colleges, employees, students and the surrounding communities. They support this process and agree that it be administered routinely, as evidenced by Board Policy.
**District Recommendation 4:**

The team recommends that to ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, a District Strategic Plan be used to direct the colleges’ strategic focuses and Educational Master Plan.

The KCCD Consultation Council, formerly the KCCD Chancellor’s Cabinet, assumed responsibility for development of the KCCD Strategic Plan. After consultation with the colleges and review of a survey sent to employees and students, a list of six strategic initiatives was established and approved by the KCCD Consultation Council. The KCCD Strategic Plan (PR8) was adopted by the KCCD Board of Trustees on September 7, 2006.

In April, 2007 the President of the KCCD Board of Trustees sent a copy of the adopted KCCD Strategic Plan to every employee in the District. The KCCD Strategic Plan included the Vision, Mission, Values, Initiatives and Strategies. It also contained a table aligning the District plan with the California Community College (CCC) system strategic goals. The adopted KCCD District Strategic Plan is also available by clicking the link on the KCCD home page.

Teams comprised of administrators, faculty, and staff from the three colleges and the District office was formed for each of the six KCCD initiatives. Each of the teams met to discuss completion of the objectives within their assigned initiative. Beginning in 2007 and continuing in 2008, each of the teams began meeting to work on the initiatives.

In addition, Porterville College developed and implemented a Strategic Plan (PR9), created by the Strategic Planning subcommittee of the College Learning Council (CLC), which links to the KCCD plan. The plan, which was the first comprehensive strategic plan developed by the College, was approved by the CLC on April 20, 2007 and then presented along with the Mission, Vision, and Philosophy statements for Board of Trustee approval in June 2007.

During the development of the College Strategic Plan, a concerted effort was made to link the College plan to various aspects of the KCCD plan and also to the California Community College plan as well. This linkage provides direction to the campus in integrating College services, goals, and objectives with our District and State. In addition, a progress report form for the College Strategic Plan was developed to ensure consistent review and accountability and the Strategic Planning Committee was given the charge to regularly monitor the College’s progress in meeting goals and objectives within the plan. The College Strategic Plan is used as a guide in the various aspects of institutional planning.

In spring 2011, another District-wide SPWG was established for the purpose of updating the KCCD Strategic Plan. This work group consisted of representatives from each of the colleges and the District office. After several meetings that included dialogue, review of data, analysis of survey results, and consideration of other related information, a new 2011-15 Strategic Plan (PR10) for the District was developed and then approved by the Board of Trustees in November 2011. During this same time, the College revised its Strategic Plan (PR11) that additionally links in part to the revised KCCD plan.
District Recommendation 5:

The team recommends that the colleges follow the Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement (Standard IIIA.1b).

Following the last accreditation site visit, there were two factors that impacted adjunct faculty evaluations within KCCD.

- Based on a petition submitted by the Community College Association/National Education Association to modify the existing bargaining unit, the Public Employees Relations Board ruled that as of April 4, 2007, adjunct faculty would be represented by the Community College Association (CCA). As a result of that decision, the KCCD and the CCA recognized that the evaluation procedure was a negotiable item that must be addressed as part of the faculty contract negotiations which commenced in fall 2007. The previous collective bargaining agreement expired on June 30, 2008, and the KCCD and the CCA used an interest-based bargaining process to seek mutual agreement on a successor agreement prior to that date. That document was ratified by both the CCA and the KCCD Board of Trustees in April 2009. (PR12)
- KCCD Human Resources secured an outside consultant to facilitate the reimplementation of the Human Resources module of the Enterprise Resource Planning system, known as Banner. One of the identified outcomes of that project was to track of all evaluations within the system of record to include an automated generation of evaluation lists. These lists would then help deans and chairs better monitor adjunct evaluations.

During spring 2007, the current KCCD Board Policy Manual section 7D (PR13) was reviewed with personnel across the District and efforts were made to increase the number of adjunct faculty evaluations taking place each semester. Part of this process was to ensure that new adjunct faculty members would be evaluated in their first semester as well as every sixth semester thereafter.

The evaluation of adjunct faculty began in earnest in 2007-08. By the end of the fall 2007 term, all newly hired adjunct faculty at Porterville College were evaluated. In addition, all newly hired adjuncts in spring 2008, as well as those sixth semester adjuncts needing evaluation were also evaluated. With the appropriate administrators and faculty division chairs working cooperatively, Porterville College completed the evaluation of 73 adjunct faculty in 2008-09.

Detailed adjunct faculty evaluations were completed by appropriate full-time faculty division chairs and Deans for those adjunct faculty who were to be evaluated in 2008-09. Each evaluation included student surveys, observations, and a formal written evaluation that was discussed with the adjunct. The evaluations are forwarded for review to the appropriate Vice President, then to the President, and then finally to the Vice Chancellor of Educational Services.

As noted above, the adjunct faculty became part of the CCA in April 2007. As such, they became part of the faculty agreement evaluation process. The current CCA faculty agreement has modified the adjunct evaluation process to include two evaluations within a three semester
period. After two ‘satisfactory’ ratings, the adjunct is placed in a three year evaluation cycle. The first two evaluations include observations and student surveys in all sections taught. The third and subsequent evaluations include one observation and student surveys. All current Porterville College adjunct instructors have been evaluated at least once, with most having completed the two evaluation process.

The College follows the scheduled review of adjuncts according to board policy and the CCA contract.

**District Recommendation 6:**

The team recommends that the colleges, with appropriate District-wide input, develop a written code of ethics for all employees (Standard IIIA.1d).

A draft employee Code of Ethics was developed with the assistance of a Cerro Coso Community College faculty member who expressed interest in taking the lead to develop a District employee ethics policy in 2004-05 and was contracted to lead the effort to conduct research and develop a draft policy. Beginning in December 2006, a review of books, articles and other references was conducted. In addition, area agency chief executive officers were interviewed and higher education ethics policies were studied. Based on this research, a draft Code of Ethics was written for the KCCD.

The next step in the process was to take the draft code through the consultation process. The consultation process began in August 2007 when the draft was introduced to the KCCD Consultation Council (formerly Chancellor’s Cabinet). The KCCD Consultation Council is comprised of faculty, classified staff, management and students from all three colleges and the District office. This group was directed to present to and discuss the draft with members of their constituency groups and to collect comments and recommendations.

The initial vetting process illustrated the need to discuss the KCCD Code of Ethics in additional venues in order to refine the code before forwarding it to the KCCD Board of Trustees for consideration and ultimate approval. The policy was shared and discussed in the KCCD Consultation Council during 2007-08. (PR3)

The policy was presented to the KCCD Board of Trustees on May 8, 2008 (PR14) and was approved on June 12, 2008. (PR15) The code (PR16) includes a general introduction and the following sections (with various sub-sections under each): Respect for Persons and Academic Freedom; Fairness and Honesty; Competence; and a conclusion. Note also that the Chancellor’s assistant notifies all members of each college when the KCCD Board Action Report is complete, and this report highlights approved policies for all employees to see. The Board Policies are also posted in their entirety on the KCCD website.

The overall development of a Code of Ethics uncovered the need to develop additional policies, processes and training. Training is essential to developing employee and student understanding of ethical expectations, prohibitions and consequences of actions associated with violations of the KCCD Code of Ethics.
After thorough review and at the conclusion of the consultative process, the Code of Ethics for all employees of the District was approved and adopted by the Board of Trustees in June, 2008, and it is now being followed. In addition, in July 2010 Board Policy Section 11M1 (PR17) was approved that provided a nepotism policy followed by all KCCD employees. Sections of Board Policy are regularly reviewed and revised or created, if necessary, to meet the District’s continued commitment to high professional ethics standards.

College Recommendations

College Recommendation 1: Institutional Commitments

The College must reframe its mission to include the educational goals that may be fulfilled at the College and describe the primary student population for which the College is designing programs. The revised mission statement must then be used as the driving document for institutional planning.

During the fall 2006 term, shortly after the team visit had concluded, the College Learning Council (CLC) began to discuss and address the accreditation recommendations. Since institutional planning was, at that time, one of the major charges of the Budget, Enrollment Management and Planning committee (BEMAP), and since the Mission Statement is the driving document for institutional planning, BEMAP originally assumed the overall coordination of the research and writing of the response.

BEMAP began by discussing and evaluating the accreditation team response regarding the mission statement and their recommendation for improvement. Various mission statements from other California community colleges were obtained and reviewed. As these mission statements were being reviewed, members of BEMAP felt that in addition to the revision of the mission statement this was also an opportunity to expand and enhance our general public statements about the goals and objectives of the College. Therefore, vision, values, beliefs, and philosophy statements from other colleges were also reviewed.

During this review process, it was decided to develop a mission statement that included a broad, general or introductory statement followed by specific statements of mission. In addition, it was also decided to include statements about the values and philosophy of the College. It was felt that these added statements would enhance and further delineate the public’s understanding of the College’s mission and service to our students and community.

Several drafts were written and reviewed in BEMAP. A final draft was completed and presented to the CLC for review, discussion, and final approval on May 4, 2007. The new Mission, Values, and Philosophy statement was approved by the president and incorporated into the Strategic Plan that was submitted to and approved by the KCCD Board of Trustees at their June 2007 meeting (PR18). The Mission Statement has been reviewed by CLC each spring term since it was approved.
The Mission, Values, and Philosophy Statements are:

Mission

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.

Values

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

- Collaboration - working together to encourage input and dialogue in a collegial and cooperative manner.
- Respect - treating each other with respect, trust, and dignity.
- Innovation - nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
- Accountability - continuously assessing where we are as a College in order 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.
 Philosophy

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

- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- The College staff will provide the best service possible to its students in order for them to meet their individual academic or vocational goals.
- The College will encourage innovation, creativity, and new ideas and will support professional development opportunities 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 Mission Statement has been placed on the program review template to reinforce the concept that it must guide departmental and divisional planning, program reviews and budget requests. It has also been placed on the College website (PR19) and related planning documents are being updated to include this statement. Additionally, budget request forms have been modified to require requests to be tied to the Mission Statement and to Strategic Plan Initiatives. In addition, campus committees and participatory governance bodies are committed to the utilization of the mission, values, and philosophy statement as the driving document in their specific planning processes.

The Mission Statement and supporting values and philosophy statements appropriately delineate and highlight the College in terms of its service to students and community. A link to these statements is readily available on the Porterville College website. The Mission Statement addresses the recommendation of the accreditation team in which the mission of the College must include the educational goals that may be fulfilled and describes the population for which programs are designed. It is used as the driving document for institutional planning. With the implementation of the new 2009-10 budget planning documents, each budget request is tied to the Mission Statement and to the appropriate initiative in the Strategic Plan.

The mission statement is reviewed each spring term by CLC and it will continue to be included on plans, documents and advertisements where appropriate. In addition, it will continue to be the driving document in all College-wide planning.
College Recommendation 2: Evaluation, Planning, and Improvement

As required in the comprehensive accreditation visit six years ago, the College must shift to the use of data as the basis for making decisions by developing and implementing planning that:

- Integrates all aspects of planning, evaluation, and resource allocation (Standards IB.3, IB.4, IB.5, IIA.1, IIA.2, IIB.4, IIC.2, IIA.6, IIB.2b, IIC.2, IIDD.1a, IIDD.1c, IIDD.2g, IIDD.3, IVA.5, IVB.2b, Eligibility Requirement 19).

In its response to this recommendation, the College implemented a Strategic Planning Committee whose charge was to develop a Strategic Plan, incorporate all aspects as noted in this recommendation within this plan, and to develop a process for review of this plan in an effort to enhance ongoing planning and improvement of our college. The Strategic Planning Committee, a subcommittee of the College Learning Council (CLC), was specifically charged with “defining and evaluating the process of college-wide planning, monitoring the completion of the goal and objectives within the College’s Strategic Learning Plan, and recommending modification to the Strategic Plan as appropriate to the CLC.”

After much discussion, review, and evaluation, a Strategic Plan (PR9) was developed and implemented in the spring 2007 term. This plan was reviewed by the College constituency groups and related campus governance bodies, approved by the CLC on April 20, 2007, and submitted to the KCCD Board of Trustees for review and approval in June 2007. (PR18)

It should be noted that the November 2007 accreditation team review and progress report emphasized that in the short period of time after the visit the College made significant progress in addressing this sweeping recommendation. The Strategic Plan incorporates and integrates all aspects of planning, evaluation, and resource allocation by including, within the overall planning process, the review and use of internal and external data, program reviews, staffing plans, facilities plans, the Technology Plan, Educational Master Plan, budget allocation, etc.

The Strategic Planning committee is an established subcommittee of the CLC and meets regularly to ensure the initiatives and goals within the plan are being addressed and accomplished. Revisions to any part of the plan are recommended to the CLC as appropriate.

In spring 2012, to further enhance the coordination and integration of planning across the institution, the first draft of a proposed planning model called “Integrated Planning, Assessment, and Action” (IPAA) (PR20) was drafted and is currently being reviewed in the Strategic Planning Committee and the CLC for eventual campus-wide implementation.
• **Is based on an analysis of community workforce needs and uses that research to plan and evaluate educational programs (Standard IIA.1a).**

An integral part of the planning process as indicated in the Strategic Plan is a review of external data that includes an analysis of community needs and the needs of our local K-12 school District. Any information gathered through these ongoing reviews is used in our consideration of program improvements and offerings. The College recognizes its role within the community and the need to continue to evaluate and respond to the needs of our community.

In an effort to better analyze and respond to community workforce needs, in 2007 the District office employed the services of Jess Carreon and Associates who conducted an economic and workforce analysis of our service area and Tulare County specifically. Additionally, the College President sits on the Economic Development Board of Tulare County and provides labor market data on a regular basis to the staff for use in program creation and modification. In 2010, Economic Modeling Specialists Incorporated (EMSI) was contracted by the District to provide data used by the College for general planning and responding to local workforce needs.

For example, during the 2008-09 academic year, the College began the research and development of a nursing program based on community demand. This included extensive community involvement in terms of establishing need, ability of local agencies to help support such a program, and providing ongoing assistance for long term sustainability. The Board of Registered Nurses has approved the Porterville College program with beginning implementation in the 2010-11 academic year.

The results of information that is derived from community needs assessments will continue to be reviewed and utilized by the CLC, key administrators, and other related committees or groups in the College’s ongoing efforts to improve workforce efforts in meeting the needs of our community. In addition, the College’s Educational Master Plan is currently being updated (first draft completed in spring 2012) and related information from this report will be incorporated as appropriate into the overall planning efforts of the College.

• **Incorporates research and data in a strategic plan which is the foundation for assessing action plans with measurable objectives (Standard IB.3, IIA.2f, IIC.2).**

A Strategic Plan (PR9) was developed and implemented in the spring of 2007 and updated in spring 2012. The plan includes a general planning process that incorporates research data to be used in the development, completion and review of the College’s short term initiatives and long term goals. Research used includes both external, i.e. community, and internal, i.e. college, data.

After several drafts and revisions, the Strategic Planning committee developed a document that lists the objectives under each of the initiatives and goals within the Strategic Plan, defines the current and proposed activities, includes a timeline for completion of the objective, and lists to whom the objective is assigned, the progress to date, and resources needed to complete the objective. This document is reviewed at the meetings of the Strategic Planning committee and progress is monitored during the course of the year.
The document cited above provides the College with clear understanding of the measurable objectives to be achieved, those responsible for the completion of each objective, and a timeline for their completion. Regular reporting to the CLC provides monitoring of progress and communication to stakeholders.

Strategic planning at the College is based on data and research, and the Porterville College Strategic Plan will continue to be refined in a data-informed manner. The Strategic Planning committee continues to monitor the progress toward the completion of the short term initiatives, long term goals, and the objectives listed within the plan. At the meetings of the CLC, the chair of the Strategic Planning committee reports on the committee’s progress and makes recommendations to ensure timely completion of the initiatives, goals, and objectives.

- Includes a resource plan that compares current college staffing and resource allocation to the college’s strategic plan, and then assigns (or reassigns) resources as needed to ensure that financial, human, and physical resources are driven by an integrated college plan (Standards IIC, IIA.6, IIIB.2, IIID.3).

In response to the initial accreditation team report relating to College governance, the Administrative Council recommended the implementation of a revised governance structure that included the addition of new administrative and classified support staff. This staffing plan and revised structure were reviewed and prioritized in the campus governance bodies and began to be implemented during the 2007-08 academic year. In addition, each year in October the faculty divisions submit to the Academic Senate their proposed new faculty positions to be hired, and the Academic Senate prioritizes these request before forwarding them to the President. These proposals are based on a review of FTES data, productivity, and long term needs within their specific program reviews. Additionally, the classified staff submit similar prioritized proposals as appropriate.

Each year, to support the requested new positions, the Administrative Council, in addition to the Budget committee and CLC, reviews the budget allocation to ensure that resources could be assigned to support these positions and to support the ancillary facility and support needs that accompany added positions. Requests made must be supported by data and be linked to the mission of the College.

The Budget Committee has developed processes for review and allocation of funds to meet the priority needs of the College, including staffing. Modifications to the resource allocation, program review, and staffing request processes are made as appropriate to ensure that the decisions regarding the allocation of resources, i.e. financial, human, and physical, are linked with the College’s mission statement and overall planning efforts of the institution.

Since 2009-10 the Budget Committee continues to review and revise the College allocation process in order to strengthen the link between budget and planning. Among the changes adopted by the College are the following: 1) The College has implemented budget calendar that requires budget data to be gathered in a timely fashion to allow sufficient time for budget requests to be evaluated in terms of their link to college mission, program review, and the College strategic plan. 2) The committee has revised its budget request process so that all budget requests must be
linked to program review and justified by data (PR21). 3) Every budget requests must be reviewed by the appropriate administrator prior to submission to insure its alignment with college planning. 3) All requests for new technology must be funneled through the Institutional Technology Committee to insure alignment with campus Institutional Technology goals. 5) The budget committee has adopted a rubric for its internal use that scores requests based on orientation to student success, cost/benefit, alignment with college planning, and supporting data.

Processes and forms have been developed and implemented, and data needs have been identified. Planning efforts are linked to the institutional mission and goals. The Budget Committee annually reviews the Colleges mission, priorities and objectives and has developed and continues to refine a resource planning and budget allocation process. The planning process includes the development of input forms, and sub committees of the Budget Committee were formed to review the submittals and verify compliance with SLO, and Program Review alignment. The committees do not review the requests from their own departments.

The College will continue with its current efforts to improve the resource planning and budget allocation process to ensure they are driven by the Mission Statement, Strategic Plan and the Educational Master Plan. The ongoing review of this process will be the responsibility of the Budget subcommittee with general oversight by the CLC.

- **Includes a technology plan that evaluates, supports, and plans for the future of instructional, student services, and administrative functions at the College and is integrated with a current District technology plan (Standards IIIC.1c, IIIC.2).**

In January 2008, the first draft of a Strategic Plan for the Technology department was completed that described the current state of campus technology, the department’s vision and mission statements, an external and internal environmental analysis, and identified practices used by other colleges. Then in 2009, a second, more comprehensive technology plan was drafted and adopted, titled “Information Technology Plan 2009,” (PR22) which addressed the shortcomings of the original technology plan. The IT plan describes the IT organization structure; the participatory governance groups the IT staff participates in help to identify college-wide technology needs as they arise, and the IT budget supports a campus-wide technology equipment replacement. The plan also outlines the process for providing new/upgraded equipment and software, as well as the process for repairing technology equipment, and the development of the wireless network infrastructure, and board policy guidelines and procedures.

This technology plan is used in budget discussions regarding current and future campus technology needs. The plan clearly delineates the College’s needs, and is reviewed through the participatory governance bodies on campus. It is also used to support budget requests in that area.
• **Relies on involvement of faculty, staff, students, and administrators (Standards IB.4, IVA.1, IVA.2, IVA.3).**

Porterville College is committed to participatory governance and is proud of its history and current efforts in this regard. All governance committees on campus are comprised of representation of each of the constituency groups, i.e. faculty, staff, students and administrators. The various committees on campus report through the CLC, which makes recommendation to the College president.

The College takes great efforts in ensuring that the constituency groups are appropriately represented and involved within the large framework of general college planning. To ensure participation on committees or task forces, representation where appropriate often occurs with the College president assigning administrators, the Academic Senate president assigning faculty, the CSEA president assigning classified, and the Associated Student body president assigning students where available.

The College will continue with its efforts to include appropriate constituency groups in the discussions relating to campus planning and budgeting.

• **Uses data for decision-making both as an indicator of issues and needs as well as an indicator of accomplishments and effectiveness (Standard IB).**

The institutional research website (PR23) provides necessary data to the appropriate staff that may need such information to support making decisions such as staffing, budget requests, facility requests, etc. For example, during the process in which staffing requests are being considered for hiring, instructional divisions and/or campus programs/departments are required to provide data to validate their specific requests. This data includes FTES, productivity ratios, etc. In addition, when any department/program or faculty division requests an increase in its budget, this request must be accompanied by an updated program review. Part of this program review includes related data to support or validate the request being made.

The institutional researcher is proactive in providing data needed by various stakeholders so that decisions are made in a data-informed manner. Since modifications have been made to the program review and budget/staffing request process requiring data to support requests and claims, the staff understands the relationship between data and its use in the support of their requests. Without such data validating the need of the request, proposals are either not approved or are modified according to the data provided.

The College will continue with its current efforts to ensure data is used as an indicator of need to support all requests, especially those requests that require budget allocation. In addition, the institutional researcher continues to provide relevant data to support the College in its overall effectiveness in relation to its planning processes and decision-making efforts.
• Results in specific action plans with assignment of responsibility, timelines, and status reports, such that college plans provide focus on important strategic issues and improvement of college effectiveness (Standards IB.4, IB.5).

The Strategic Planning committee developed processes that provide updates on current and proposed activities regarding each of the objectives listed in the Strategic Plan, assigns responsibilities for their completion, a timeline for completion, and the resources needed in order to complete the specific objectives.

The Strategic Planning committee meets regularly to review the progress of each of the objectives. Status reports are then presented to the CLC for review and discussion. As noted previously, the goals and objectives within the original plan were completed, although some will continue to be ongoing efforts of the College. The new strategic plan was approved in spring 2012 (PR11) and the Strategic Planning committee will regularly review and monitor the completion of its goals and objectives, in addition to provide monthly status reports to the CLC.

• Includes a periodic review of the planning process (Standards IB.6, IB.7).

Since the Strategic Planning committee was assigned overall responsibility to complete the Strategic Plan, this committee was also assigned responsibility for the continuing review of the general college-wide planning process. This review is an ongoing topic of discussion during the meetings of the committee and is addressed in the Planning Calendar. The Strategic Planning committee report is a standing agenda item for the CLC, ensuring discussion and involvement from all constituency groups.

As a result of ongoing reviews, new planning documents were developed or previous ones revised that explain the planning process and ensure that the various necessary documents, student learning outcomes (SLO), etc. are integral parts of this process. Also, parts of the initial Strategic Plan were modified, such as some assignments were reassigned and timelines adjusted based on feedback from responsible parties, and the new strategic plan will undergo this same review process.

The Strategic Planning committee will continue to monitor the effectiveness of the planning process and make modification recommendations as appropriate. Status reports will continue to be made at the CLC meetings, and the CLC will recommend to the President any necessary changes in the planning process.
College Recommendation 3: Student Learning Outcomes

As also required in the comprehensive accreditation visit six years ago, the College must develop and implement student learning outcome processes that:

- Focus on students – what they learn in instructional programs and how they are supported in that learning (Standards II.A.1, II.A.2).

From the 2007-08 academic year forward, the Student Learning Outcomes (SLO) committee, the Curriculum Committee, the CLC, and the Academic Senate have been working aggressively to focus institutional attention on how students learn. This focus has prompted a number of institutional changes in thought, forms, and processes.

With a strong focus on student learning, a new SLO reporting form (PR24) was developed and implemented which requires faculty to document the following information for every course which goes through the College curriculum process: intended SLO; context and tasks to achieve the outcomes; and evidence of success.

Creation of this matrix has shifted attention of faculty from the simple listing of course objectives to a discussion of what students are expected to learn as a result of taking the course. The revision of course outlines to include this focus on student learning is taking place in all divisions and student services areas. Additionally, faculty provide syllabi with SLO to all students.

The fall 2008 flex day presentation on assessment and program-level SLOs proved to be pivotal for many staff in understanding the purpose and cyclical results-orientation of the SLO process. Thus, the staff began to apply their training to writing measurable SLOs for their course outlines. For several divisions, this produced discussion among staff as they focused their efforts on student learning rather than instruction. This shift in focus is evidenced by the massive efforts of all the divisions’ faculty in identifying course-level SLOs in spring 2009.

The fall 2009 flex day presentations again focused on SLOs and the authentic assessment of SLOs. The 2009-10 SLO coordinator held a working session in which all faculty, by division, and provided feedback on the draft institutional-level SLOs previously developed. Additionally, faculty provided methods for assessing each institutional-level SLO. Following the session on institutional-level SLOs, a noted expert on SLOs and their assessment, presented a luncheon talk on authentic assessment. The presenter then worked with the entire full-time faculty on solidly documenting their individual plans for course-level assessment.

By May 2009, the College had identified (approved, or submitted to the Curriculum Committee for review and approval) the rewriting of approximately eighty-nine percent (89%) of all course outlines, including course-level SLOs. The progress of the faculty and the support of related committees on campus in this regard was remarkable, moving from thirty-four percent (34%) of courses with SLOs identified to eighty-nine percent (89%) in the spring semester, 2009. In addition, assessment of course SLOs had also begun.
With the support of the members of the SLO committee, each division has held workshops to
discuss the appropriate creation of SLOs, what constitutes evidence of success in the assessment
of student learning, and how to develop measurement criteria. Further, the faculty has
participated in several all-day Friday workshops to identify their own SLOs and to assist their
fellow faculty members in creating SLOs.

Primary emphasis through the academic year 2008-09 was on identifying course-level SLOs for
all courses. Additionally during this same year, assessment and modification of programs based
on assessment began. Further draft Institutional level SLOs were also identified in January, 2009,
and were further discussed, including how to assess these SLOs, at a campus-wide meeting
during Flex Day in August, 2009. Institutional SLOs were formally approved in fall 2009 (PR25).

Since the accreditation site visit in 2006, the faculty of the College have made remarkable
progress in identifying and assessing course-level and program-level SLOs. Additionally,
assessment plans are created along with the SLOs when they are added to the Course Outlines of
Record. Divisions use the results of the assessment process to make meaningful changes in
instruction to better achieve the stated SLO. Institutional-level outcomes and an assessment plan
for these outcomes have been implemented.

As faculty assess SLOs, they have committed to continue revising their course outlines,
including the approved SLO matrix which identifies learning outcomes and evidence of success.
The faculty continue to be committed to collegially helping one another to finish the remaining
course outlines for which SLOs are yet to be identified and to helping one another in the
assessment process as evidenced by discussions in the Academic Senate regarding SLOs and
assessment. This constitutes a critical mass of faculty not only committed to finishing the
identification of the SLOs and curriculum review process, but also to the on-going process of
dialoguing with each other to share information about how students learn, how to assess that
learning, and how to improve learning as a result of modifying instruction as a result of such
assessment.

Porterville College has now identified SLOs or Service Area Outcomes (SAOs) for all of its
courses, programs, degrees and certificates, and course level SLOs are communicated to the
students on all course syllabi. All of these SLOs are to be assessed on a four year cycle, with
scheduled courses assessing at least one SLO each semester by faculty teaching the course,
faculty teaching courses within the instructional program, degree or certificate, or appropriate
staff in non-instructional programs. The College has an established process for SLO assessment;
however, changes will be forthcoming as the assessment module of CurricUNET goes active and
materials will now be added to it and maintained in this new format.
• **Include dialogue as a way to develop, document, implement, and evaluate assessment plans of student learning outcomes in both instruction and student services (Standards IB. 1, IB.5, IIA.1c, IIB.4, IIC.2).**

The heightened institutional awareness referenced above is obvious in the dialogue which takes place formally at college-wide meetings such as the SLO committee, the Curriculum Committee, Academic Senate, and the College Learning Council (CLC). In addition, dialogue is also taking place informally at workshops facilitated by the members of the SLO committee with individual divisions. At these workshops, faculty review course outlines and make revisions based on defining anticipated student learning outcomes. For those courses and programs already in the assessment phase, faculty members are actively adjusting courses and programs to improve student learning. In addition, resource material provided by the SLO committee provides a common language for discussing learning and the assessment of learning.

This dialogue is not limited to faculty within a discipline or division. Interdisciplinary dialogue is on-going in which faculty articulate common concerns and share with one another assessment methods they have used. Discussions of this nature have become much more commonplace within division meetings and in interdisciplinary meetings, such as the division chairs meetings.

In 2005, just prior to the previous accreditation team visit, the College conducted its first faculty engagement survey ([PR26](#)), which, among other things, provided baseline information regarding participation in SLO activities. This survey was repeated in 2008 and 2011 and the results showed that progress has been achieved. Among the areas of progress noted were: The percentage of faculty who’ve received training in SLOs has nearly doubled from 46% to 90%; close to 100% of faculty report having SLOs in their courses and 100% report having them on their syllabi; use of grading rubrics has increased from 51% to 81%; and in 2005, 26% of faculty reported having program-level SLOs in their areas but by 2011 that percentage had increased to 92%. Additionally, this survey provided open-ended responses allowing respondents to provide suggestions for training and other methods to improve progress on outcomes assessment.

Another example of the dialogue which is taking place across campus is the fact that student learning outcomes are no longer viewed as an issue in isolation from other college priorities. Members of the Basic Skills Committee have found common threads between their efforts to improve the success of underprepared college students and the need to define and assess student learning outcomes. Members of both groups recognize that strengthening efforts on one area will improve the likelihood of success in the other.

This type of discussion is also evident with members of the Enrollment Management Committee as faculty and support staff look at ways to retain current students. Faculty members recognize that the more successful students are at achieving their learning outcomes, the greater the likelihood that they will persevere in school.

Because Porterville College is a small college, many disciplines have only one full-time member or rely heavily on adjunct faculty. This presents a challenge as faculty within a division grapple with ways to stimulate dialogue in order to come to a consensus about anticipated student learning outcomes.
learning outcomes and how to assess whether those outcomes have been achieved. As seen in the faculty engagement survey, adjunct knowledge of SLO processes lags behind that of full-time faculty. To deal with this challenge, faculty have volunteered to help one another as peers. Workshops designed by members of the SLO Committee are examples of these support structures. With the assistance of division chairs, faculty has formed work teams where common issues are discussed and strategies are developed.

Faculty continually look for ways they can facilitate dialogue even when faculty are not in physical proximity with one another. A newsletter was begun in an effort to communicate with staff on SLO issues, the process of campus implementation of SLOs, and success stories. As already mentioned, the SLO committee held “Fiesta Friday” workshops during spring 2009 to work one-on-one with staff in identifying course level SLOs. Progress on course and program level SLOs was and will continue to be reported regularly to both the Academic Senate and the CLC.

The SLO Committee has an active portal (PR27) which serves as not only a repository for information about the Committee’s activities and minutes, but also as a resource for best practices about the assessment of student learning. In addition, the College has adopted CurricUNET as a system for tracking all curriculum on campus. In its latest revision, CurricUNET has been modified to include a module where all SLOs can be identified at each level and where assessment results can be stored and tracked. This site will also serve as a reference point for identifying changes which have been made based on the results of the assessments which have been performed. The CurricUNET assessment module became active early in the spring 2012 semester.

- Assess instructional programs at course, program, degree and certificate levels (Standards IIA.2a, IIA.2e, IIA.2f, IIA.2i, Eligibility Requirements 10,11).

In addition to listing the learning outcomes on the course outlines, faculty members are required to identify how they will assess those outcomes. Course outlines have been revised to include both the learning outcomes and the assessment methodologies. The SLO committee scheduled workshops throughout the spring 2008 semester to assist faculty in revising their course outlines and implementing assessment strategies. The focus of these workshops was completion of SLOs and a discussion about how to assess student learning. Committee members shared sample rubrics and other assessment devices during these workshops.

The SLO Committee recognizes that staff development is a major part of helping faculty understand the variety of ways learning can be assessed. Committee members attended workshops at Bakersfield College devoted to understanding the assessment process. In addition, the chair of the SLO committee met with representatives from the KCCD and the other two colleges to coordinate the sharing of best practices. One of the outcomes of this coordination was the Assessment Workshop that was provided at the August 2008 flex day.

Program-level (degree level) outcomes have been created for each of our programs, and assessment of these outcomes has begun. Learning outcomes at the institutional level have also been discussed and development is progressing. When developing institutional SLOs,
discussions focused on what core competencies students should have when they complete their studies at Porterville College.

Faculty familiarity with assessment strategies has increased significantly as they work toward gathering evidence to demonstrate student achievement. Full-time and adjunct faculty are collaborating to make certain that the learning outcomes identified in course outlines are being fairly and consistently measured.

During the past several years, faculty have reported to the SLO committee the curricular changes which have been made as a result of this evaluation. For example, all program SLO’s in the Science/Math division were identified and then assessed. The faculty in this division then discovered that the method of assessment needed to be changed, as it provided data that was not specific enough. Assessment methods were then revised accordingly.

The SLO committee provides overall support to faculty to help them in identifying student learning outcomes at the course and program levels, assists divisions/faculty with implementing assessment strategies, and provides strategies on how to use assessment results toward continuous quality improvement.

Program SLOs have been developed for all programs at Porterville College. The assessment of these program student learning outcomes has been initiated in many areas. Although the SLO committee had previously developed institutional student learning outcomes, they recently renamed them after discussion led them to conclude that the outcomes more accurately reflected general education outcomes. The committee has also identified learning outcomes appropriate for the institutional level.

- **Assess student services throughout the students’ matriculation at the College (Standards IIB, IIB.3, IIB.4).**

As part of the Student Services’ division spring 2009 and 2012 program reviews, each of the student services programs identified Service Area Outcomes (SAOs) for their respective programs. These included all programs involved in the matriculation of students from outreach to graduation. Under the direction of the Vice President of Student Services, an assessment process for each of the SAOs within each program was developed and implemented in an effort to use these assessments to improve our services to students.

The student services programs have moved aggressively toward the development and assessment of SAOs for each of its programs. At the time of the last accreditation site visit, only a handful of the programs had established SAOs. Now, every program has developed outcomes, with the majority of SAOs being assessed, and programs use the assessment of these outcomes for program and service improvement.

In addition to SAO assessments and information from the regular program review process, the Office of Student Services conducted a SWOT (strengths, weaknesses, opportunities, and threats) survey in spring 2011. This survey asked the staff to indicate issues they believe to be strengths or weaknesses in the division, opportunities that may be found that can assist the
division to provide or improve its services, and concerns that could be barriers to our ongoing efforts to serve our students. The results of this survey, in addition to information derived from the program reviews, resulted in the “Office of Student Services Three-Year Strategic Plan.” (PR28) Within this plan are various goals and strategies that will be met with measurable objectives to be attained.

- **Use these assessments to improve courses, programs, and services (Standards IIA.1c, IIA.2e, IIA.2f, Eligibility Requirement 19).**

As more and more faculty dialogue about how student learning occurs and as they search for reliable methods for assessing student learning, they realize that the real value of their assessment is the information it provides to make course and/or program modifications which help to make students more successful. This realization is supported by division reports on their use of assessment data. The assessment of course-level SLOs is now done using a standardized form. The fourth item on this form asks instructors to identify the changes that will be made as a result of the review and consideration of the assessment. With this form, every course that has been assessed will have documentation of changes made resulting from the assessment process.

The following are just some examples of how assessments have been used to improve programs and services: The EOPS/CARE orientations were modified to include recommendations from the student surveys and focus group comments; Transfer Center activities were enhanced to better ensure that students understand the transfer process; Career Assessment workshops were changed to provide additional information requested; the Wellness Center Health Fair activities and invited organizations were modified to better meet the needs of participating students; the collaboration between Learning Resource and English faculty has increased in order to improve student learning support. Again, these are just samples of how assessments are being used, and these examples are becoming more commonplace as assessments are being implemented.

Faculty from across campus are sharing assessment experiences. The resulting dialogue has led to a greater understanding of the on-going value of assessing the degree to which the planned learning outcomes are being accomplished. As faculty become more comfortable with the terminology used to describe learning and assessment, they have begun to ask questions which probe more deeply into how we know that learning has occurred. In addition, as the topic of student learning outcomes is addressed in more settings across campus, faculty and staff understand its relationship to other campus-wide initiatives. They have realized that assessing student learning outcomes is critical because it ultimately leads to improved services and instruction. In addition, planned workshops, peer support, and dialogue will continue to assist in supporting faculty in their move to assessment.

- **Link student learning outcomes, planning, and resource allocation (Standard IB).**

During the past several years, staff development for faculty has focused on the development of student learning outcomes and the assessment of the outcomes. The Budget Committee has refined the institutional processes by which planning is linked to resource allocation. When individuals request funds to support campus-wide projects or initiatives, they are asked to identify how the proposed funding will contribute to student learning, and each request must be
linked to the appropriate item in the College’s Mission Statement. Consequently, the resource allocation process has been formalized to include evidence to document need and, therefore, links student learning to resource allocation.

The College recognizes that an important part of increased student learning and success includes the ability to assess SLOs. Institutionally, the College has a process in place that links student learning outcomes with planning and budget. The Budget Committee continuously monitors the allocation process to ensure there is the connection or link between outcomes, planning, and resource allocation.

The College continues to support staff development in the area of SLOs through efforts such as Flex Days, workshops, and related activities. Plans for continued staff development are ongoing discussions within the SLO committee, Academic Senate, and CLC.

The College recognizes that linking planning with budgeting is an important step in demonstrating that resources which support student learning must be supported. Efforts are ongoing to make it clear to everyone that resources are allocated based on data and outcomes, as evidenced by the updated budget form that links to the Mission Statement and includes goals and expected outcomes.

The Budget Committee implemented a budget development process that requires any changes to a division or program’s budget be accompanied by the “Annual Program Review Update and Budget Worksheet” document. The division or program that is making the request must verify on every budget change request its SLOs, goals, current staffing and technology changes as indicated in its program review. The Budget Committee reviews each request and then prioritizes its recommendations based on the overall impact the request will have on the mission, goals and student learning efforts of the institution.

- Create a cycle of continuous assessment of the effectiveness of college programs and services on student learning (Standard IB.7).

During the spring of 2007, the College adopted a Strategic Plan which identified several short-term and long-term initiatives. Short-term initiative 3 was “Institutionalize and Assess Student Learning Outcomes”. This initiative’s expected outcome was “Student learning outcomes will become an institutionalized effort that will help the College improve its services to students through an ongoing assessment of its effectiveness.” The initiative’s implementation plan included creating a cycle of continuous assessment to ensure the effectiveness of college programs and services in relationship to student learning as well as linking student learning outcomes with planning and resource allocation.

The Academic Senate has worked collaboratively with administration to provide leadership toward achieving this outcome. The Academic Senate created a SLO Committee and receives reports and recommendations from this group on a regular basis. The administration of the College provided the faculty chair of the SLO committee with reassigned time to oversee the work of SLO creation and assessment of SLOs. SLO representatives from each division sit on the SLO committee and are responsible for facilitating the creation and assessment of SLOs.
Additionally, in spring 2009 (PR29) and 2012 (PR30), Student Services completed a comprehensive program review. In addition to the regular program review cycle, in spring 2011 the Student Services staff completed a SWOT (strengths, weaknesses, opportunities, threats) survey and the results were used in the development and implementation of a three year (2011-14) Strategic Plan for Student Services. The goals and objectives within this plan continue to be assessed, evaluated, and modified accordingly.

Since course level student learning outcomes are embedded in course outlines and course outlines must be revised every three years, faculty will, at minimum, review their assessments and will update their student learning outcomes every three years. Analysis of assessment data often results in modifications to course content, delivery methods and modifications to the expected learning outcomes themselves with the goal of providing more effective learning for students.

The development in the Health Careers division of a process for presenting and documenting assessment of student learning outcomes has been a model for the other divisions on campus. It represents a major step forward in acknowledging not only that assessment must be made on a regular basis, but also for the need to document the discussion and the subsequent changes to outcomes at the course or program level.

The changes which the College has made in both its planning processes and its organizational structure focused on student learning outcomes assures continued progress in these areas. With the leadership provided by the Academic Senate and the College’s administration, focus will remain on institutionalizing the identification and assessment of learning. This will continue to occur by refining the ways in which faculty dialogue about how learning takes place and by developing a system of accountability for reporting on both progress and changes brought about by evidence gathered during the review process. Budget requests will continue to be evaluated based on their related program reviews as well as links to the mission statement.

In spring 2012, the College remains committed to assessing student learning and using those assessment results to increase the effectiveness of college programs and services. Evidence of that commitment is found in the continued collaborative efforts of members of the SLO committee to guide the campus-wide discussion. A part-time clerical assistant was hired by the College to provide support for the SLO committee and its chair. The development of the assessment module in CurricUNET not only documents the results of the assessment process at each level, but also will provide an historical perspective of changes which have occurred to increase the effectiveness of college programs and services.
College Recommendation 4: Institutional Integrity

The College must standardize student services across the College to ensure that students taking courses through distance education, during the summer, or evening hours have the same access to consistent and reliable information as on-campus day students.

As indicated in the following examples, the Office of Student Services has standardized its programs and increased the availability of its services to summer, evening, and distance education students.

- Evening student services established

In our efforts to increase evening availability, the counselors and related student services staff have adjusted their work hours during the academic year to ensure service availability until 6:30 p.m., Monday and Tuesday evenings. As indicated in our accreditation site visit report, most student services offices previously closed at 5:30 p.m. For the couple of years following the site visit in 2006, the Student Services program offices modified their hours to remain open four evenings per week, Monday - Thursday. However, budget cuts, especially in the categorical programs, resulted in staff eliminations and reductions in weekly assignment hours; therefore, it became extremely difficult for the programs to be open in the evenings for four nights a week.

With that, since an analysis of course offerings and student enrollments determined that Tuesday and Wednesday evenings were the two evenings per week when the most students were on campus, each of the programs adjusted their hours and now remain open those two evenings each week.

A new part-time, evening assistant position for the counseling desk was hired. This position is at the counseling desk until 6:30 p.m. to provide referral assistance to evening students, answer basic questions, take appointments for the counseling staff, and assist the evening counselors as needed.

- Online counseling service implemented

One of the counselors was assigned the responsibility to serve as an “online counselor.” A link on the College webpage entitled “Ask a Counselor a Question” (PR31) was incorporated and implemented that allows any student to ask the online counselor a question and a response to the email is provided within 48 hours. Additionally, the EOPS/CARE and Transfer Center programs also implemented a similar online counseling effort.

- Office of Student Services webpage developed

During 2010-11, the Office of Student Services website (PR32) was developed and implemented that includes a specific webpage for each of the programs in addition to links to important information students need to know. These links also include forms that students may need to complete that can be downloaded off the website. In addition, a program webpage was developed for each program so that they are in the same style and format as each of the other programs.
was felt that consistency in style and format would make it easier for students to navigate among the various programs and services.

- An extensive “Frequently Asked Questions” (FAQ) link developed

An FAQ (PR33) link off the College website was developed that includes over 600 questions asked by students. This FAQ was actually developed by students. As students asked questions of the counselors or other staff, these questions were noted and then included into the FAQ with a brief answer. Since the counseling staff is often inundated with general questions that are routine in nature, i.e. could be found from someone other than a counselor, the intent of this FAQ is to get students to look first on the FAQ to see if their question and answer is there. If it’s not, then they can make an appointment to see a counselor. If it is, then they save themselves the time by being able to find the answer themselves.

- Additional online student support services developed

The District and College collaborated in the planning, development, and implementation of Luminus. This portal platform, which was implemented during the 2009-10 academic year, greatly expanded online assistance in terms of the availability and ability to provide information to students online. In addition, a “Student e-Services” link (PR34) was provided on the Student Services webpage that provides a brief explanation of services available online, in addition to completion of matriculation services for distance education students.

- Summer student services provided

Since the full-time counselors are not on campus during the majority of the summer, a part-time adjunct counselor was hired to provide counseling services during summer school and throughout most of the summer when classes were not in session. A line item in the College budget was established to provide for this position. In addition, the other student service programs, i.e. financial aid, admissions and records, etc. remained and will continue to remain open and operational during the summer.

**College Recommendation 5: Organization**

To meet the standards related to ethical, effective, and empowered leadership, the College must identify the roles, scope of authority, and responsibilities of faculty, staff, students, administrators, and committees in the decision-making processes. The College/District is encouraged to review and evaluate if the number of administrators is commensurate with the size of the institution.

In response to this recommendation, shortly after the visit of the accreditation team the Administrative Council began to review the organizational structures and size of management staff at community colleges that are like-size to Porterville College. In addition to determining if the current administrative staff is commensurate with the size of our institution, the Administrative Council also reviewed the responsibilities and work process flow to determine if
the blending of instruction and student service responsibilities in our current structure is an effective and efficient management structure for our campus.

Since the accreditation visiting team expressed concerns about the decision-making responsibilities of various committees, most specifically the College Learning Council (CLC), the president of the College presented to the Administrative Council and CLC various definitions and differences between councils, committees, subcommittees, and task forces. These definitions were reviewed and discussed in response to the recommendations of the accreditation visiting team in an effort for the College to know and understand the roles and responsibilities of each constituency group and our various campus committees.

During the spring 2007 term, approximately 60 of our faculty, staff, students, and administrators attended a participatory governance workshop coordinated by the District office. This workshop presented the legal definitions and intent of the Education Code and Title 5 and the various programmatic issues dealing with the roles and responsibilities of administrators, faculty, staff, and students in the decision-making process.

- Roles and responsibilities reviewed and agreed upon

After various discussions within CLC regarding the responsibilities and scope of authority among employee groups, committees, councils, and task forces, a better understanding regarding the functions of each was reached and agreed upon. A review of all campus committees was completed and these committees were appropriately assigned as committees, subcommittees, councils, or task forces. Resulting from this review, it was decided to write a new “Participatory Governance at Porterville College” statement (PR35) that replaced the old statement. Additionally, the President holds a retreat of the Administrative Council prior to the fall semester to officially review, revise, and delineate roles and responsibilities among Administrative Council members.

- College Learning Council description and responsibilities revised

The description and responsibilities of the CLC were revised and appropriately assigned as a council with recommending, not decision-making, responsibilities. This revised description properly delineates its responsibilities and charges, i.e. that most CLC actions are recommendations to the president and not the final decisions of the CLC as some may have been at the time of our last accreditation visit.

- Management structure modified and new administrative support hired

Upon review of the management structures of other colleges in the system, the Administrative Council recommended that the College should begin to build back its administrative staff in an effort to better serve the campus and provide effective leadership. A new administrative structure was developed and presented to CLC for review and discussion.

The organizational structure (PR36) was revised to incorporate a delineation of administrative responsibilities and reporting lines between instruction and student services to include a Vice
President of Academic Affairs (VPAA) and a Vice President of Student Services (VPSS). Then, the deans and related programs and academic divisions were reassigned under the responsibilities of the vice presidents accordingly to their service areas.

Once the revised organizational structure was implemented, an interim VPAA was hired and the search process began for the permanent position. After a lengthy search and selection process, the new VPAA began full-time in spring 2009 (in fall 2011, the VPAA took another position out of state, and a new VPAA was hired in spring 2012).

In an effort to better manage the athletic programs of the College in addition to increasing student involvement and activities on campus, a new Director of Student Programs and Athletics was hired in spring 2008. This is an administrative position with staff and budgetary responsibilities. This person serves as the Athletic Director and also coordinates all student related programs and activities. In addition, the Director of Admissions and Records and Matriculation, which was previously a faculty position, was moved into management.

The discussions within CLC regarding the roles and responsibilities of administrators, faculty, staff, students, and committees significantly assisted all College constituency groups in our efforts to understand and effectuate the decision-making process. There is now a better understanding of the appropriate levels of responsibility and, especially, accountability among appropriate employees or campus committees.

The addition of the new administrative positions has greatly assisted the College in the timely completion of the myriad of administrative functions and responsibilities. These positions have allowed the College to improve upon its services to the campus through better attention to the issues, increased administrative interaction with the campus and community, and increased effectiveness in the completion of duties with better and added focus on the specific tasks at hand.

The management reorganization, in which the functions of instruction and student services are no longer blended among the administrators, has also helped the administrators to be more effective in what they do because their specific duties and responsibilities are now within their areas of knowledge, interest, and expertise. For example, the VPSS no longer has curricular responsibility, and the VPAA is not responsible for special programs such as EOPS and DRC.

The Administrative Council continues to review the administrative structure and responsibilities of the administrators and managers. If necessary, further refinement to the structure and assigned responsibilities of the administrators will be made.
RESPONSE TO PREVIOUS RECOMMENDATIONS LIST OF EVIDENCE

PR1  KCCD Budget Allocation Model
PR2  KCCD website: http://kccd.edu/
PR4  KCCD Elements of Decision-Making document
PR5  KCCD Board Evaluation instrument
PR6  KCCD Board meeting minutes, January 2007
PR7  KCCD Board Policy manual, section 2
PR8  KCCD Strategic Plan, 2006
PR9  Porterville College Strategic Plan 2007
PR10 KCCD Strategic Plan 2011-15
PR11 Porterville College Strategic Plan 2012
PR12 CCA faculty contract
PR13 KCCD Board Policy manual section 7D
PR14 KCCD Board meeting minutes, May 8, 2008
PR15 KCCD Board meeting minutes, June 12, 2008
PR16 KCCD Code of Ethics
PR17 KCCD Board Policy manual section 11M1
PR18 KCCD Board meeting minutes June 2007
PR19 Porterville College website: http://www.portervillecollege.edu/
PR20 Integrated Planning, Assessment, and Action model
PR21 Program Review Update and Budget worksheet
PR22 Information Technology Plan 2009
PR23 Institutional Research website: http://www.portervillecollege.edu/Research
PR24 SLO Reporting form
PR25 Institutional Level SLOs
PR27 SLO committee portal site: https://inside.portervillecollege.edu/
PR28 Student Services Three-Year Strategic Plan
PR29 Student Services Comprehensive Program Review 2009
PR30 Student Services Comprehensive Program Review 2012
PR31 Ask a Counselor a Question Web link: http://www.portervillecollege.edu/student-services/FAQ/index.html#counselor
PR32 Student Services website: http://www.portervillecollege.edu/student-services/index.html
PR33 Frequently Asked Questions website: http://www.portervillecollege.edu/student-services/faq
PR34 Student e-Services website: http://www.portervillecollege.edu/student-services/eServices/index.html
PR35 Participatory Governance at Porterville College statement
PR36 Porterville College Organizational chart
PR37 Porterville College Midterm Accreditation Report 2009
Abstract of the Self-Evaluation and ACCJC Rubric

SELF EVALUATION REPORT

Standard I: Institutional Mission and Effectiveness

I.A Mission

The Porterville College Mission Statement is published on the College website, catalog, and in other prominent public documents. The Mission Statement defines the College’s educational purposes, its intended student population, and its commitment to achieving student learning. In addition, the mission statement also includes values and philosophy statements that the College supports.

Campus committees and participatory governance bodies are committed to the Mission Statement as the driving document in their specific planning processes. The Mission Statement is also included on program review templates to reinforce the concept that it must guide departmental planning and resource allocations. Each instructional division and non-instructional programs have also developed their specific mission statements, and these statements are linked to the College Mission Statement.

The College Mission Statement is reviewed annually by the College Learning Council (CLC) which is the main participatory governance body on campus consisting of all constituency groups at the institution. The College meets this standard.

I.B Improving Institutional Effectiveness

Porterville College uses several processes to provide, measure, and improve its overall institutional effectiveness toward supporting student learning.

The College has in place mechanisms and opportunities for constituents to be actively engaged in dialogue about student learning, institutional planning, budget development, and assessment of student learning and service area outcomes. This dialogue occurs in various participatory governance bodies, committees, and working groups that meet regularly and include representatives from the various constituency groups on campus.

The College has an integrated planning process in place that includes an Educational Master Plan, Enrollment Management Plan, a Strategic Plan, a structure that ensures coordination among campus committees, a planning calendar that guides institutional planning and budget development efforts, and a program review process that incorporates Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), goals, data, and self-evaluation. Programs reviews are linked to the budget development process and the allocation is developed after evaluation and prioritization by the Budget Committee and the CLC, before being forwarded to the College President. The College meets this standard.
Standard II: Student Learning Programs and Services

II.A Instructional Programs

Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) have become institutionalized and are now a part of the college’s culture. The College offers a variety of degrees, certificates and transfer programs in addition to basic skills instruction. The programs and courses the College offers align with the Kern Community College District (KCCD) mission and the mission of the College.

The processes regarding curriculum development, program review, articulation, and course schedule development ensure that high-quality courses and programs are created, assessed, and modified as appropriate. Data provided by the college’s institutional researcher, in addition to the District research office, provide the campus with data and analysis necessary for effective course and schedule planning and development. The College meets this standard.

II.B Student Support Services

Porterville College offers a vast array of programs and services designed to support student learning, personal development, retention, and success. The provision of these services are an integral part of the College and its planning and development efforts, and the staff is dedicated to ensuring that students have access to these services.

Student support services are also provided online which extends access to students, in addition to being offered on selected evenings each week and throughout the summer. The student population mirrors the diversity of the local community in terms of ethnicity, age, and economic status. In addition, the College also provides special and mandated services to veterans, disabled students, and those who may be part of a categorical program such as EOPS, DSPS, etc. The College meets this standard.

II.C Learning Programs and Services

In an effort to support the quality of its instructional and student support services, the College provides a comprehensive library, Learning Resource Center (LRC), and other services that are sufficient in quantity, currency, depth, and variety to facilitate the College’s educational offerings.

The book and periodical collections in the Porterville College library support student learning across the curriculum. In addition to the book collection, there has been a growth in electronic books and other means in which to access information online. The library and LRC contain computers and computer labs to assist students in their homework and research, and also includes a Tutorial Center. In addition, some divisions also have program-specific collections and related materials available to students.
All Porterville College students have access to the library, LRC, Tutorial Center, and the variety of educational resources and materials. These materials and services are designed to assist students achieve their educational goals and, ultimately, helps the college achieve its mission. The College meets this standard.

**Standard III: Resources**

**III.A Human Resources**

Employees hired by the College, regardless if they are faculty, administrators, or classified, and regardless of their job responsibilities, are qualified personnel who support student learning. The Porterville College Human Resource office follows KCCD policies and procedures when hiring all employees and ensures that the hiring processes are followed consistently and in accordance with contractual or Board policy regulations.

Job announcements are clearly written and include the expected criteria including qualifications, duties of the position, working conditions, salary range, and benefits offered. Position openings are published in a variety of areas to ensure a diversity of applicants.

The HR office also ensures that evaluation of administrators, classified, faculty and adjunct faculty are completed according to established policies and within required timelines. The College meets this standard.

**III.B Physical Resources**

The physical resources of the College are sufficient in order to support the learning, integrity, and quality of its programs and services.

During the past few years, the College has enhanced and expanded its facilities through building and remodeling. A new library was built that includes all of the traditional aspects of book collections, reserve section, computers, and office space. When the new library was completed, the old library was remodeled to serve as the LRC. This center includes classrooms, the Tutorial Center, graphics, technology, and two computer commons areas.

Other buildings that have been built or areas that have been remodeled include the Science and Math building that included new chemistry and physical science laboratories, as well as office space and workrooms for faculty; the Career and Technical Education building was remodeled to include the new RN program lab area; and a new Fitness Center was built and included upgraded fitness equipment, dance floors and office space.

Included on the new facilities was the addition of surveillance equipment that assists the College to further enhance the safety and security of our students. The College meets this standard.
III.C Technology Resources

Porterville College recognizes that technology is an integral aspect in student learning and also supports the college to operate effectively and efficiently. Not only do students utilize technology in the classroom, but they also utilize it in applying for admissions, registration, advising, financial aid, and accessing transcripts and related documents. Faculty utilize technology in the ongoing aspects of teaching their courses, communicating with students and the campus community, submitting their grades, and accessing rosters. Administration and staff utilize technology for budgeting, reporting, submitting purchase orders, communication, and a wide variety of other aspects related to their responsibilities.

The Technology Plan addresses and supports student learning, student support services, staff support, and the general operations of the college. Technology is an integral part of the institution’s planning process, including budget allocation. The College meets this standard.

III.D Financial Resources

Porterville College ensures that there are sufficient financial resources to support student learning programs and services, as well as all functions of college operations.

The College has developed processes for the appropriate allocation of funds to meet the priority needs of the College, including staffing. The established resource allocation, program review, and staffing request processes ensure that the decisions regarding the allocation of resources are linked to the College’s Mission Statement and its goals and objectives.

The Budget Committee annually reviews the College’s mission, priorities, and objectives and has developed and continues to refine a resource planning and budget allocation process in an effort to provide sufficient resources that meet the mission of the College. The budget and the financial planning process are transparent in which the Budget Committee periodically makes presentations on issues regarding the budget and its impact on campus operations. For example, in March 2012, the Budget Committee made two presentations to the campus community on the potential effects of the passage or non-passage of the tax measures on the November ballot. From those presentations, working groups were formed to proactively discuss and strategize what the campus will need to do in the event the budget may be significantly reduced due to failure of the tax measures. The College meets this standard.

Standard IV: Leadership and Governance

IV.A Decision Making Roles and Processes

Staff participation in campus governance is comprehensive and meaningful. Employees from each of the constituency groups on campus have the opportunity to participate in various committees relating to all aspects of campus-wide planning and development. In most cases, the Academic Senate appoints faculty to committees; the CSEA appoints classified staff; and the President appoints management representatives.
Following the previous accreditation visit, a review of all campus committees was completed to ensure broad understanding of their roles in the decision-making process and a new “Participatory Governance at Porterville College” was adopted. In addition, the organizational structure of the College was reviewed and modified in an effort to improve the administrative functions and service to the staff and students.

Porterville College is proud of the involvement of all constituency groups in the overall decision-making process as well as the involvement of staff on specific committees, work groups, or task forces. The College meets this standard.

IV.B Board and Administrative Organization

The three colleges in the Kern Community College District (KCCD) – Porterville College, Bakersfield College and Cerro Coso Community College - are governed by a seven-member governing board, the KCCD Board of Trustees. Each of the Board members is an elected official representing the various Districts that make up the KCCD. The Board is responsible for setting the District’s policies and overall direction to ensure the quality, integrity, and effectiveness of the student learning programs and services offered throughout the District, in addition to the financial stability of the District.

The Board of Trustees reviews and approves curriculum and educational programs and ensures that the degrees, certificates and programs offered are of excellent quality and consistent with the purposes and missions of the colleges and the District. In addition, the Board evaluates its policies, procedures, and processes on a regular basis and provides direction to the District chancellor and presidents.

The Board of Trustees effectively reviews, develops, and implements policies that ensure the quality, integrity, and effectiveness of the operations of the colleges and District office. In addition, the Board has provided effective oversight and direction to ensure the financial viability and stability of the District. The College meets this standard.

RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS

Part I: Program Review

The College has in place an established program review process that is ongoing and used to assess and improve student learning. Instructional and non-instructional programs are required to complete a program review every three years that includes the respective program’s mission statement, links to the College Mission Statement, SLOs or SAOs, analysis of current performance, program strengths and areas for improvement, goals and progress in completion of goals, resources, and budget.

The results of these reviews are used to improve student learning and program effectiveness. These program reviews are evaluated by the Strategic Planning Committee to ensure they include all required elements and are then forwarded to the College Learning Council (CLC) for approval. During the budget development process, the Budget Committee also requires each
program to submit an annual program review update and these updates are used by the committee to prioritize expenditures. As part of its ongoing discussions relating to overall institutional planning, the Strategic Planning committee reviews the program review process and makes recommendations to the CLC for improvement as necessary. The College is at the “Sustainable Continuous Quality Improvement” level of implementation.

Part II: Planning

In addition to the Educational Master Plan, the college is guided in its planning by its Mission Statement and the goals and objectives listed within its Strategic Plan. The Mission Statement is reviewed each year by the CLC and is included in planning documents such as the program review forms. A new three-year Strategic Plan was recently updated and implemented upon conclusion of the previous plan and it links to the Strategic Plan.

Although overall institutional planning is coordinated through the CLC, three subcommittees of the CLC address directly specific planning areas - Enrollment Management; Budget; and Strategic Planning. These subcommittees meet regularly and provide ongoing reports on their progress, review of related issues, and recommendations for improvement of student learning and institutional effectiveness to the CLC. The dialogue relating to the various aspects of institutional planning and student learning are ongoing, robust, and include all constituency groups on the campus, including students. The College is at the “Sustainable Continuous Quality Improvement” level of implementation.

Part III: Student Learning Outcomes

The development and assessment of SLOs for instructional programs and SAOs for non-instructional programs are ongoing and used to improve learning and support services. Program-level SLOs are included in the College catalog and course-level SLOs are included on class syllabi. SLOs are assessed on a four-year cycle. Each of the programs in Student Services has identified SAOs and assessment of these is ongoing.

The assessments of SLOs and SAOs are used for the improvement of student learning and institutional effectiveness and dialogue is ongoing. SLOs and/or SAOs are required elements on the annual and regular cycle program review documents. The overall process regarding learning outcomes and assessment is coordinated by the SLO committee and the discussions within this committee are pervasive and robust. The SLO documentation and assessment process will be further improved and enhanced with the recent implementation of CurricUNET which is an Internet-based software application designed to automate and enhance the development and approval of curriculum. The improvement of student learning, support services, and institutional effectiveness are priorities and all constituency groups on campus are involved in these discussions. The College is at the “Proficiency” level of implementation.
Standard I
Institutional Self-Evaluation

Standard I: Institutional Mission and Effectiveness

A  Mission

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A.1  The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The Porterville College Mission, Values, and Philosophy Statement is as follows:

**Our Mission**

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.
Our Values

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

- **Collaboration** - working together to encourage input and dialogue in a collegial and cooperative manner.
- **Respect** - treating each other with respect, trust, and dignity.
- **Innovation** - nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
- **Accountability** - continuously assessing where we are as a College and assuming 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.

Our Philosophy

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

- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- The College staff will provide the best service possible to its students in order for them to meet their individual, academic, or vocational goals.
- The College will encourage innovation, creativity, and new ideas and will support professional development opportunities 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 current Mission Statement was first discussed in the Budget, Enrollment Management and Planning Committee (BEMAP, a subcommittee of the College Learning Council) (LA1) in the late fall of 2006 and spring of 2007.

BEMAP reviewed the existing mission as well as the mission statements of several other colleges. The committee used this opportunity, not only to update the mission of the College, but to expand the statement to include values and philosophy as well.

After initial discussion in BEMAP, the revised Mission Statement was forwarded to the College Learning Council (CLC) for review, discussion, and adoption. The CLC adopted the Mission Statement at its meeting on May 4th, 2007 (LA2). The adopted Mission Statement was forwarded to the Board of Trustees as part of the Strategic Plan which was approved at their meeting on June 2007 (LA3).
In support of this mission, the College operates seven academic divisions and a variety of student service programs. The College currently offers 17 associate degrees and 16 certificate programs. Each of these programs is created, planned, and kept current with the College mission in mind.

Self-Evaluation

The College, through the College Learning Council, and as approved by its Board of Trustees, has established the current statement, which guides the College’s entire planning process.

The College meets this standard.

Actionable Improvement Plans

None

A.2 The mission statement is approved by the governing board and published.

Descriptive Summary

The Mission Statement above was adopted by the KCCD Board of Trustees at its June 2007 meeting (LA3) as part of the College Strategic Plan. It is published on the College website (LA4), in the catalog (LA5), and in all planning documents, including the program review template (LA6, LA7).

Self-Evaluation

The College meets this standard.

Actionable Improvement Plans

None

A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

When the Mission Statement was adopted in spring 2007, the College also implemented a procedure for annual review of the statement by the CLC each spring semester. Thus far, the CLC has reviewed the Mission Statement annually since 2009 (LA8), but has not seen the need to make any changes.

Self-Evaluation

The College meets this standard.
Actionable Improvement Plans

None

A.4 The institution's mission is central to institutional planning and decision making.

Descriptive Summary

In order to ensure the mission’s centrality in college planning and decision-making, the College has placed it prominently in all of our planning documents. For example, the program review forms for both instructional and non-instructional programs include the College Mission Statement at the top of the document. Programs are also encouraged to develop a program-specific mission statement as well. There are six numbered items highlighted as part of the College Mission Statement:

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

When establishing goals in program review, programs are required to link each of their goals to one or more of the six items identified in the Mission Statement (LA6). Similarly, in annual budget requests, programs are required to link their requests to those same items as well as to one or more of the California core mission areas and one or more of the goals in the Strategic Plan (LA9). Annual updates to the program review are required by the Budget Committee. These updates must link budget requests to those same items, as well as to one or more of the California core mission areas and one or more of the goals in the Strategic Plan. It is the charge of the Budget Committee to use the budget requests in the program reviews and annual updates to prioritize funding. The Budget Committee assesses the requests in the Annual Program Review Update forms and prioritizes funding based on the extent to which requests contribute toward the College mission, Strategic Plan Initiative and Goals and the California Core Mission (LA12).

The College’s Strategic Plan (LA10) was developed in 2007. The Mission Statement provides the basis for that plan. As the Strategic Plan was developed, the College included in it five short-term strategic initiatives and five long-term goals. The five strategic initiatives were derived in large part from recommendations from the 2006 accreditation visiting team. The first of those recommendations was directed largely at redefining the College mission. The strategic
initiatives of this plan have been completed or have specifically been addressed by the long-term goals of the College. This plan is a living document and the goals included are updated on a regular basis through the Strategic Plan Progress Report (G11). The Strategic Plan links not only to the College mission, but also to the KCCD District Mission and Strategic Plan and the statewide community college mission and goals.

During the 2011-12 academic year, the College revised its Strategic Plan. The District completed a strategic planning process in the spring and fall of 2011; at the same time the College was updating the plan, which was adopted by the CLC in mid-spring 2012.

Self-Evaluation

The Budget Committee has struggled with meeting this aspect of its charge. Program reviews are submitted on a three-year cycle. In order to improve the budgeting process, an annual update form was developed so budget managers could easily revise the program review between cycles and to provide the Budget Committee with accurate information each year. The first form developed in November 2009 was unwieldy and has been refined several times. The current update form is required annually in the fall regardless of where the program is in the cycle. The annual update includes a prioritized budget request tied to the strategic plan and core mission, adopted fall 2011. The budget process for program review has also been changed to include an administrative review to assure that requests address the Strategic Plan and the Core Mission. Spring 2012 will be the first implementation of the new update form and process.

Actionable Improvement Plans

- During the 2011-12 academic year, the new update form and process will be implemented for the first time by the Budget Committee. During the 2012-13 academic year, that process will be evaluated and adjusted as necessary.
**STANDARD I.A LIST OF EVIDENCE**

I.A1  BEMAP minutes March 5 & 12, 2007  
I.A2  CLC minutes for 5-4-2007  
I.A3  Board of Trustees minutes for June 2007  
I.A4  Mission Statement on web site:  
     http://www.portervillecollege.edu/missionstatement.html  
I.A5  College catalog  
I.A6  Program review template (instructional)  
I.A7  Program review template (non-instructional)  
I.A8  CLC minutes showing review of mission statement  
I.A9  Annual Program Review Update and Budget Worksheet  
I.A10  Strategic Plan  
I.A11  Strategic Plan Progress Report  
I.A12  Budget Planning Calendar
B Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Student learning is the focus of all we do at Porterville College. The College’s program planning process is geared toward institutionalizing this goal by encouraging an ongoing dialogue regarding student learning, learning outcomes at all levels, and program planning. All of the College’s programs are created, designed, planned, and maintained with ongoing improvement of student learning in mind.

The College Learning Council (CLC) is the committee that organizes most of the College’s planning processes. The committee’s charge (I.B1) reads in part “The general charge of the College Learning Council (CLC) is to coordinate and communicate the College-wide planning, budgeting and reporting processes….” In coordinating this work, the CLC has three major subcommittees: Enrollment Management, Budget, and Strategic Planning.

The Enrollment Management Committee charge (I.B2) states that enrollment management “is a comprehensive process designed to help achieve and maintain optimum enrollment.” This committee, which includes all division chairs as well as other college staff whose roles impact enrollment management, oversees the College’s efforts to effectively plan enrollment, balancing the roles of access and student success. The committee reviews course offerings, data on enrollment trends and demographics, economic forecasts, and community needs to determine the enrollment needs of the College. In the 2011-12 academic year, this committee put forward the College’s first ever Enrollment Management Plan (I.B3), a document which reviews the status of the College’s enrollment and establishes goals for the four-year period ending in 2016.

The Budget Committee (I.B4) has the responsibility for coordinating budget planning in a manner that assists the institution in effectively utilizing its fiscal resources in the pursuit of the College Mission. The Budget Committee establishes an annual Budget Planning Calendar (I.B5) and utilizes instructional and non-instructional program reviews and budget requests in the budget planning process. The Budget Committee reviews requests and prioritizes budget
recommendations in alignment with the Strategic Plan and submits the proposed budget to the CLC which recommends the budget to the President.

The Strategic Planning Committee (LB6) oversees the College’s strategic planning process, including timelines and progress toward goals. This committee is responsible for maintaining the Strategic Plan Progress Report (LB7) and reporting back to the CLC on that progress. Additionally, the Strategic Planning Committee monitors the program review process. It is the first committee to evaluate program reviews, assessing them against a rubric (LB8) designed to evaluate how well they contribute toward program improvement and institutional effectiveness. Once evaluated, each program receives a report (LB9) from the Strategic Planning Committee showing the extent to which their program review documents met the criteria in the rubric. Program reviews that do not meet institutional expectations in any area are returned for correction. Once complete, program reviews are forwarded to the CLC for review and used in the rest of the planning process. The Strategic Planning Committee keeps the College on task by maintaining a strategic planning calendar (LB10).

Each of these three committees is a subcommittee of the CLC. Their discussions are brought forward as recommendations to the CLC, which in turn makes recommendations to the President for decisions about planning, program creation and improvement, budgeting, and improvement of institutional effectiveness. The CLC is representative of all employee groups and students. It meets twice monthly during each fall and spring term and usually once or twice during each summer. The manner in which CLC makes its recommendations is described in the document “Participatory Governance at Porterville College,” adopted in March 2008 (LB11).

Another way of understanding the planning process is through a set of flow charts created by the Strategic Planning Committee and adopted by the CLC. The Strategic Planning Flowchart (LB12) is similar to the planning calendar (LB10) mentioned above, but in graphic form showing the order in which each aspect of our planning process occurs. Lastly, the Strategic Planning Linkages chart (LB13) is a graphic display of how the planning committee structure works and how each group at the College is able to provide input into the process.

The Strategic Planning Chart (LB14) illustrates the intended integration of various committees, plans, and processes into the strategic planning process. Some of these are specific planning documents maintained by the College, such as the Educational Master Plan, program review documents, the Enrollment Management Plan (LB3), the Information Technology Plan (LB15), and other smaller planning documents. Other items listed are things like budget planning and grant planning and support. Each of the plans listed in this document contributes to the overall strategic plan, and the College plans to update them regularly.

**Self-Evaluation**

The College has established an excellent ongoing dialogue that seeks to improve all of its planning processes. However, because some of these processes are fairly new, there have been some inconsistencies in how the work has been done between different committees and how that work is integrated. For example, the Strategic Planning Committee created the planning
calendar listed above, while the Budget Committee also created a budgeting calendar. While these are mostly consistent, they are partially duplicative and some minor discrepancies exist.

**Actionable Improvement Plans**

- During the 2011-12 academic years, calendars and other documents created by the Strategic Planning and Budget Committees will be integrated and checked for consistency.

**B.2** The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

**Descriptive Summary**

Through the process described above, the College developed its current Strategic Plan (LB16) in 2007. This plan included five short-term strategic objectives and five longer-term goals. The original strategic objectives were all related to the recommendations made by the 2006 accreditation visiting team. The longer term goals related to projects that the College viewed as crucial to improving effectiveness. The five initiatives and goals are listed below:

**Short Term Strategic Initiatives**
1. Define and Embrace the Mission of the College;
2. Improve and Integrate the College Planning Process;
3. Institutionalize and Assess Student Learning Outcomes;
4. Enhance and Expand Evening and Online Student Services; and
5. Evaluate and Understand Roles and Responsibilities in College Governance.

**Long Term Strategic Goals**
1. Expand Technologies for Students, Faculty, and Staff;
2. Upgrade Facilities and Grounds;
3. Utilize Effective Enrollment Management Strategies to Increase Access;
4. Utilize Effective Enrollment Management Strategies to Increase Retention; and
5. Assess and Improve Organizational Effectiveness;

The College assigned responsibility for each of these goals to a specific individual, though for most, several people or a committee will be involved in their actual achievement. Additionally, a timeline for completion of the goals was established and progress is monitored through the Strategic Planning Committee which produces the Strategic Plan Progress Report (LB7) to track progress on each of the goals and objectives in the Plan. The goals in the Strategic Plan are linked to the District Strategic Plan (LB17) and the statewide California Community Colleges Strategic Plan.
Each of these goals contains one or more objectives, is stated in measurable terms, and provides a specific time frame for achievement in the progress report. For example, short term strategic initiative number 1 is to define and embrace the mission of the College. This includes four measurable objectives, the first of which states “the College will reframe its mission to include the educational goals that may be fulfilled and describe the primary student population served. Similarly, long term strategic goal number one, which is to expand technologies, includes four measurable objectives. The first is to create “A technology plan that will include immediate and future plans in terms of software and hardware needs.”

Self-Evaluation

The College meets the standard, but during the 2011-12 academic year, a new Strategic Plan was drafted and adopted.

Actionable Improvement Plans

- During the 2011-12 academic year, the College will transition from the current strategic plan to the next cycle with a new 3-year strategic plan that is linked to the KCCD District strategic plan.

B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The goals listed above were established as part of the College Strategic Plan (LB16) in 2007 and updated in 2010 when the strategic initiatives were completed or combined with the existing goals. Some of these goals were measured through process objectives using qualitative methods. These include things like creating a technology plan and completing planned construction projects.

One example of the use of quantitative data is the new Enrollment Management Plan (LB3). This plan includes a review of existing enrollment data, a discussion of the kinds of data the Enrollment Management Committee reviews on a regular basis, and six goals, two of which are research projects themselves, and most of which require significant use of research data.

Additionally, each program review (LB18 & LB19) contains goals established by the staff of the program. These goals use both qualitative and quantitative data and programs update progress on previous goals in their next program reviews, completing the cycle of assessment, planning, and resource allocation. The goals established in program review are linked to the College Mission Statement; budget requests are linked to the College Mission Statement, the core
mission of the California Community Colleges, and the College goals established in our strategic plan.

Self-Evaluation

The College meets this standard, but there is room for improvement. Although the College has established goals and is measuring these goals using appropriate data, some of the evaluations remain haphazard and require prodding from the Strategic Planning committee, which has other responsibilities. Some goals are in flux due to changing conditions. For example, in the Strategic Plan adopted in 2007, the College created two goals regarding enrollment management, both of which were geared toward increasing enrollment. Increased demand due to the economic downturn has mitigated this concern and reinforced our understanding that enrollment management must address both goals and fiscal realities. The recently adopted enrollment management plan and a revised charge for the Enrollment Management committee reflect these changes.

Actionable Improvement Plans

- By spring 2013, the Strategic Planning Committee will review the planning calendar and the Strategic Planning Progress report to establish a more concrete schedule for ensuring that responsibilities are assigned, and timelines are established and followed.

B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The College’s main planning committee is the College Learning Council (CLC). This is a participatory governance committee with representation from administration, faculty, classified staff, and students. Some members of the committee are included based on their role on campus (especially those whose role is crucial to college planning) while most represent a specific group on campus. Students are represented by the President and Vice-President of the Associated Students of Porterville College (ASPC) or their designees.

The document that shows how broad-based the input of CLC is and how it works within our college structure is called “Participatory Governance at Porterville College” (LB11). This document describes the College’s philosophy of participatory governance and specifically how it works within the College, including discussions of the Academic Senate and College Learning Council and the overall decision-making process for the College. The CLC is a recommending body; recommendations are forwarded to the College President. The President sits on the committee as an ex-officio member so that she can be aware of discussions that are taking place and the reasons behind recommendations she receives.
The Budget Committee, a subcommittee of the CLC, is the first discussion group for college resource allocation. This committee reviews budget requests from the program review process for their links to the College mission and institutional goals. This committee prioritizes these requests based on the same mission and goals. This committee has the responsibility for coordinating budget planning in a manner that assists the College in effectively utilizing its fiscal resources in the pursuit of the College’s stated mission. The committee reviews instructional and non-instructional program reviews and budget requests for their links to the College Mission Statement and institutional goals. This committee prioritizes these requests for one-time funding that come through categorical or other programs (such as technology funding and instructional equipment funds) (LB20).

The program review process is the major mechanism through which the College ensures institutional improvement. Goals established in each program review must be linked to the College Mission Statement. To ensure the effectiveness of this procedure, the Strategic Planning Committee assesses each program review based on a rubric (LB8) designed to evaluate how well the document contributes toward program improvement in each of the required areas of the program review.

The College’s Educational Master Plan (EMP) (LB21), last revised in 2008, is currently being updated. The revised EMP reflects changes in the College’s transfer and certificate programs, as well as changes in the demographics and economy on the College’s service area. As a result of the revised EMP, the college will also create a new Facilities Plan and update the Information Technology Plan. Key priorities identified in the EMP will be integrated into the institution’s planning and decision-making procedures.

**Self-Evaluation**

The planning process of the College is broad-based and includes not only the opportunity for input, but the actual input of various constituent groups. The process is currently leading to institutional improvement in a number of vital areas, including student learning outcomes and assessment, budgeting, and the gradual improvement of all of our planning processes.

**Actionable Improvement Plans**

- None specifically, but planning agendas for IB.1 and IB.3 make specific suggestions for ways in which the College will work to improve institutional effectiveness in this area.
B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The Strategic Plan Progress Report (LB7) documents the results of progress toward achieving college-wide strategic planning goals. This document is maintained and updated by the Strategic Planning Committee, with responsibility assigned for each objective to individuals throughout the College whose roles most closely align to those areas.

Through the program review process, goals identified in program review documents are monitored by each program. Each document includes a set of goals that programs are to identify and achieve, reporting on them in subsequent program reviews. These documents are reviewed by the Strategic Planning Committee according to a rubric and by the CLC. They are also posted on the web on the College’s Program Review website (LB22).

Program review documents also require the listing of the number of courses in each program with identified student learning outcomes. This was useful when the College was developing those outcomes, but at this time, 100% of courses have identified outcomes. Program review documents (LB18, LB19) identify program-level outcomes specifically for each instructional and non-instructional program.

One challenge has been the need to find a software package to store assessment results. In fall 2011, the College hired a SLO clerical assistant to help maintain a database of SLOs and assessments. This assistant is currently working with the SLO Coordinator and committee to smooth the transition between the previous method of storing SLOs and assessments and the new method, using CurricUNET (LB23). CurricUNET also provides a location to store and track non-instructional Service Area Outcomes (SAO), and the assistant will work with non-instructional programs to enable those programs to utilize this software as well.

More information on student learning outcomes and assessment is provided in the various sections of Standard II.

Self-Evaluation

The College is collecting results on assessment of both planning and institutional effectiveness efforts and student learning. One limitation of documenting planning efforts is a limitation of the program review templates. Although it is expected that each program will document progress on past goals in addition to establishing new ones during each program review cycle, this is not sufficiently clear on the program review forms, and some programs have created new goals, but not sufficiently documented progress on previously established goals.
Actionable Improvement Plans

- By fall 2013, the College will update its program review forms to make it clear that reporting on past goals is expected in addition to establishing new goals as well as including a number of other small changes. As part of this process, the College will consider whether to develop web-based forms or specific program review software to guide the process. The Strategic Planning committee will review program review documents with this in mind, updating the program review assessment rubric if necessary.

B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

Much of the College’s strategic planning efforts were new as of 2007. The College conducted its first assessment of the planning processes in the fall of 2009 with an employee survey (I.B24) that addressed the extent to which the planning process was understood on campus and perceptions of how well it was working.

The results of this survey showed widespread knowledge of and support for the mission of the College and a good level of understanding of the planning process. However, fewer respondents knew that the College had not yet fully linked its planning, budgeting, and resource allocation processes. There were also some differences between employee groups, with faculty expressing greater cynicism about the process in general, adjunct faculty showing less knowledge, and classified staff feeling that they have less of a formal role. The College made a number of changes to the planning process as a result of this survey.

The College focused most on strengthening the linkages between planning and budgeting and other resource allocation. The Budget Committee made changes to the budget request procedures, including in them requirements that all budget requests link to the College Mission and the goals in the College Strategic Plan. Later, as the State of California began to emphasize the core mission areas of transfer education, basic skills preparation, and career training over other aspects of the state mission, these three items were added to budget request forms as well (I.B25). The committee also worked to strengthen its analyses of program review. A one-page program review update form was created that is completed annually for those programs that are not undergoing program review in any current year. Because the annual update is on a different calendar than the program review cycle, programs completing program review that same year must submit both though the effort to do so is minimal. As program review is currently on a three-year rotating cycle, these updates allow for programs to include analyses of data and inform the College of program needs that may change more rapidly.
Also, the College found the need to strengthen the quality of the program review process by adding an assessment component. In the fall of 2010, the Strategic Planning Committee was given the task of assessing program reviews according to an established rubric (LB8, LB9, LB26). These assessments began during the 2010-11 academic year. This allows for program review documents that are deficient in any area identified to be sent back for correction, thus strengthening the quality of the documents used in planning committees and providing for greater consistency. Originally, during spring 2010, the plan had been to have these assessments performed by a new Program Review Committee, but the role was given to the Strategic Planning Committee instead for the sake of simplicity.

The current plan is to continue evaluating the strategic planning process through a similar survey, conducted about every three years. The next survey will be conducted in fall 2012.

Self-Evaluation

The College is committed to improving its strategic and other planning processes through ongoing evaluation. The evaluation survey conducted in the fall of 2009, along with numerous formal and informal discussions, have led to important incremental improvements in the process. One suggestion for continued improvement is that new annual program review update forms need to be formalized, completed systematically by all programs, and documented through their publication on a public resource (such as the program review website).

Actionable Improvement Plans

- In the fall 2012 term, the College will again conduct its strategic planning survey evaluating the effectiveness of all of its planning processes and procedures.
- By fall 2013, the College will formalize and subsequently publish all of the annual program review update documents in addition to the original program reviews.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other support services.

Descriptive Summary

Program review provides the grassroots basis of the College’s planning and resource allocation process. The current program review process was initially established in 2006, but has been improved multiple times since then. This process provides an opportunity for each program to review data on its program and regarding its relationship to institutional effectiveness, as well as helping to evaluate the program’s strengths and weaknesses and set goals for improvement.

The Office of Institutional Research maintains a program review web page (LB27) that contains templates for program review completion (LB18, LB19), a description of the process, data for instructional program reviews, and the most recent completed program review documents.
The program review templates are divided between instructional and non-instructional programs, though most of the content is the same. They both begin with the College Mission Statement, and each program is encouraged to include a mission statement of its own. Next, programs are asked to list information on student learning outcomes. For both types of programs, a list of those at the program level is expected. For instructional areas, the College asks that the program also list the number of courses in each subject area along with the number of those that have created student learning outcomes. As of 2009, all courses in the College have student learning outcomes (SLO’s) identified. Although program level outcomes are identified in program reviews, documented assessments of those outcomes are stored elsewhere. Standard II includes additional information on assessment.

For non-instructional programs, the College decided in the fall of 2011 to use the term “service area outcomes (SAO)” to describe the outcomes process where the program is not instructional and the outcomes being assessed are not directly based on student learning. Data for program review are analyzed in the “analysis of current performance” section of the document. Data for instructional programs includes information on enrollment, productivity, course retention and success, and waitlisting. Divisions can also request additional data from the research office or include information they collect themselves. Non-instructional programs include data appropriate to their service areas.

Following the analysis of current performance, programs are asked to evaluate their strengths and identify areas for improvement. Then programs establish goals for improvement. Programs are also asked to respond to goals established in previous program reviews and create new ones, based on the analyses of data and identified areas for improvement. These goals are to be linked to one or more areas identified as part of the College Mission Statement.

The remaining sections of the program review documents deal with resources. Programs include their staffing and budget requests, identifying needs based on their program requirements and goals. These requests are later prioritized by the Budget Committee.

Beginning in the 2008-09 academic year, program reviews were placed on a three-year cycle with each program undergoing review every three years according to a schedule adopted by the CLC (LB28, LB29). This process allows for programs to know ahead of time when their review is due and allows for a better analysis of each document. The first three year cycle of programs have all been completed as of the 2010-11 academic year. The College is now in the second year of the second three-year cycle of reviews.

In the 2010-11 academic year, an effort was made to improve the quality of program review documents with the creation of a rubric (LB8, LB9) which is used to review each document. The responsibility for analyzing program reviews was given to the Strategic Planning Committee.

Program review documents that are incomplete or below the College standard in any area are sent back for revision. Once program reviews are deemed to meet the College standards according to the rubric, they are forwarded on to the CLC for adoption and inclusion in the College planning process. From this point, the Budget Committee uses these documents in the
resource allocation and prioritization process and other college committees use program review as well in strategic planning, program improvement, and enrollment and technology planning.

Perhaps the best way to understand the program review process and how it is used to inform the planning and resource allocation process at the College is through the Program Review Process Chart (LB30). This chart, created by the Strategic Planning Committee, is a simple illustration of how the program review process is used to provide input into each of the planning, budgeting, staffing, and resource allocation processes of the College.

In addition to the program review process described here and the other planning items listed above, the Office of Institutional Research provides data and resources used by the College in planning and program evaluation efforts. Some of this data includes information on persistence, course retention and success, and degrees and certificates awarded by the College. Additionally, a number of regular surveys are conducted that benefit College planning efforts. Many of these reports are provided on the research web page (LB31); a few are described here.

The College conducts two major student surveys on a regular basis. Beginning in the spring of 2005, a home-grown student satisfaction survey was used (LB34) to assess how well the College is doing on a variety of measures, including services provided. This survey also provides the College with an indirect measure of how well it is doing with institutional student learning outcomes, as one section is roughly correspondent to the College’s institutional SLOs. Results of this survey are used in various College committees to improve program planning. One example of this came about in 2007 when the student satisfaction survey results showed that the areas of lowest satisfaction were in campus security and campus and parking lot lighting. A number of lighting and security initiatives were taken as a result of this and other evidence. When the 2009 survey was conducted, campus security, while still among the lowest areas rated, had shown a statistically significant improvement from 2007. The results of this survey are used in other areas as well to gauge performance over time or as evidence. Originally, the plan was to conduct the satisfaction survey every two years, but with the introduction of the Community College Survey of Student Engagement (CCSSE) in 2011, the College now plans to conduct a survey every three years.

In the spring of 2011, the College participated in the Community College Survey of Student Engagement (CCSSE) (LB33) for the first time, along with the other two colleges in our District. This national survey, conducted in over 400 community colleges nationwide, focuses on strategies that educational research literature has shown affect student achievement and success. Participation in the survey allows the College to compare itself to national norms on a variety of measures and to itself over time. Further, by participating in the Community College Faculty Survey of Student Engagement (CCFSSE) as well, the College is able to compare faculty expectations with student behavior.

The CCSSE results showed that Porterville College was above the national average on each of the five CCSSE benchmarks. Nonetheless, the College was below average on a few specific questions and is currently (as of fall 2011) reviewing the CCSSE results to address methods for improvement. The District Strategic Plan (LB17) also set goals for improvement on the CCSSE benchmarks. Improvement in some areas may be difficult to achieve given the College’s already
high scores, but the College is committed to focusing on areas of weakness while maintaining those areas already identified as strengths. Currently, the plan is to conduct the CCSSE every three years; and the next iteration will be in the spring of 2014.

The College Office of Institutional Research also conducts a number of ad hoc reports and studies that are used to facilitate College decision-making. One such example is an English Cohort Study, (LB34) conducted in the fall of 2009. This study tracked students through the sequence of English writing courses, providing evidence of where problem areas lie and recommendations for changes to division practices and assessment procedures. Some of these changes have been implemented; others are still under discussion. A similar cohort study for the math sequence is in the planning stages.

Another effort to measure student success is the Accountability Reporting for the California Community Colleges (ARCC) project (LB35). ARCC is a system of measures at both the state and College level that address a number of factors related to student success including student progress and achievement, basic skills progression, and persistence. ARCC reports are shared with the College on the Institutional Research website and are reported to various College committees (LB36). In the 2012 ARCC report, the College was able to note four consecutive years of increases in overall persistence rate along with incremental improvements in the basic skills improvement rate. The basic skills improvement rate, however, remains below its peer group average, so the College is studying the issue and plans to make appropriate changes to address this disparity.

Additionally, in 2011, the District Institutional Research Team (DIRT), a group comprised of the research staff of the three colleges in the KCCD, used ARCC student-level data in a research study (LB37) to evaluate the impact of various factors on the Student Progress and Achievement Rate (SPAR). Among other things, this study found that completion of the components of the matriculation process and completion of a student success course were important to student success. Further research studies may be conducted using ARCC data in the future.

In addition to District collaboration, the College has worked with the Research and Planning Group (RP Group) of the California Community Colleges on a number of issues. In the fall of 2008, the College worked with the RP Group’s Center for Student Success in participation in the Transfer Velocity Project. Porterville College was one of seven statewide that were profiled (LB38) for having higher than expected transfer rates. That research was recently published in two articles in the Journal of Applied Research in the Community College (Vol.18.2, Spring 2011).

In the spring of 2010, Porterville College was selected as one of fifteen colleges to participate in the Bridging Research Information and Cultures (BRIC) Technical Assistance Program (LB39). The BRIC-TAP program was designed to assist institutions by “strengthening their capacities to collaboratively analyze and act on information, thereby strengthening cultures of inquiry and evidence” (quoted from the BRIC website). As a BRIC-TAP participant, the College engaged with the BRIC team, improved its efforts in assessing student learning outcomes and worked with the team to examine practices in basic skills, including nascent learning communities and how to evaluate them.
Beginning in the fall of 2011, the College began to work with the RP Group on another project, entitled “Student Support (Re) Defined” (IB.40). This project, led by Dr. Darla Cooper of the RP Group, is expected to last through 2014 and will examine ways in which student support can be used, both inside and outside the classroom to reduce the achievement gap for African-American and Latino students. Data analysis, student surveys, and qualitative research methods will be used to determine best practices among the participating colleges.

Self-Evaluation

The College meets this standard. In addition, the College believes that it is at the continuous sustainable quality improvement level for program review and planning. We continue to work to improve this process through minor changes geared toward improving institutional effectiveness.

Actionable Improvement Plans

- None specifically, but see the planning agendas for IB.1, IB.3, IB.5, and IB.6 for specific ways in which the College will work to improve program review and institutional effectiveness.
STANDARD I.B LIST OF EVIDENCE

I.B1  College Learning Council Charge
I.B2  Enrollment Management Committee Charge
I.B3  Enrollment Management Plan
I.B4  Budget Committee Charge
I.B5  Budget Planning Calendar
I.B6  Strategic Planning Committee Charge
I.B7  Strategic Plan Progress Report
I.B8  Program review assessment rubric
I.B9  Program review assessment report
I.B10  Strategic Planning Calendar
I.B11  Participatory Governance at Porterville College
I.B12  Strategic Planning Flowchart
I.B13  Strategic Planning Linkages
I.B14  Strategic Planning Chart
I.B15  Information Technology Plan
I.B16  Strategic Plan
I.B17  KCCD Strategic Plan
I.B18  Program review template (instructional)
I.B19  Program review template (non-instructional)
I.B20  Budget Committee minutes
I.B21  Educational Master Plan
I.B22  Program Review Website:
       www.portervillecollege.edu/research/Program%20Review.htm
I.B23  CurricUNET Website: http://www.curricunet.com/kccd/
I.B24  Fall 2009 Strategic Planning Survey
I.B25  Annual Program Review Update and Budget Worksheet
I.B26  College Learning Council Minutes establishing Program Review Assessment: 4-5-2010
I.B27  Program review website:
       www.portervillecollege.edu/research/Program%20Review.htm
I.B28  Program review schedule
I.B29  College Learning Council minutes establishing program review schedule
I.B30  Program Review Process Chart
I.B31  Institutional Research Website: http://www.portervillecollege.edu/research/
I.B32  Student Satisfaction Survey
I.B33  Community College Survey of Student Engagement (CCSSE) Key Findings
I.B34  English Cohort Study
I.B35  Accountability Reporting for California Community Colleges (ARCC) report 2012
I.B36  ARCC discussions in College Learning Council Minutes
I.B37  ARCC-SPAR Research Study for Porterville College
I.B38  TLC Case Study: Transfer Practices at Porterville College
I.B39  BRIC Project Website: http://www.rpgroup.org/projects/BRIC.html
I.B40  Student Support (Re)Defined Website: www.rpgroup.org/projects/student-support
Standard II
Standard II: Student Learning Programs and Services

A Instructional Programs

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Faculty and staff at Porterville College continually review programs and services to ensure that they meet the needs of the College, students, and community. Instructional programs are offered in both face-to-face and online format to meet the educational needs of students. Discipline faculty submit new courses or program proposals to the College Curriculum Committee, whose primary function is to ensure the proposal is consistent with the College mission, meets standards requirements, and follows Title 5 regulations. The results of a comprehensive program review process enable the College to evaluate programs to see how well they meet current needs and standards at Porterville College and to make improvements to instructional strategies. This program review process is instrumental in the strategic planning and budget development processes.

Self-Evaluation

At Porterville College, program review is a campus-wide process. This process ensures that all existing or planned programs reflect the College mission. The Office of Institutional Research, through the College Learning Council, has established a timeline for program reviews to be completed and submitted for review. Each division is represented on the Curriculum Committee. The faculty serving on the Curriculum Committee are committed to giving necessary aid to colleagues in their respective divisions regarding writing, reviewing, and revising courses and programs. CurricUNET, an internet-based software application designed to automate and enhance the development and approval of curriculum, is used to track the curriculum inventory and process.

The College has implemented an SLO coordinator who, along with the SLO committee, is responsible for collecting and archiving SLO assessments. The SLO coordinator and the committee assist faculty in the writing and assessing of SLOs in all college programs.
Actionable Improvement Plans

None

A.1.a  The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The Office of Institutional Research reviews and analyzes data regarding our community, including population growth, ethnicity, age distribution, and employment status and sectors. Data regarding student educational background and enrollment plans are collected at the time of enrollment using the Computerized Assessment and Placement Programs. Banner contains a repository of data on students and enrollment.

The Office of Institutional Research conducts a Student Satisfaction Survey (II.A1) every two to three years, providing a method to track how well the students feel the College is doing in serving student needs in a variety of areas. In spring of 2011, the Community College Survey of Student Engagement (CCSSE) (II.A2) was completed, allowing the College to compare our students with students across the nation in a variety of areas.

The AccuPlacer assessment test is used to gauge student preparedness in English. An English cohort study that tracked students through the writing sequence was completed in fall 2009 (II.A3). A goal of the study was to identify which classes were “gatekeepers” – keeping students from progressing from one English course to the next. The most basic entry level course was identified as the gatekeeper. The Language Arts division used the results of the cohort study and placement information regarding reading levels to create a new class, combining reading and writing—English 83R. The study revealed that lack of reading skills correlated with a lack of success in English courses in general. The Language Arts division is currently reviewing the effectiveness of English 83R, looking at assessment data, and determining whether all 80 level courses should be taught as this course is taught. The Language Arts division is also studying the possibility of modularizing basic skills classes to focus on the specific skills needed by individual students.

Informed self-placement is currently used in mathematics courses. The Office of Institutional Research collects data on enrollment, retention, and success for all mathematics courses. The data is being used to drive changes in basic skills mathematics courses. Basic skills math courses are initiating a pilot program to isolate specific problem areas for individual students during assessment. A modularized course will then be designed to custom-fit individual student needs. A cohort study similar to that conducted for English and reading skills is being planned, but has not yet been implemented.
Career and Technical Education (CTE) programs use occupation and industry data to plan which programs to offer. A system called Economic Modeling Specialists Inc. (EMSI) ([II.A.4]) is used District-wide, and their data is updated quarterly. CTE Connect is an annual event with local and regional business that is jointly held between Porterville College and Porterville Unified School District. Business representatives provide general trend information at these meetings, so that specific job market information can enlighten professionals designing these courses and programs.

Through the Enrollment Management Committee, the College tracks a variety of data to plan courses and programs. During the spring 2012 semester, the College adopted our first Enrollment Management Plan ([II.A.5]).

All courses and programs are required to identify and assess student learning outcomes on a four-year cycle to determine how well students are achieving stated learning outcomes. Faculty members in the discipline areas review the assessment results to determine if outcomes are being met and if instructional improvements need to be made. Institutional student learning outcomes also direct the process of revising course SLOs and inform the program review process as well.

**Self-Evaluation**

Community demographic and employment data are collected and analyzed and student needs are assessed. This data is incorporated in enrollment management planning and program reviews. The incorporation of community and student learning needs into program planning and development has led to creation of new programs to meet the needs of emerging fields.

Improvements in meeting the needs of students in the language arts have been achieved through the use of the AccuPlacer assessment, the English sequence cohort study and the development of English 83R. The Language Arts division is currently reviewing the method of instruction of all 80 level courses to determine if additional changes are advised and studying the possibility of modularizing basic skills Language Art classes to focus on the specific skills needed by individual students. Improvements in meeting the needs of students in mathematics is the goal of the pilot program being initiated in the spring of 2012 in which specific problem areas for individual students will be identified and the modularized course custom fit to meet student needs. Selection of a state-normed, standardized mathematics placement test is planned to improve assessment of student needs and assist in enrollment planning and course scheduling.

Remarkable progress has been made in determining if students are achieving stated learning outcomes. Courses and programs at Porterville College have SLOs identified on course outlines and syllabi handed out to students and faculty are currently in the process of assessing learning outcomes on a four-year cycle ([II.A.6]).
Actionable Improvement Plans

- The Language Arts faculty chair will determine whether changes similar to those implemented in English 83R are needed for all 80-level English courses. This determination will be completed by end of term, spring 2013.
- During the 2012-13 academic year, the Math Science faculty chair will work with Student Services to select a state-normed standardized assessment tool for mathematics placement.

A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The institution uses a variety of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The primary delivery systems for instruction include traditional face-to-face courses, as well as online courses. Many classes are offered in multiple formats and courses are also offered at off-site locations. Child development classes are offered at a variety of locations to meet the needs of students in outlying areas, and fire Technology courses are offered at the Fire Regional Training Center. The institution provides support for the development of a variety of modes of instruction appropriate for the various delivery systems used. The Educational Media Design Specialist regularly conducts workshops on how to effectively use classroom technology.

The College is committed to ensuring that the delivery systems and modes of instruction adopted by faculty members are appropriate for each course. The Curriculum Committee takes responsibility for reviewing courses to approve appropriate delivery systems and modes of instructor for each class. As part of the regular assessment of both course-level and program-level student learning outcomes (SLOs), delivery methods are evaluated for their effectiveness. This evaluation provides one of the most important and helpful pieces of information which serve to promote meaningful dialogues both within divisions and throughout the campus on improving delivery systems and modes of instruction.

The College has made a commitment to offering linked courses in which the content between two apparently distinct courses is integrated. Linked courses have been established as one way to promote student success.

Self-Evaluation

Faculty members determine which courses are offered online, face-to-face, or hybrid. The Distance Education Addendum is approved by the Curriculum Committee and attached to each online course outline of record (ILA7). Information obtained from the Office of Institutional
Research and assessments of SLOs will review the success of the delivery method. Courses, regardless of delivery method, must follow the approved SLOs.

**Actionable Improvement Plans**

None

| A.1.c | The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. |

**Descriptive Summary**

Porterville College has identified SLOs or Service Area Outcomes (SAOs) for all of its courses, programs, degrees and certificates, and course level SLOs are to be communicated to the students on all course syllabi. All of these SLOs are to be assessed on a four-year cycle by faculty teaching the course, faculty teaching courses within the instructional program, degree or certificate, or appropriate staff in non-instructional programs. Discussions of the results occur among these faculty and staff members, and an assessment form is filled out listing the SLO or SAO, assessment methods, results, evaluation of the results, plans for improvement based on this evaluation, and date of discussion (II.A8). This form is then sent to the SLO Coordinator/clerical assistant who enters the results in a database collective. Faculty or staff members then implement any agreed upon changes. Any changes to Course Outline of Record based on these results can then be submitted to the Curriculum Committee.

**Self-Evaluation**

While identification of all course, program, certificate and degree SLOs has been accomplished, incorporation of the continuous cycle of SLO assessment, evaluation and discussion of results to improve learning and the organization methodologies for reporting and maintaining this information have gone through many changes over the last several years. The storage of course outlines and SLOs is undergoing major shifts, moving to CurricUNET.

While these changes were occurring over the last several years, the concept of assessment, discussion and improvement cycles has become more and more a part of the general campus culture and routine. This has been facilitated by a number of training opportunities and workshops provided to faculty and staff and the availability of the SLO Coordinator, committee member and clerical assistant to answer questions and provide one-on-one assistance. An Inside PC group has been developed to provide access to SLO related information, forms, templates, assessment tracking and meeting minutes. A message board is also available for questions or discussions (II.A9).

Over the last four years the percent of course SLOs assessed has continued to increase. Different divisions within the College have progressed at different rates on assessments. Some of this is related to their numbers of adjunct faculty, especially when dealing with courses taught solely by adjunct faculty members and partly related to when they developed the assessment schedules for
their courses. The percentage of courses as of Spring 2012 by division with course SLOs assessed at least once is as follows:

- Science/Math Division, 68.57%
- Language Arts Division, 50%
- Social Science Division, 41.67%
- CTE Division, 91.53%
- Fine/Appplied Arts Division, 54.72%
- Health Careers Division, 69.57%
- Physical Education Division, 80%

Overall, 68.11% of the colleges scheduled courses have SLO’s that have been assessed at least once (II.A6).

**Actionable Improvement Plans**

- The Curriculum Committee will hold workshops on the new organizational methodology involving input of assessments into CurricUNET. This will be completed in academic year 2012-13.

### A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

### Descriptive Summary

At Porterville College, courses and programs are developed by faculty in the divisions according to the regulations of the State of California. Preparation of a course outline is preceded by discussion and agreement on appropriate content and objectives. New proposed courses or course revisions are submitted to the Curriculum Committee through CurricUNET, and the appropriate approvals are completed through the CurricUNET program. The Curriculum Committee is responsible for evaluating every course and program developed by faculty, based on the guidelines established by the Chancellor’s Office, Title 5 regulations, the Education Code, and transfer institutions. Curriculum Committee members also determine the appropriateness of a course in relation to the College’s Mission Statement.

Porterville College offers developmental courses in reading, writing, math and English as a Second Language (ESL). The College offers two Job Skills certificates in Industrial Technology and Wildland Firefighting. There is no study abroad program or international student program. Pre-collegiate vocational courses are offered in administration of justice, child development, fire technology, workforce preparation, education, health education, history, and human services. The child development courses include parenting classes. The Education courses provide students with learning skills and study strategies.
All programs (e.g., degrees, certificates) and courses undergo a rigorous analysis before being implemented. This analysis examines all aspects of the course, including SLO’s, course content, prerequisites, and degree/program applicability and transferability. The chair of the Curriculum Committee provides regular training to the Committee members regarding appropriateness of courses. Programs and courses must also undergo periodic review of the same rigor. The College determines appropriate credit type and delivery mode by comparing with analogous courses offered at universities and other community colleges. This articulation process ensures that courses will transfer and offer comparable academic vigor.

Competency levels and measurable SLOs are determined by the faculty who teach each course and are clearly delineated on the course outline of record. When multiple sections are taught by different instructors, competency levels and student learning outcomes are determined by consensus of the instructors, with advice and consent of the appropriate division chair.

**Self-Evaluation**

The responsibility for the development of new courses and programs rests in the divisions. At that level, instructors are able to assess student, community, or business needs. The Curriculum Committee then reviews requests for new programs or courses in light of their fulfillment of the Educational Master Plan (II.A10) and the College Mission Statement. The Curriculum Committee process is outlined in the Curriculum Handbook (II.A11). The handbook should be updated annually, and a Curriculum Committee subcommittee was assigned the task of updating this document.

Some vocational programs have accrediting processes separate from the regular College procedures. The Vocational Nurse, Psychiatric Technician, RN, Human Services, and the Corrections and Law Enforcement Academies programs are all accredited by the State. The Fire Academy holds accreditation from the State Fire Marshal’s office.

The curriculum process is such that each course or program is reviewed by a committee comprised of divisional and non-divisional representatives, a student representative, and administration prior to the College President’s review, Board of Trustees’ review, and State Chancellor’s Office review.

**Actionable Improvement Plans**

None
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

At Porterville College, courses and programs are developed by faculty in the divisions according to the regulations of the State of California. Preparation of a course outline is preceded by discussion and agreement on appropriate content and objectives. New proposed courses or course revisions are submitted to the Curriculum Committee through CurricUNET. The appropriate approvals are completed through the CurricUNET program. The Curriculum Committee is responsible for evaluating every course and program developed by faculty, based on the guidelines established by the Chancellor’s Office, Title 5 regulations, the Education Code, and transfer institutions.

Self-Evaluation

The College continually evaluates the quality of courses and programs. Articulation with the California State University System and the University of California system establishes and verifies the quality and rigor of individual courses.

Each division is responsible for establishing learning outcomes for courses within that division. Course outlines are required to be reviewed every four years. At that time, divisions take a close look at the outcomes and make sure they are still appropriate for the course. The divisions engage in a discussion of the course in general and make necessary improvements. Since several faculty members within a division, the division chair, and the Curriculum Committee sign off on the expected outcomes of a course, those reviewing individuals are responsible for the appropriateness of the outcomes.

The Curriculum Committee is authorized to approve courses and programs. The academic divisions are administered by one of the two deans on the campus. As a part of the faculty evaluation process, courses are observed by administration and peers and course syllabi (including SLOs) are discussed with the evaluee during evaluation meetings (ILA12). Although all courses must be approved by the Curriculum Committee, a formalized method for ensuring that all courses are being taught in accordance with the course outline is being established through the assessment of SLO results.

Programs are evaluated through the campus program review process which is designed to review the effectiveness of campus programs on a three-year rotation. Budget decisions are made based on a division’s established program review. The reporting process—bringing the completed document to the CLC for review continues; however, electronic copies are also provided to CLC members in advance of the meeting to provide an opportunity for in-depth analysis of the material contained in the document (ILA13).
As a result of the implementation of CurricUNET, course outlines have undergone significant changes and improvements. Over the past several years as more faculty members are trained to understand the importance of creating and implementing appropriate SLOs, the College has examined and redefined student learning and success. Through the regular cycle of evaluation, faculty members are able to incorporate what they have learned from previous semesters and improve their classes as a result.

**Actionable Improvement Plans**

None

| A.2.b | The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes. |

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**Descriptive Summary**

Faculty members are the primary source for the development of course outlines of record and SLOs in all courses. Department and division faculty members collaborate to develop instructional programs, certificates, degrees and SLOs. The GE/Institutional SLOs were developed initially by the Curriculum Committee and modified with the input of all attending faculty at a required Flex Day workshop. A faculty SLO Coordinator and faculty staffed SLO Committee oversees development and assessment of SLOs. Assessment of these SLOs occurs on a four-year cycle. The Curriculum Committee is responsible for the approval of all newly developed or modified course outlines of record including new or modified SLOs.

In some areas, primarily vocational, faculty members work with professionals within their fields or within the local community to determine competencies for that discipline and to examine the appropriateness and quality the programs offerings. Health Careers, Human Services, Business, and the Police and Fire Academies all rely heavily on advisory boards for advice and review of competencies required for students in these programs. Some disciplines have state-level boards or other accrediting bodies reviewing their programs as well.

**Self-Evaluation**

Porterville College does an excellent job of relying on faculty expertise and advisory committees for determination of competency levels and SLOs. All processes involved are driven either exclusively by faculty or by committees predominantly made up of faculty. Faculty hired at the College must meet minimum qualifications in their areas and therefore have the expertise to determine expected student competency level. In areas where appropriate, such as vocational programs, these competencies are set by professional or state boards. In most of these instances, the program works with an advisory board which includes community professionals, academic professionals, and administrators to monitor and improve these programs.
Assessment of SLOs is still progressing through its first cycle, but is completely faculty driven, except in non-instructional programs. This assessment is being done on a four-year cycle to correspond with the four-year required review of course outlines of record by the Curriculum Committee.

**Actionable Improvement Plans**

None

| A.2.c | High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. |

**Descriptive Summary**

At Porterville College the maintenance of quality instruction and instructional programs through appropriate breadth, depth, rigor, sequencing, time for completion and synthesis of learning is achieved through the quality of our faculty and the processes of curriculum and program development, curriculum and program review, and enrollment management.

Faculty members are hired using the standard state hiring practices, including the requirement of meeting the minimum qualifications for the academic area. After hire, the quality of faculty is continuously monitored through the faculty evaluation process. For full-time faculty, this is done yearly until tenure and then every three years and includes student and administrative evaluation, peer evaluations, a materials review, and self-evaluation in the form of goals and accomplishments. Part-time faculty are evaluated their first semester and again within the next year. Then evaluation occurs once every three years and includes student evaluations and peer evaluations.

Experienced and qualified faculty drive the processes of curriculum and program development and review. New courses or programs developed by faculty and divisions must go through an approval process involving the Curriculum Committee. After review and approval by the Curriculum Committee and College administration, the course or program must be approved by the Board of Trustees and then the State Chancellor’s Office. Courses undergo a review process every four years by appropriate area faculty and then changes must be approved through the Curriculum Committee. Programs undergo a three year review process with yearly budget requests and modifications. Program Reviews are approved by the College Learning Council. The Enrollment Management Committee helps ensure that courses necessary for program completion are taught at least once within each two year period. SLO assessment for courses and programs is used to monitor synthesis of learning and are completed and discussed among appropriate area faculty on a four year-cycle.
Self-Evaluation

The process of faculty evaluation at Porterville College has improved considerably over the last several contracts and is more effective than in the past and now includes guidelines for evaluation of part-time faculty (II.A.14). Curriculum development and review has a well-defined process in place, becoming more defined and streamlined with the considerable volume of curriculum modifications for inclusion of SLOs. Curriculum development and review has been challenging as a result of some new issues associated with the adoption of CurricUNET, which often slows the process down. Programs associated with the onset of SB1440 have moved successfully through the process.

The program review process has also been streamlined considerably since the last accreditation and includes a yearly form for making program modifications between major reviews along with yearly budget requests (II.A.15). The Enrollment Management Committee, division chairs and administrators work together effectively to provide necessary courses to students within a two-year timeline. Assessment of course and program SLOs closes the loop and assures that appropriate student learning for quality instruction and instructional programs are ongoing.

Actionable Improvement Plans

None

A.2.d  The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Faculty use a variety of teaching methods in the classroom to serve the diverse needs and learning styles of students. Though lecture is often used, various technologies such as Clickers, PowerPoint presentations, iPads, training simulators, and linked courses are some of the ways the College addresses the diverse learning needs of its students. These technologies and use of class discussion and small group discussion help to make the lectures more interactive, varied, and effective in accommodating various student learning styles. Other more active learning strategies are utilized by a number of faculty, such as project-based learning, case studies, role playing, and small-group discussion.

Instructional programs utilize a variety of delivery modes and teaching methods in the face-to-face, hybrid, and online courses. Online and hybrid instruction is supported by Moodle. Online courses offer a face-to-face orientation for online students to emphasize expectations, as well as to help the student determine whether online instruction is an appropriate option.

Professional development is offered by the College’s Educational Media Design Specialist in the use of Moodle and other instructional technologies. Courses offered other than face-to-face require an addendum to the outline of record detailing the alternate delivery method and formally reviewed and approved by the Curriculum Committee (II.A.7).
Learning communities have been established and sponsored by Basic Skills grant money and facilitated through our Basic Skills Committee. A learning cohort integrates two seemingly diverse subject areas; the faculty use active learning strategies in the classroom, and a supplemental instructor (student tutor) is provided in each class of the cohort to provide extra tutoring for the basic skills students who form the largest percentage of these students.

Self-Evaluation

College facilities, as well as off-site locations, are equipped to facilitate a variety of instructional methods and technologies used by faculty. Certification in the use of Moodle is offered to faculty before online or hybrid instruction. The Educational Media Design Specialist is located in the library and has lab facilities to assist faculty in the use of a variety of instructional technologies. The College has two separate computer commons (labs) and computers available in the library to accommodate students needing computer access.

Actionable Improvement Plans

None

A.2.e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

All programs at Porterville College are systematically reviewed every three years (every 2 years for CTE) to ensure relevance, appropriateness, achievement of learning outcomes, currency, and to identify future needs and plans. As part of the program review process, programs are asked to report how the courses or services articulate or complement high schools, other colleges within the District, four-year colleges, and community needs. This report also includes any licensing, certification, or job opportunities available to students completing the program. Programs are asked to reference student data and demographics, budget information and staffing. Finally, programs are asked to provide strengths, note areas of improvement, and make future action plans or goals for these areas. Enrollment, retention, and success data provided by the website of the Office of Institutional Research informs this process. The final program review is submitted to the Strategic Planning Committee for review and rating of completeness. The Strategic Planning Committee then forwards the program review to the CLC along with its completeness rubric for final approval by the CLC. The CLC is comprised of representatives from the instructional and non-instructional programs on campus. Finally, copies of the approved program reviews are available on the Office of Institutional Researcher’s website (II.A16).
Self-Evaluation

Course and program SLOs are reviewed on a four-year cycle similar to the curricular review cycle in general. Faculty gather assessment data for their courses, and faculty teaching the same subject discuss their assessment results to identify and implement plans for continuous improvement.

Further, Porterville College conducts ongoing review of student retention, success and persistence as a means to evaluate the effectiveness of individual courses and programs. This information is available from the Office of Institutional Research (II.A17). Also, in 2008-09, the Office of Institutional Research completed a research project that tracked cohorts of students through a series of writing developmental courses. This report has been reviewed by the Language Arts Division, and information is being used to improve courses (II.A3).

The Office of Institutional Research also provides data regarding the number of certificates awarded in each academic area. Analysis of these for specific programs is conducted as part of the instructional division’s program review cycle, and data in the past year, this data has been the impetus for significant modifications in the Business division.

Some of the vocational programs, such as Health Careers, have external certifying agencies. Students completing the Psychiatric Technician, Vocational Nursing and the Registered Nursing programs must pass state board exams to be certified (II.A18).

Actionable Improvement Plans

None

A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The Curriculum Committee is responsible for curricular planning and review. Courses are reviewed every four years with vocational or occupational courses being reviewed every two years. Programs go through a comprehensive review process every three years and a budget review annually to establish and justify budget requests. SLOs have been developed and implemented in all courses. The Curriculum Committee in collaboration with the SLO committee has established a four-year schedule for the assessment of course level SLOs, with assessments taking place in all courses offered each semester. Course SLO assessments are sent to the SLO coordinator at the end of each semester who makes the assessment data readily available for review. The assessment forms indicate courses/programs being assessed, SLO being assessed, type of assessment performed, evaluation results, and an implementation of an
action plan based on results. A portal has also been established to facilitate SLO discussions by faculty (II.A9).

Overall planning at the institutional level is coordinated through the College Learning Council (CLC). The CLC membership is comprised of administrators, faculty representing all divisions, classified staff, and student representatives from the Associated Students of Porterville College (ASPC). Budget considerations are reviewed by the Budget Committee, a subcommittee of the CLC. The Budget Committee oversees the creation of the budget and prioritization of budget requests and expenditures.

Institutional data provided by the Office of Institutional Research is used for the College planning process and program review. The Office of Institutional Research provides information to faculty and campus committees and regularly distributes reports regarding enrollment trends and course/program persistence and success to administrators and faculty chairs.

Self-Evaluation

The committee structure at Porterville College has facilitated broad-based participation across the campus in the planning process. Action taken by the Enrollment Management Committee and the Budget Committee allowed the College to take a pro-active position in the recent budget environment. The assessment structure implemented by the Curriculum and SLO committees will help programs continuously improve the quality of student learning outcomes at the course, program, and institutional levels. The divisions have made significant progress in the assessment of SLOs and the majority of courses have had assessments completed. However, not all of the courses have had SLOs assessed and reviewed.

Actionable Improvement Plans

- Faculty Chairs will monitor the assessment of SLOs in scheduled courses to be completed in the 2012-13 academic year.

A.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test student learning and minimizes test biases.

Descriptive Summary

Program examinations are used by areas in Career and Technical Education (CTE) and Health Careers. Health Careers uses the Assessment Technologies Institute (ATI) national benchmark testing throughout the Licensed Vocational Nurse (LVN) and Registered Nurse (RN) programs after completion of designated content. The proctored exam compares scores to national norms for other students that have covered the same content and are at the same point in the educational pathway. State Board exams are administered after completion of the LVN, RN, psych tech, and Emergency Medical Technician (EMT) programs. The Law Enforcement Academy uses an end of program comprehensive exam provided by Peace Officer Standards and Training (POST). The ATI exam is from a nationally recognized private testing company required to validate their
effectiveness in measuring student learning and ensure non-biased measures of student learning. The State Board exams are state administered and validated.

Self-Evaluation

The course and program exams used by Health Careers and CTE are provided by either the state or nationally recognized testing companies. The exams are validated and used to evaluate the effectiveness of instruction and the achievement of SLOs.

Actionable Improvement Plans

None

| A.2.h | The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. |

Descriptive Summary

The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Self-Evaluation

Porterville College faculty and administration ensure that credit awarded is consistent with generally accepted norms in higher education. All of the College’s course outlines of record contain SLOs. Faculty modify instructional strategies as a result of stated outcomes. A student’s achievement of the stated SLOs is a factor in determining the student’s success.

Actionable Improvement Plans

None
A.2.i The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary

Porterville College has program-level SLOs in place for all programs leading to a certificate or degree. The courses within each program are fulfilling these program-level SLOs and are being assessed on a four-year schedule. When students pass the required courses for their degrees or certificates, they are achieving program-level SLOs.

Self-Evaluation

Porterville College has implemented institutional, program, and course level SLOs and these outcomes are assessed on a four-year schedule.

Actionable Improvement Plans

None

A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The Philosophy of General Education for the Associate Degree in the Porterville College catalog states the position of the College regarding general education. General education for the associate degree stresses the educational process to enhance intellectual potential and personal well-being of all students.

Self-Evaluation

The Porterville College catalog identifies and explains the rationale for general education. This rationale can be found under the heading Philosophy of General Education for the Associate Degree. The rationale explains that students are required to complete a program of core skills, including, but not limited to, “…being able to read, write, and speak clearly and correctly; to use mathematics effectively.” Additionally, students are expected to have knowledge of “…the methods of scientific inquiry and evaluation of the physical and biological environment; and understanding of the political structure of government required of a citizen; methods of inquiry and critical thinking; an ability to fully appreciate and constructively use artistic expression, cultural activities, and aesthetic values; to be computer literate; and to be a wise consumer; to acknowledge the value of diversity in other cultures and societies; to achieve good physical and
mental health; and to be aware of the ethical and moral constraints placed on society and the individual.”

The required areas of general education which include Writing, Reading Proficiency, Communications, Mathematics, Biological Science, History/Political Science, Social/Behavioral Science, Analytical Thinking, Ethnic Studies, Health Education, and Humanities correspond to the basic and essential skills and knowledge required by the State of California for students completing the requirements for an associate degree (II.A19).

As part of the work of the College Curriculum Committee, all courses offered under general education have updated SLOs in place and are part of a four year rotation for assessment and review.

**Actionable Improvement Plans**

None

| A.3.a | An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences. |

**Descriptive Summary**

The faculty and administration at Porterville College recognize that the associate degree is a valuable and unique college degree which includes courses and requirements that may be different from or are not available at upper division institutions. Therefore, the general education component of the associate degree requirements emphasizes the special needs of the students of this community who may be terminating formal education for a time with the associate degree.

In keeping with the general philosophy of Porterville College, general education for the associate degree stresses the educational process to enhance intellectual potential and personal worth of all students. Each student is assisted in developing the skills necessary to achieve personal goals and acquire the knowledge and attitudes essential for a self-fulfilling, satisfying life. It reflects the conviction that those individuals who qualify for an associate degree must have an awareness of certain basic principles and concepts shared by various disciplines.

A core program of essential skills is required of all students completing the general education requirements for the associate degree. The skills required of a productive and educated member of society include being able to read, write, and speak clearly and correctly and being able to use mathematics effectively.

In addition to the core skills, certain other knowledge is essential to an informed member of society. This knowledge includes the methods of scientific inquiry and evaluation of the physical and biological environment; an understanding of the political structure of government required of a citizen; methods of inquiry and critical thinking; an ability to fully appreciate and constructively use artistic expression, cultural activities and aesthetic values; to be computer
literate; and to be a wise consumer; to acknowledge the value of diversity in other cultures and societies; to achieve good physical and mental health; and to be aware of ethical and moral constraints placed on society and the individual.

Finally, general education supports the integration of this core of knowledge to improve self-understanding, to think logically, weigh evidence, evaluate facts and ideas critically, and to comprehend the difficulty of finding simple answers to complex problems.

Faculty has established SLOs to ensure that general education courses include this content and methodology. Course outlines are posted on CurricUNET so that faculty members can revise them to adhere to student learning outcomes for each general education course.

Self-Evaluation

Through the participatory governance process, the Academic Senate, Curriculum Committee, Office of Academic Affairs, and the instructional divisions are responsible for the general education curriculum. The basic content and methodology of traditional areas of knowledge in general education are established and stated clearly in the College catalog (ILA19).

Porterville College has developed a process for assessing and reevaluating SLOs and each course is assessed at least every four years.

Actionable Improvement Plans

None

A.3.b A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Porterville College encourages its students to be effective communicators and critical thinkers, as well as to develop information competency through computer literacy. These areas are embedded in course offerings regardless of delivery method; face-to-face, hybrid or online. Course schedules, College catalog, and registration processes are online, giving students the opportunity to use computer skills outside the classroom.

Self-Evaluation

Porterville College utilizes up-to-date technology in its classrooms, computer commons, and the Learning Resource Center (LRC). Computer literacy and information competency are embedded in courses regardless of delivery format: face-to-face, hybrid, or online. Students further demonstrate computer literacy by accessing course schedules, the College catalog, completing the application process, and registering for courses online (ILA20).
Actionable Improvement Plans

None

A.3.c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Institutional-level, program-level, and course-level SLOs at Porterville College address the issue of what it means to be an ethical human being and an effective citizen in general education and career and technical education courses. In addition, the College has an academic honesty policy (II.A21) against cheating and plagiarism which provides guidelines for acceptable student academic conduct written in the catalog and on the College website. Instructors reinforce this policy by including it in their syllabi.

Historical sensitivity is a student learning outcome of all the history, art history, and literature courses. Aesthetic sensitivity is taught and demonstrated college-wide through art exhibitions at the College art gallery and through musical performances put on at the College and in the community by Porterville College students. Art, music, and theatre courses, also build a context for students evaluation and appreciation of these art forms.

The Porterville College Cultural and Historical Awareness Program (CHAP) demonstrates and teaches historical awareness and sensitivity toward cultural diversity through its programs.

Self-Evaluation

Institutional, program, and course-level student learning outcomes as well as college activities demonstrate the College-wide commitment to what it means to be an ethical human being and effective citizen. Students demonstrate social and cultural understanding by participating as informed and responsible citizens in political, social, cultural, global, and environmental matters, both locally and globally. Students demonstrate personal and ethical development by showing an ability to adapt to change, learn effectively, establish a framework for aesthetic responsiveness, enhance wellness, and set personal and professional goals.

The Associated Students of Porterville College (ASPC) sponsor 15 student clubs. Their mission is “to promote activities that contribute to the development of skill and facility in human relations, the development of leadership abilities”, to provide opportunities that meet “the recreational and social needs of students”. These clubs provide leadership and service opportunities for students, allowing them to “participate in student government, campus activities, recreation, and cultural and social events” at the College and in the wider community of Porterville. ASPC student members also have representatives on most of the major
committees at the College. These representatives are the voice of the students to College administration, faculty, and staff who serve alongside of them on these same committees.

The Porterville College Cultural and Historical Awareness Program (CHAP) was organized in 2002 to enhance students’ awareness of certain important aspects of our society to which they may previously have had little or no exposure. A theme is chosen by CHAP members each school year, and faculty members across campus are encouraged to integrate elements of that theme into their coursework. Additionally, a variety of field trips, guest speakers, panel discussions, and videos are presented throughout the year. All events are free and open to the public. By providing students with information about the chosen topic throughout the year, the awareness of the entire campus community is elevated.

**Actionable Improvement Plans**

None

| A.4 | All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. |

**Descriptive Summary**

All degree programs include at least one area of focused study or interdisciplinary core.

**Self-Evaluation**

All degree programs include at least one area of focused study or interdisciplinary core. One example is the Math degree, consisting of the four-semester calculus sequence (16 units), plus one class (4 units) chosen from statistics or physics. Another example is the Liberal Studies degree, for which a student selects an emphasis (Arts & Humanities, Social & Behavioral Sciences, or Mathematics & Science) consisting of 18 units of coursework [ILA22].

**Actionable Improvement Plans**

None
A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Students enrolled in Porterville College occupational or vocational degree or certificate programs must demonstrate technical and professional competencies ensuring they meet employment standards established by industry partners and certification/licensure agencies. These technical and professional competencies are measured by using a variety of tests including hands on skills tests, demonstrations, written and certification exams. Standards for meeting these competencies are established in collaboration with industry based advisory committees.

Self-Evaluation

Some of the occupational programs at Porterville College such as fire technology, administration of justice, vocational nursing, psychiatric technician, EMT and registered nursing are regulated by state and federal agencies. These agencies include the State Fire Marshal’s Office, Peace Officers Standards and Training, California State Board of Vocational Nursing & Psychiatric Technicians, National Registry of EMT, and Board of Registered Nursing. Vocational Nursing and Psychiatric Technician have state licensure exams required. The first time pass rate for vocational nursing has averaged 80% over the last five years. The first-time pass rate for psychiatric technician has averaged 79% over the last five years. Successful EMT students may apply to take the certification exam from the National Registry of Emergency Medical Technicians. The cumulative pass rate for Porterville College EMT students is 59% (II.A1.8).

The following programs do not have state or federal licensure or certification exams: Industrial Maintenance, Administration of Justice, Firefighter I, and Wildland Firefighter rely on industry-driven advisory boards to establish standards and competencies for employment.

All of the vocational and occupational advisory boards have been reviewed by program faculty and the Dean of Career and Technical Education (CTE), with member revisions occurring where necessary. All of the advisory boards are encouraged to meet once each semester. Some of the advisories, such as fire technology, meet monthly. There are advisory boards not currently meeting as often as suggested; however, the Dean of CTE continues to encourage the committees to meet on a regular basis. Additionally, some of the industry-driven advisory boards working with Porterville College and high school pathway programs have started a process of reorganizing, combining their efforts with the Porterville College advisories where possible to create a seamless transition from local high schools to the vocational and occupational programs at Porterville College.
Actionable Improvement Plans

- The Dean of CTE will coordinate with the high school programs to facilitate the process of consolidating advisory committees with completion of this process during the 2012-13 academic year.

A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions officially approved course outline.

Descriptive Summary

The Curriculum Committee reviews course outlines of record, proposed certificates and degrees and current data regarding these before approval. If all of the information and data that is relevant to the proposed course, certificate, or degree offering is not included or substantiated; the proposal will not be approved. The Porterville College catalog includes detailed descriptions of its degree and certificate offerings. All descriptions and content must be comprehensive as it is presented to the Curriculum Committee to students, other faculty, and any others utilizing the College catalog.

Faculty determined that course syllabi must include course SLOs. Making certain that they are aware of expected outcomes allows students to check and assess their progress in achieving course goals. Division chairs and area deans ensure that SLOs are included on the course syllabi. This is a requirement and is specifically checked during the faculty evaluation process (ILA12).

Self-Evaluation

The campus SLO Committee works with faculty to develop comprehensive outcomes for each course. Academic divisions discuss, assess, and evaluate each course. Division faculty are self-monitoring as they work together to utilize and appraise the outcomes to assist students in successfully attaining course goals. They refer to Curriculum Committee approved course outlines of record to cross check and validate that the course objectives and outcomes are accurate. They also use course outlines to verify those SLOs are the same outcomes included on each individual course syllabus.

Actionable Improvement Plans

None
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The policies for transferring coursework in and out of the institution which are mandated by California Education Code and the KCCD Board Policy Manual are communicated to the students annually through the Porterville College catalog, which is available in hardcopy and digital format. It is also communicated through the current General Education, IGETC/CSU checklist used by the counselors when advising students. CTE courses are reviewed and updated every two years; all others are reviewed and updated every four years.

Self-Evaluation

Coursework which transfers in and out of Porterville College is reviewed for articulation by the Articulation Officer, Director of Admissions and Records and Matriculation, and Curriculum Committee. If the course work has not been articulated, the information is forwarded to the appropriate individual(s). For courses to be transferred to UCs, the request is submitted to the Articulation Officer for review. For courses to be transferred to or from CSUs, the request is forwarded to the Curriculum Committee for review.

When a student presents coursework from an outside institution, it is evaluated by the College Admission and Records evaluator and staff. Staff also use the online ASSIST program, which lists those courses which have articulation agreement between institutions and catalogs from other colleges and universities.

Actionable Improvement Plans

None
### A.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

#### Descriptive Summary

Porterville College maintains a “catalog rights” policy, which provides students the right to meet graduation requirements in effect at the time of matriculation into Porterville College. Porterville College offers courses that allow students to plan and complete programs in a timely manner and with minimum disruption. Courses required for program completion are often offered in spite of low enrollments, providing students the opportunity to complete educational requirements.

#### Self-Evaluation

Porterville College adheres to students’ “catalog rights,” and makes every effort to assist students when programs are eliminated or changed to ensure students complete their education in a timely manner. The Academic Senate developed a program discontinuance policy that is currently being modified (II.A.23).

Students are advised on educational requirements when programs are eliminated or modified through the counseling office during individual advising appointments. In addition, division chairs make every effort to substitute current coursework if requested by the student.

#### Actionable Improvement Plans

None

### A.6.c

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

#### Descriptive Summary

The College catalog presents clear, accurate, and consistent information to students, the community, and all constituent groups regarding policies, courses, and degree and certificate programs. Instructional programs are responsible for updating program brochures and marketing information annually, ensuring their accuracy. The Office of Admissions and Records makes sure that any new policies and procedures affecting student registration, admissions, and graduation status are available on the College website and through relevant printed materials.
Every effort is made to ensure that all information provided in any media form is consistent and accurate.

**Self-Evaluation**

The College’s Public Information Office coordinates communication, of information and events to the public. Marketing information is distributed during outreach events on campus and throughout the community. The CTE Program Manager, along with counselors and financial aid staff, visit high schools and middle schools throughout the academic year answering questions and providing informational presentations regarding the College’s programs and opportunities (II.A.24). Calendars have been provided to all high school counselors and faculty indicating important College dates for assessment, registration, and financial aid applications.

**Actionable Improvement Plans**

None

**A.7**

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

**Descriptive Summary**

Porterville College supports academic freedom. The KCCD Board of Trustees approved policies regarding academic freedom as well as academic honesty which are available in the Porterville College catalog as well as the College and District websites (II.A.27).

District policy recognizes the fundamental right of the faculty member to be free from any censorship or restraint which might interfere with the faculty member's obligation to pursue truth and maintain his/her intellectual integrity in the performance of his/her teaching functions (II.A.25). Faculty members acknowledge that in the exercise of academic freedom, they have a responsibility to be accurate and comprehensive in making reports, to be fair-minded in making interpretations and judgments, to respect the freedoms of other persons, to exclude irrelevant matters from classroom discussions and instructional exercises, and to make appropriate distinctions between statements of fact made as faculty subject matter specialists and opinions made as private citizens.

**Self-Evaluation**

Specific policies regarding academic honesty are readily available. This information is published in KCCD Board Policy, the College catalog, and the student conduct and discipline policies. Most instructors include information regarding cheating and plagiarism on their syllabi and discuss this issue at the beginning of each semester.
**Actionable Improvement Plans**

None

| A.7.a | Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. |

**Descriptive Summary**

Faculty members are expected to follow all policies in the KCCD Board Policy Manual. KCCD Board Policy 4B11 (II.A29) addresses the topic of academic freedom: “The discussion of controversial issues in the classroom is essential to the development of informed and responsible citizens. Instructors are to be encouraged to provide opportunities for the development of clear thinking, balanced judgment, intellectual choices, and an understanding of the methods and devices of propaganda.” The academic freedom policy is clearly stated in the Board Policy Manual, as well as being available on the District and College websites.

**Self-Evaluation**

Porterville College students can disagree with information containing a personal bias presented as part of classroom instruction. They have access to the student complaint process and to the faculty evaluation process where they can provide anonymous perspectives (II.A26, II.A12). The appropriateness of materials presented during presentations, as well as the learning environment, and the opportunity for student participation is evaluated by peers during the faculty evaluation process. A portfolio of course materials and assignments are presented for review.

**Actionable Improvement Plans**

None

| A.7.b | The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty. |

**Descriptive Summary**

The College catalog provides information under academic information and standards regarding academic honesty. The College policy on academic honesty is included in course syllabi provided by faculty on the first day of class. The College website contains the Student Code of Conduct which states the College’s policy on academic honesty (II.A27).

**Self-Evaluation**

The KCCCD and Porterville College expectations regarding student academic honesty are clearly stated. Violation of the rules and regulations are subject to disciplinary action. A set of clear procedures explain the necessary actions when a faculty member has made an allegation against
a student for academic dishonesty. The Vice President of Student Services is responsible for investigating violations of academic honesty and is responsible for discipline.

**Actionable Improvement Plans**

None

| A.7.c | Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. |

**Descriptive Summary**

Students, faculty, staff, and administrators are all required to behave in a respectful manner with good judgment in the way they conduct themselves on campus. This is expressed in the College catalog and Institutional Learning Outcomes. Porterville College in connection with KCCD has also established board policy for student and professional conduct including consequences for improper conduct.

**Self-Evaluation**

Codes of conduct for staff, faculty, and administrators are communicated during hiring orientations, flex days and within related employment contracts and Board policy sections. The expectations are also listed in the Values and Philosophy Statement in the College catalog (II.A28).

The conduct policy for students is available on the College and KCCD websites (II.A27). During orientation, students are shown how to find the student handbook and Code of Conduct on the College website.

**Actionable Improvement Plans**

None
A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Porterville College does not offer curricula in foreign locations.

Self-Evaluation

Porterville College meets this standard.

Actionable Improvement Plans

None
**STANDARD II.A LIST OF EVIDENCE**

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Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Porterville College is an open access institution with admissions and enrollment policies that are consistent with state regulations and Kern Community College District (KCCD) Board policies. The College Mission Statement (II.B1) emphasizes the services Porterville College provides to support student learning: “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 addition to its general introductory statement, the College Mission Statement also indicates the College will “provide quality academic programs to all students who are capable of benefiting from community college instruction” and “provide comprehensive support services to help students achieve their personal, vocational, and academic potential.” This is further augmented by the Mission of the Office of Student Services (II.B2) is to “…strive to enhance the educational experience of our students by providing programs and services designed to empower students to attain their academic, personal, and life goals.”

The College provides a catalog (II.B3), an online student handbook (II.B4), and website (II.B5) to inform prospective students of the services available and these are used as methods to recruit, inform, and provide access to its diverse community. Within the College website is a specific website for the Office of Student Services (II.B8).

The various programs and services within Student Services provide a pathway through the institutional experience that includes all the matriculation categories from outreach through goal completion, including assessment, high school outreach, admissions and registration processes, financial aid, advising, Early Alert, various workshops, visitations from university personnel, Health and Career Fairs, and other related activities. In addition to the services provided to the general student population, the College also provides categorical and specialized programs
including the Extended Opportunity Program and Services (EOPS), CARE, Mini-Corp, CalWORKs, Disability Resource Center (DRC), and Veterans’ services.

Self-Evaluation

Porterville College ensures that all students are provided necessary programs and services to address student needs in a manner that enhance student learning. The commitment of the staff to the Vision, Mission, and Values statement of the Office of Student Services is evidence of the dedication of the staff to student success and well-being.

Service Area Outcomes (SAOs - also called SLOs) have been written for each program in Student Services and assessments have been underway in many of these SAOs. In an effort to assess and improve the effectiveness of its services, the Office of Student Services participates in the established institutional program review process (II.B6). In addition to the program review process and ongoing review of the results from the SAO assessments, a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis survey was conducted by the staff in the spring of 2011, as part of the development of the Student Services Three-Year (2011-14) Strategic Plan (II.B7). This survey provided valuable information regarding staff assessment as to the strengths, weaknesses, opportunities, and threats that may affect the division and the students they serve.

The Strategic Plan is a comprehensive document that includes a variety of goals, strategies, and objectives the Office of Student Services will be undertaking during the next three years. Timelines have been established for each of the goals, and responsibilities have been assigned to various staff for their completion.

The College implemented a variety of services that specifically benefit distance education or online students so that they can receive the same information regardless of location. The Office of Student Services developed an extensive Frequently Asked Questions (FAQ) (II.B9) webpage was developed that includes over six hundred questions that students have asked and a brief answer to each question. This FAQ was designed in a manner for students to be able to search for questions they may have without having to come to campus to make an appointment to see a counselor. In addition, students may also ask questions via the “Ask a Counselor” (II.B9) email link. The online counselor generally will respond to the email within forty-eight (48) hours. The counselor has off-campus access to Banner so that he can review a student’s records and related information without having to be in his office.

A “Student Services for Online Students” link (II.B10) on the Student Services website includes information that students at off-site or distant locations may have about the College and its matriculation processes. This link includes how online students can register and enroll, submit assessments from other community colleges, complete an online orientation, and utilize counseling services through the “Ask a Counselor” link. In addition, online counseling is also available through the Transfer Center and EOPS/CalWORKs programs, and students can find answers to questions via the FAQ webpage. The College meets this standard.

Actionable Improvement Plans

None
The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

1) General Information:
   a) Official name, address(es), telephone numbers, and website address of the institution.

2) Educational Mission
   a) Course, program, and degree offerings
   b) Academic calendar and program length
   c) Academic Freedom statement
   d) Available financial aid
   e) Available learning resources
   f) Names and degrees of administrators and faculty
   g) Names of governing board members
   h) Requirements
   i) Admissions
   j) Student fees and other financial obligations
   k) Degree, certificate, graduation, and transfer

3) Major Policies Affecting Students
   a) Academic regulations, including academic honesty
   b) Nondiscrimination
   c) Acceptance of transfer credit
   d) Grievance and complaint procedures
   e) Sexual harassment
   f) Refund of fees
   g) Location or publications where other policies may be found

Descriptive Summary

The Porterville College catalog (II.B3) provides information in the following general categories: General College Information; Policies and Procedures; Admissions and Registration Procedures; Academic Information; Academic Regulations; Instructional Services; Student Services; Graduation, Transfer and Certificate Requirements; Staff; General Course Information; and Programs. These general categories include specific information such as the official name, address and location of the College; the Mission Statement; admissions and registration procedures; the various degree and certificate programs; general education and transfer requirements; a listing and brief explanation of the various student services available; related policies and procedures such as academic honesty, nondiscrimination, grievance, and sexual harassment.

The catalog is available on the College website, and a limited number of hard copies are also available in the counseling center and library. The College makes every effort to ensure that the information provided in the catalog is current and accurate. In the event that corrections or modifications need to be made, the online catalog is updated and related staff notified of the changes.
Self-Evaluation

The College catalog is the primary source of information for prospective, new, and continuing students. It is updated annually and contains all the necessary requirements.

The coordination of the development of the catalog is the responsibility of the Vice President of Academic Affairs. Each year the catalog is updated through a process in which the Curriculum Specialist distributes various sections of the catalog to individuals on campus who are responsible for these specific areas. The changes received are then submitted and the catalog updated accordingly. There are times, however, when revisions to the various sections of the catalog are not submitted in a timely manner, thereby resulting in extra efforts on the part of the Curriculum Specialist to gather the necessary modifications.

Since the catalog needs to be reviewed and approved by the Board of Trustees, and since there are many students who cross-enroll in two or more colleges in the District, the District Office has been working with the three colleges to better coordinate the timelines and general structure of the catalogs so there is consistency within each of the respective college catalogs. The College meets this standard.

Actionable Improvement Plans

- To support the work of the Curriculum Specialist in ensuring the various changes and modifications are made in subsequent catalogs, a “Catalog Review Committee” will be established and implemented in 2012-13 for the revision of the next catalog.

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The learning support needs of the student population are identified in a variety of ways within Student Services. On the assessment form, students are asked to identify support services they may need once they enroll. After students complete the assessment test, they attend an orientation session that presents information concerning all available learning support services. Students, then, make an appointment with a counselor where they are able to identify specific learning support needs they may have, focusing on their initial semester at the College. The result of the assessment process also indicates student strengths and weaknesses with respect to math and English skill levels, as well as students with learning disability needs. Depending on specific student needs and goals, counselors encourage students to become involved in learning communities, to take appropriate basic skills courses, and/or to utilize various support services available to them on campus.

A Student Satisfaction Survey (II.B12) is conducted every two years in which students rate their level of satisfaction with the variety of learning and support services offered by the College. As
part of the counselor evaluation process, students are asked to submit an evaluation of the counseling services they received from the counselor. During the spring 2011 term, the College also participated in the Community College Survey of Student Engagement (CCSSE) (II.B13). This instrument provides five benchmarks that are highly correlated to student learning and success.

**Self-Evaluation**

The Student Services staff is routinely made aware of the multitude of factors that may affect the progress and success of our student population. This awareness may come from the questions students ask during orientations sessions, when staff review the assessment results, conversations during individual counseling session, discussions during Education classes, and various other group or individual settings in which student opinions are asked or offered. Student Services staff members continually examine issues relating to student success, discuss areas needing improvement, and consider strategies that could be employed to achieve desired results.

In addition to the regular program review process, the Office of Student Services completed a Strengths, Weaknesses, Opportunities, Threats (SWOT) survey in spring 2011 and implemented a Three-Year Strategic Plan (II.B7) that identifies various strategies and objectives to better serve our students.

For categorical students and students with special needs, the various Student Services programs dedicated to serving these special populations meet, monitor, and develop ongoing relationships with their students to help ensure their academic success. These programs include EOPS/CARE, DRC, CalWORKs, Financial Aid, and Veterans services.

The College offers faculty, staff, administration, and students a variety of opportunities to engage in discussions centered on student access, progress, learning, and success. In addition to the monthly Student Services Department meeting, these discussions also take place in the Student Services Planning Council, monthly program meetings the various programs in Student Services hold, the Enrollment Management Committee, the Strategic Planning Committee, and the College Learning Council (CLC). The College meets this standard.

**Actionable Improvement Plans**

None
B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Comprehensive access for students to various support services begins with outreach activities and continues with the matriculation components of admissions, orientation, assessment, and counseling. Additional support services available to students include those offered through the Transfer Center, Financial Aid, Tutorial Center, Learning Resource Center (LRC), Wellness Center, and other program-specific services offered by the various categorical programs.

Information regarding various programs and services can be accessed online through the Porterville College website (II.B5). All Student Services programs have individual websites (II.B8) that includes contact information, phone numbers, and email addresses to provide students with online access to help with their specific questions or concerns. An online counselor is also available to assist students with their questions. The online general counselor (II.B9) also has access to student academic histories, test scores, and other system-related information so that he can assist students from off-site locations. In addition, online counseling is available for transfer students through the Transfer Center webpage and students who participate in the EOPS/CalWORKs programs can also receive online counseling through their respective webpages (II.B8).

The Student Services staff conducts outreach activities in the surrounding community to meet the needs of prospective students. The staff visits the local high schools and conducts assessment, orientation, and financial aid workshops. College brochures and other printed information are distributed to the local high schools and service agencies and these materials are also available on the College or program-specific websites.

Students apply for college admissions at the College or via the College website (II.B11). In addition to the computers in the Library and LRC, computers are also available to students in the Counseling Center and the Student Services computer lab for students to use without an appointment to complete an admission or update form or to register into classes. Staff is available in the Counseling Center to help students who may need assistance in completing the forms or registering into classes. During peak times, students from the Associated Students of Porterville College (ASPC) also are available to assist. In addition, disabled students may also receive assistance in the Disability Resource Center (DRC).

Although the assessment is only offered using a written form, students from remote locations can take a California community college state approved assessment at the local community college and then send the results to the counseling center for review.

Counseling and student follow-up services are provided through the on-campus Counseling Center and also in education courses that teach educational planning, study skills, and personal development. These courses are also available online and can be used to meet the matriculation
orientation requirement. General information regarding advising, resources, and other topics is
provided on the Student Services website, and students can also schedule individual
appointments.

A comprehensive Frequently Asked Questions (FAQ) ([II.B9]) was developed and included on the
College and Student Services websites. This FAQ page contains over six hundred questions that
students have asked with brief answers. The concept behind the FAQ was to include questions on
the website that students have asked with an answer so that students could review the FAQ prior
to making an appointment or emailing a counselor to see if their question has already been asked
by another student. If they find their question and answer, then they won’t have to come to
campus to see a counselor or email the online counselor. The questions from students were
gathered at various times such as when students were waiting to see their counselor and as an
assignment in one of their education courses.

During instructional periods, all Student Services programs have evening hours two nights a
week on Tuesday and Wednesdays until 6:30 p.m. Tuesday and Wednesday evenings were
determined to be the most appropriate evenings to be open because these two evenings had the
highest student enrollment and most classes offered.

In fall 2011, the KCCD entered into a contract to implement DegreeWorks, which is an online
degree audit system. This system is currently being implemented for a launch date in fall 2012.
In addition to degree audits, this system includes a variety of other services including completion
of Student Education Plans, which students can access online. Porterville College is taking the
lead in the development and implementation of this project, with the College Director of
Admissions and Records and Matriculation serving as project lead. In addition, during the 2010-
11 academic year, the District also implemented Luminus, which is a portal that links students
and staff directly to MyBanWeb, Moodle, and their email, all in one site without having to login
again. Announcements, calendars, deadlines, and related information students should know can
be placed on this portal. The College plans to eventually use this portal for its primary source of
communication with students.

Self-Evaluation

The College continues to implement and utilize technology to provide appropriate delivery of
services to students without regard to location. Since the last accreditation visit, the technological
efforts within Student Services have increased significantly. These efforts include but are not
limited to the following: each program in Student Services has a specific website with program-
related information, links, email addresses, and other information. The development of these
websites was coordinated so that there is consistency among them; a counselor has been
designated as the online advisor and responds to questions from students wherever they may be.
The Student Services computer lab was completed in spring 2011 in an effort to expand the
availability of computers for admissions and registration; however, although staffing remains an
issue in terms of full implementation of the lab. An extensive FAQ was developed to answer
questions for students, especially distance education students. A “Do It Yourself Advising”
([II.B14]) guide was completed and included online so that students may be guided briefly on how
to advise themselves in case a counselor may not be available for a while. The College meets this standard.

**Actionable Improvement Plans**

- The Director of Admissions/Records/Matriculation will provide leadership in the development of DegreeWorks and that system will be implemented beginning in fall 2012.
- The Vice President of Student Services will submit a position request for an Educational Advisor to serve in the Student Services computer lab as the College-wide budget and staffing plans permit.

**B.3.b** The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

**Descriptive Summary**

Through a variety of programs, services, and activities, the College provides a learning environment that promotes personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Students have a variety of opportunities to serve on student government, join or create clubs based on social, recreational, or intellectual interests, and participate in other co-curricular activities.

During the past couple of years, the Associated Students at Porterville College (ASPC) has grown in membership and has become an active and thriving student organization. As stated on its website (II.B15), the ASPC “promotes activities which contribute to the development of skill and facility in human relations, the development of leadership abilities, and [the development of activities] meeting the recreational and social needs of students. This organization operates under the governmental procedures in the ASPC Constitution. Its membership is open to any Porterville College student who wants to make a difference in the campus. It gives participating students an opportunity to improve their leadership skills by interacting with other students on campus.”

The various clubs on campus that students may participate in include ACES, Aggies, Anthropology Club, Art Club, Entrepreneurs of the Future, Human Services Club, Native American Club, Recycling Club, Rotaract Club, Associated Students at Porterville College (ASPC), Support on Wheels, One in Christ Club, Chicano/Latinos for Community Medicine (CCM), Movimiento Estudiantil Chicano de Aztlan (MEChA), PC Pride (for gay, lesbian, bisexual, transgender and straight supporters), Music Club, Women in Islam Study for Education (WISE), Phi Theta Kappa (PTK), and the Pirate Student Athlete Advisory Council (SAAC). In addition to on-campus activities, many of these clubs are also involved in community service projects.
The Cultural and Historical Awareness Program (CHAP) also provides an extensive program of activities designed to enhance students' awareness of certain important aspects of our society to which they may previously have had little or no exposure.

**Self-Evaluation**

The College maintains a robust variety of events each year that are included on the Activity Calendar. With continued support from faculty and staff encouraging students to become active and involved on campus, there has been an increase in activities and student participation. Each of the participatory governance committees on campus has a student member who is generally active in his or her participation and attendance on the committee. The ASPC has implemented a Facebook page that helps to stay connected with students and provide them with important information regarding clubs and activities, while fostering involvement. The College meets this standard.

**Actionable Improvement Plans**

None

| B.3.c | The institution designs, maintains, and evaluates counseling or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. |

**Descriptive Summary**

Porterville College has developed comprehensive counseling services to support student development and success. Counselors provide the full range of services to students, including academic, career, and personal counseling. Services are delivered via appointments, drop-in advising, workshops, and education courses. Counselors also actively participate in activities such as High School Senior Day, PC Connection, the Career Fair, and other community or outreach events.

The counselors participate in monthly meetings that include all counselors, full-time and part-time, and the various program directors and administrators in Student Services. During these meetings, regular training or discussions are provided to ensure that information regarding requirements and processes is being accurately and consistently disseminated to students.

In addition to the regular staff meetings, a monthly Student Services Planning Council meeting is held that includes the Vice President of Student Services, Director of Admissions and Records and Matriculation, Director of EOPS/CARE/DRC, and the Student Learning faculty division chair. This group is responsible for general planning and broad discussions about student services. Beginning in spring 2011 and continuing each term since, an “All Student Services” staff meeting is held in which the staff from all student services programs, including administrators, program directors, counselors, and support staff meet to discuss issues within Student Services and plan for the term.
As part of the development of the Office of Student Services Three-Year Strategic Plan (II.B7), the Student Services staff completed a Strengths, Weaknesses, Opportunities, Threats (SWOT) survey. Based on their input, various strategies and objectives were developed to be completed during the next three years.

Counseling services are regularly evaluated through the College’s program review process (II.B6). In addition, Student Services also conducts yearly abridged program reviews (II.B17) so that its services are evaluated yearly, rather than just on the regular program review cycle. Each program has also developed specific Service Area Outcomes (SAO) that is used to assess program effectiveness.

Self-Evaluation

The counseling program and services offered support student development and success, and these programs are maintained and regularly evaluated.

The counselors and related staff meet regularly to discuss the broad array of issues related to the provision of counseling and support services or regarding the dissemination of related information to students. There is strong coordination of services between categorical programs and general counseling services. Since the categorical programs are also housed in the same location as general counseling services, this has allowed for effective coordination, easy accessibility to each other, and a strategic and efficient approach to serving students.

In addition to evaluating counseling services via the College’s regular program review process, Student Services also conducts yearly abridged program reviews that are used in its ongoing effort to improve services. The Three-Year Strategic Plan was developed based on information gather from an evaluation of its services, including program reviews and the SWOT survey, and this plan provides strategies to be completed during the next three years to improve services to students.

Since the majority of the College’s adjunct counselors had been paid out of the matriculation budget, the state budget reductions to matriculation resulted in the loss of some qualified adjunct counselors. This reduction placed additional burden on the full-time counseling staff to adequately serve the advising needs of our students.

According to the spring 2009 student satisfaction survey (II.B12), a majority of students are satisfied with their overall experience with counselors. With the highest possible score being a 5, the mean score relating to student satisfaction of the counseling and advising they have received was a 3.47.

Actionable Improvement Plans

- During the development of the 2012-13 budget, the Vice President of Student Services will submit a Program Review that will include the request for additional funding for adjunct counselors and/or a classified educational advisor.
The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation for diversity.

Descriptive Summary

In order to graduate with their degree utilizing the Porterville College General Education Checklist (II.B18), students must successfully complete a course in Multicultural Studies as part of their requirements. Students can select a multicultural studies-related course found in various disciplines, including administration of justice, anthropology, child development, education, English, health careers, ethnic studies, history, human services, philosophy, and sociology.

One of the most active programs on campus in relationship to providing activities that promote diversity is the Cultural and Historical Awareness Program (CHAP). As stated on its website (II.B19), this program was organized to “…enhance students' awareness of certain important aspects of our society to which they may previously have had little or no exposure. A theme is chosen by CHAP members each school year, and faculty members across the campus are encouraged to integrate elements of that theme into their coursework. Additionally, a variety of field trips, guest speakers, panel discussions, and videos are presented throughout the year and are all open to the public. By subtly saturating students with information about the chosen topic throughout the year, the awareness of the entire campus community is elevated.” During the 2009-10 and 2010-11 academic years, the CHAP activities focus was on the decade of the 1960s. During the 2011-12 academic year, the decade of the 1970s was the focus. Various speeches and presentations, classroom discussions, and other activities were held during the year that related to the decade of focus. This culminated in a concert put on by students, faculty, staff, and administrators presenting song, dance, and skits from that specific decade.

In addition to the various courses offered that promote cultural sensitivity and awareness, students also participate in activities during Black History Month, Hispanic Cultural Awareness Month, Disability Awareness Month, and Women’s History Month, or they can become members of diversity-related clubs such as the Native American Club, Chicano/Latinos for Community Medicine (CCM), Movimiento Estudiantil Chicano de Aztlan (MEChA), Women in Islam Study for Education (WISE), and PC Pride (for gay, lesbian, bisexual, transgender and straight supporters). Programs such as EOPS, DRC, and CalWORKs also provide activities that support and promote the appreciation of diversity.

Self-Evaluation

The College is committed to providing diversity on campus and supports activities and events that build cultural awareness and empathy. The College’s focus on diversity is evident in the Mission Statement (II.B1) where it says that the College will provide an excellent education to its “local and diverse communities.”

The College strives to continually address, promote, and enhance diversity on campus through various means such as including a multi-cultural studies course as part of the graduation requirements, offering yearly CHAP activities, supporting various diversity-related clubs, and conducting activities provided by categorical programs such as EOPS, DRC, and CalWORKs.
In the spring 2009, Student Satisfaction Survey (II.B12), with a score of 5 being the highest, the mean score for the question relating to how well the College is helping students develop a respect for diversity, was 4.10. This is a strong indication that the College’s efforts in promoting diversity have been positive. The College meets this standard.

**Actionable Improvement Plans**

None

**B.3.e** *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

**Descriptive Summary**

The Admissions and Records Office and its processes and practices are routinely evaluated as part of the College’s regular program review cycle. In addition, the office is also reviewed yearly through the abridged program review process completed by all programs in Student Services. All California Community College Admissions Offices must abide by the rules and regulations of Title 5, as well as the California Education Code.

The College ensures that the cultural and linguistic biases in the placement instruments are minimized by using assessment instruments that are sanctioned and approved by the California Community College Chancellor’s Office. The assessment instrument for the general student population that Porterville College uses is Accuplacer. The College also uses an English as a Second Language (ESL) assessment and the Ability to Benefit (ATB) test for students who do not have a high school diploma or General Education Diploma (GED) and are applying for financial aid.

The English writing and reading placement level scores were last validated in 2008. The College currently uses a self-reported placement in mathematics thereby relying on high school transcripts as a starting point for discussions with students about placement recommendations in mathematics or science-related courses.

In an effort to minimize test biases, multiple measures are used by the counselors to determine appropriate placement when advising students. In addition, multiple measures, where applicable, are built directly into the assessment instrument.

**Self-Evaluation**

The College admissions application is available online (II.B11), but only in English. The admissions directors in the KCCD have been discussing implementing an online application in Spanish since Porterville College is a Hispanic-Serving institution with a large population of residents being non-English speakers. For students who may need assistance with the online application, the staff in the Admissions and Records office and the Counseling Center are available to assist them in submitting the application. In addition, disabled students may also receive assistance in the Disability Resource Center (DRC).
All the processes regarding assessment, admissions, and registration follow not only state regulations, but also KCCD Board Policy.

The assessment is offered during the course of the year (II.B20) and prospective students make appointments to take the assessment through the Counseling Center. The assessment staff also goes out to the local high schools to administer the test to seniors and also juniors who may be interested in attending college while still in high school.

The Matriculation Advisory Committee meets monthly to discuss and review various matriculation-related issues and processes. One area that has been discussed is in regards to the mathematics self-placement. The math instructors have expressed concerns regarding the math assessment process and have been encouraging the College to consider utilizing a diagnostic instrument to better assess for mathematics proficiency. However, once the State Chancellor’s Office implements the common assessment, the College plans to utilize that assessment.

Porterville College continues to review and discuss assessment instruments and processes to improve their effectiveness. During the spring 2012 term, Porterville College was notified that it was one of the colleges selected to pilot the Accuplacer/My Foundation Lab with the College Board. The lab is being created to provide students with improved chances for academic success and to advance the completion of their student educational plans. Upon completion of this computerized assessment, the student will be prompted to enter a website listed on the results page of their assessment. Once registered, a learning path will be created exclusively for the student based on his or her strengths and weaknesses as shown in the diagnostic test. The College is piloting the project over two semesters with two different cohorts of 150 students. To assist in the review of this effort’s effectiveness, the College will receive reports and supporting data during the pilot, in addition to conducting surveys of participants.

**Actionable Improvement Plans**

- During 2012-13, the Director of Admissions and Records and Matriculation, will work with the respective staff at Bakersfield College and Cerro Coso Community College and the District Office to implement an online admissions application in Spanish.
- During 2012-13, the College will begin to utilize the common assessment if adopted by the State Chancellor’s Office.
The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Student records are maintained in Banner, the software package utilized by the KCCD. Banner has been set up to comply with FERPA and related issues of security. The District information technology staff support Banner and the unique customizations that have been made to the baseline system. Access is granted only to specific technology staff to install new modules or upgrade and fix existing modules.

The main Banner server is located at the District Office in Bakersfield in a restricted area that only select information technology staff and security personnel may enter. District system backups are performed on an automatic daily and weekly schedule. Data that is backed up is stored in a fireproof vault in a secure location.

Access to Banner requires the user to enter into the system an identification number (ID) and six-digit personal identification number (PIN), which must be updated periodically or at least every six months. Many Banner functions are not available via the Internet to the general campus staff, so staff is limited to accessing the system from a college or District location. In addition to login access using an ID and PIN number, Banner has a built-in timeout to prevent inadvertent intrusions. Currently enrolled students can access their registration status and academic histories online. To do so, students must also enter an ID and PIN number to be able to access the system.

The records of currently or recently enrolled students are maintained in the Admissions and Records office in an area that is locked, including a vault, and accessible to authorized personnel only. A digital imaging system is used to scan student transcripts and other related key documents. Any modifications or alterations to student records can only be accomplished by authorized staff in the Admissions and Records office.

All student records are kept confidential and destroyed in accordance with the guidelines of the Family Rights and Privacy Act of 1974 (FERPA). The Admissions and Records staff is knowledgeable about FERPA and college guidelines related to student record confidentiality. Information is not released to a third party without written authorization from the student.

In fall 2011, the College shredded old student files according to the schedule for destruction of student records.
Self-Evaluation

Student records are maintained securely and confidentially, and provisions are in place so that all files are backed up regularly. The District and College technology staffs work cooperatively to ensure the security of student files. In addition, the College has processes in place to safeguard and maintain the confidentiality of all files.

Student and staff access to information is possible only through the utilization of an ID and PIN number and only select staff has entry capabilities to student records and locations where records are housed. Information is printed in the College catalog (II.B3) regarding the confidentiality of student records and release of public or directory information.

The Director of Admissions and Records and Matriculation gave a FERPA presentation at the fall 2011 flex days in an effort to educate faculty and staff on issues regarding confidentiality and privacy. The College meets this standard.

Actionable Improvement Plans

None

B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

All programs in Student Services complete a program review (II.B6) as part of the College’s regular program review cycle. These reviews include a listing of the Program’s Mission Statement; student learning outcomes (Student Services SLOs are called service area outcomes - SAOs); analysis of current performance; strengths and areas for improvement; goals, timelines, resources needed, and obstacles to completion of goals; current staffing levels; and budget requests. According to the cycle, Student Services will complete its next scheduled program review in spring 2012.

In addition to the regular program review, the programs in Student Services will also be completing an abridged program review in off-cycle years (II.B17). Although similar in nature to the regular review, the abridged program review only focuses on an analysis of current performance, a listing of program strengths and areas for improvement, potential resource or staffing needs, and goals for next academic year. By combining the abridged program review with the regular program review, each program in Student Services is reviewing itself every year, rather than every three years.
Along with a specific mission statement, each program in Student Services has identified SAOs, established a process to assess each SAO, and placed these assessments on a cycle to ensure completion and utilization of the results toward improvement of services. SAOs are a standing topic of each monthly Student Services staff meeting and the results and challenges regarding the completion and utilization of the results are reviewed and discussed.

The Student Services Comprehensive Program Review, initially completed in spring 2009 (II.B6), with a follow up report completed in 2012 (II.B21), highlighted several insights and challenges that resulted from the budget cuts and division reorganization during 2009-10 and the input received from the SWOT survey the staff completed in spring 2011. Based on this information, a “Student Services Three Year Strategic Plan” (II.B7) was completed in spring 2011 and officially implemented in fall 2011. Goals, strategies to meet the goals, and expected outcomes were established.

**Self-Evaluation**

The introduction to the Student Services Three Year Strategic Plan includes the following: “The Office of Student Services is dedicated to the following vision as stated in its Vision, Mission, and Values Statement (II.B2): “To be acknowledged for our outstanding service to students; recognized as committed and student-centered practitioners; and regarded as catalysts in the success of our students. To that end, the College values review, introspection, planning, and program improvement. This Three Year Strategic Plan has been developed to assist us to remain focused on our goals, continue to plan for the future, meet our students’ needs, and improve the delivery of our services.” Then, as stated in the Student Services Vision, Mission, and Values Statement, one of the values is “Assessment – The Office of Student Services is committed to an on-going process of assessment designed to monitor and improve the effectiveness of our services.”

The quotes above from the Strategic Plan emphasize the commitment of Student Services to program assessment and the utilization of these assessments to improve the quality of the services provided to our students.

**Actionable Improvement Plans**

- The Vice President of Student Services will coordinate the completion of the goals and objectives within the Student Services Strategic Plan beginning in fall 2011.
STANDARD II.B LIST OF EVIDENCE

II.B1 Porterville College Mission Statement
II.B3 Porterville College Catalog
II.B5 College website: http://www.portervillecollege.edu/
II.B6 Student Services 2009 Comprehensive Program Review
II.B7 Student Services 2011-14 Three-Year Strategic Plan
II.B8 Student Services Website: http://www.portervillecollege.edu/student-services/index.html
II.B9 Frequently Asked Questions (FAQ) Website: http://www.portervillecollege.edu/student-services/faq/
II.B10 Student Services for Distance Education Students Webpage: http://www.portervillecollege.edu/student-services/eServices/index.html
II.B11 Online admissions application Website: https://banweb.kccd.edu/prod/kwskadms.P_DispIntro
II.B12 Student Satisfaction Survey results
II.B13 Community College Survey of Student Engagement (CCSSE) results
II.B14 Do It Yourself Advising Guide
II.B15 Associated Students of Porterville College (ASPC) website: http://portervillecollege.edu/asb/index.html
II.B16 ASPC Facebook Webpage: http://www.facebook.com/aspclb
II.B17 Student Services abridged program review form
II.B18 Porterville College General Education and Graduation Requirements checklist
II.B19 Cultural and Historical Awareness program website: http://www.pc.cc.ca.us/CHAP/
II.B20 Matriculation schedule
II.B21 Student Services 2012 Comprehensive Program Review
Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

Porterville College’s learning support services include the Library’s services, technology, and collections, and the Learning Resource Center’s (LRC) resources, technology, services, and programs like tutoring and mentoring. Other learning support areas and programs like the Computer Commons, distance education, the Technology Learning Center, and technological support for staff and students are managed, funded, and located in different departments. The Library and the LRC operate as distinct, though complementary programs.

Self-Evaluation

The mission of the Porterville College (PC) Library is “to develop, provide, and maintain the information and library resources needed by members of the College community in their study, teaching, research, public service, and professional development” (II.C1). Information resources include databases, online full-text book collections, print and media titles, faculty reserved books, periodical print titles, and Wi-Fi access. Physical and technological resources include computers, printers, copiers, study spaces, reading rooms, offices, and conference rooms in the 13,549 square foot facility. Library services are provided by a librarian, adjunct reference librarians, and library technicians.

The mission of the Learning Center, housed until 2008 in the Library and now part of the Learning Resource Center, is to support the mission of Porterville College by offering academic support to students at every level of skill and ability through peer and faculty tutorial services and a supervised learning software lab (II.C2). The vision of the Learning Center staff is to provide outstanding, multi-faceted academic support to Porterville College students, partnering with them to facilitate the achievement of their goals (II.C2).

Actionable Improvement Plans

None
C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

The College supports the quality of its instructional programs by providing its Library and Learning Center with resources and staffing to facilitate its educational offerings. The Library supports the curriculum with information in many formats of depth, variety, currency, and quantity. It offers 25 databases listed on the subscription database handout “Making the Most of…” (ILC3); two full-text online book collections accessed from the Library’s Webpage (ILC4); an online catalog of 35,500+ books and 1,500+ media titles (ILC4); 40+ print periodicals including magazines, journals, and newspapers; an anthropology collection housed in its own room; and the Valley Writers Collection of 500+ titles written by authors who have lived and/or worked in California’s Great Central Valley. The Library’s faculty reserve book collection of 500+ books and 200+ media titles is one of the Library’s most heavily used resources. The Barnes and Noble Porterville College Bookstore (B & N PC) donated for spring semester 2012, $1,880 to be spent on faculty required textbooks (ILC5, ILC6).

The fiscal year budget for 2011 for books and databases received increases (ILC7) over the fiscal year budget for 2010 (ILC8). These increases enhanced the currency of the book collection (print and online) and enabled purchase of the new automation system (HORIZON) and its annual subscription renewal.

The depth and variety of learning support services offered by the Library is provided by one full-time librarian given three hours of release time to do library director tasks. Until fall semester 2011, the librarian was given a stipend of approximately 3 hours/week to do budget, program review, attend meetings, and some other director tasks as they arose. Two library technician IIs were reduced from a 100% work schedule to 75% in 2011. Two adjunct reference librarians work for a combined total of 12 hours/week, Monday through Thursday evenings.

Some important learning support services that library techs perform have suffered as a result of these reductions, such as, providing access and checking-out faculty reserve books for in-house library use; answering questions regarding the Library and the campus; helping with computer/printer/copier problems; checking-out books for students and processing overdue books; processing new materials into the catalog and onto the shelves (books, periodicals, media); and purchasing the materials necessary to keep the Library functioning.

Some important tasks that the full-time librarian and adjunct librarians perform include reference service, such as teaching students how to navigate the Library, choose a viable topic, select and evaluate substantive information in various formats, recognize what information is needed to document sources, and find information beyond Google and Wikipedia. Information competency instruction in the classroom at instructor request is also an important function librarians perform.
to introduce students to information searching online and in print sources. In addition, the librarian participates in campus governance and committee work.

The Learning Center recruits and trains qualified students as peer tutors and offers scheduled peer tutoring in most academic subjects. In addition, drop-in tutoring is available from math and language arts instructors, and student writing mentors. The Learning Center contains an open, supervised lab available to math, reading, writing, and Spanish students and also provides proctoring of tests as a service to Porterville College faculty and students, as well as to members of the community who are taking courses at other institutions (generally online).

Staff includes the Learning Center Technician (67.5% of a full-time classified assignment, reduced from 100%), Learning Center Coordinator (30% of a full-time faculty assignment, reduced from 50%), and one math or language arts instructor for every hour of operation (Mon.-Thurs. 8:00 a.m. – 8:00 p.m. and Fri. 8:00 a.m. – noon).

A study conducted of the Learning Center in fall 2011 in partial completion of an Ed.D. showed that during the 9-week period of the study, 752 tutoring contacts (students receiving scheduled assistance from peer tutors or drop-in assistance from faculty) and 1872 other contacts (almost all of them students coming in to complete lab assignments) were documented (II.C10). The projected contacts for the entire semester, based on these numbers, were 1,253 for tutoring and 3,120 for all other purposes. This clearly demonstrates that many students depend on the services offered in the Learning Center.

**Self-Evaluation**

For a college its size, Porterville College is able to provide its students and faculty with a comprehensive database collection that is sufficient in quantity, quality, depth, variety, and currency. Student Satisfaction Surveys given in 2007 (II.C12) and 2009 (II.C13), show students rating the Library’s online resources in the top 6 and 8 places, respectively, out of 31 campus service areas. A “Student Survey of PC Library Resources” was administered in 2011 to students in classes as they turned in their research projects (II.C14). The survey’s goal was to discover what information resources/formats students used and how satisfied they were with them. Data usage statistics are received from the vendors enabling library staff to assess the cost-effectiveness of the databases. The Library’s two online book collections give users access to 25,000+ full-text titles that add quality, currency, depth, and variety to facilitate PC’s educational offerings.

The Library’s catalog is now online with its new HORIZON automation system and its new cataloging system, Library of Congress (LC) (II.C4). However, not all of the 35,000+ LC-cataloged items have physically been processed from their Dewey Decimal cataloging identity to their new LC catalog identity. Books (5,000+) still shelved by Dewey (Anthropology Library, Valley Writers, children’s books), and VHS titles still organized by their Dewey designation (1,500+) need to be processed. One of the positive outcomes of the migration from Dewey to LC and the new automation system is an electronic catalog with its concomitant barcode labels that can used to complete an accurate assessment of the collection. The new HORIZON automation system will also enable library staff to more accurately continue to remove old volumes from the
collection. In addition to these tasks, the books need to be shifted from their initial placement when first moved into the new library and spine label protectors need to be put on 20,000+ books.

Work has been ongoing since the move into the new library building in 2008 to create a schedule for converting current videos in the library collection to text-read format. The unexpected time it is taking to convert the Dewey cataloged items to LC has spurred library staff to find quicker and better ways to process the items yet to be physically and electronically cataloged (II.C15).

It is the library staff’s purpose to provide an informational matrix of resources and services to help make student success possible. However, the librarian, adjunct librarians, and library technicians are limited by staff reductions in the support they can provide to the instructional programs.

The reduced hours of the library technicians impact the services and resources they can provide for students on a timely and regular basis. The reduced work schedule limits the progress that can be made on the migration of the book collection from Dewey to LC -- electronically into the catalog, and physically by processing the books and shelving them (5,000+ book titles, 1,500+ VHS titles, 20,000+ spine labels to affix).

The Library’s sustainability report, Non-Instructional Service Level Area (SLA) Questions – Porterville College Library” raises concerns about the ability of library staff to provide the services and perform the tasks necessary to enable the Library to truly “facilitate education offerings” (II.C19).

The College’s Library staffing plans for the past few years have focused on providing the Library with what staff levels it can during budget shortfalls. The College needs to develop concrete steps to address the shortfall of library staff and what staff can do in the interim to better meet the needs of its Library users.

The Learning Center serves many Porterville College students on a daily basis. It received a mean rating of 3.86 (out of 5) on the 2009 Student Satisfaction Survey, ranking 7th highest on a list of 34 questions about students’ experiences of Porterville College (II.C13). In fall 2011, it generated 16.86 FTES using positive attendance calculations. The fall 2011 study, cited in the II.C.1 Descriptive Summary, also noted that these numbers of students served represent at most 60% of the total visits to the Learning Center, as many students come in to make initial contact to set up tutoring appointments, avail themselves of exam proctoring services, and conduct other business for which there is not yet a recordkeeping system in place (II.C10).

Especially given the high traffic in the Learning Center, reductions in personnel affect the quality of services. As noted in the Learning Center’s 2011 program review, in fall 2009 the Learning Center sustained a reduction in staffing when the faculty presence, which had been at one math and one Language Arts instructor on duty every hour, was reduced by half when a Title V grant ended (II.C2).
Actionable Improvement Plans

- Implement in 2012 the Library’s collection development plan designed in 2011 to streamline and reduce potential wasted staff effort for the Dewey to LC migration process for the following collections: VHS, children’s; anthropology, and Valley Writers.
- During 2012-2013 the Library and Learning Resource Center staff will develop and submit a staffing plan to address the critical needs of the library and the LRC.
- The Learning Center Coordinator and Learning Center Technician will identify and implement methods of tracking the currently undocumented Learning Center business, including but not limited to exam proctoring, tutor training, and requests for tutors. To be in place by August 2013.

C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The College librarian continuously solicits book, media, and periodical titles from faculty (full-time and adjunct) to support the curriculum via email and personal contact. The librarian purchases multiple copies of titles from faculty reading lists, adds complementary titles, and buys other information resources to support instructor-assigned student research subjects. Reference interviews with students indicate what topics need the purchase of more library resources. The librarian encourages book title recommendations from library staff because they know, from student requests, what they want. The librarian asks students from different countries what books they would like to see in the Library that would cover the history, culture, politics, and other information of their native countries. The librarian also asks for titles from other College departments and staff. Every year the librarian searches for and purchases hundreds of print, media, and electronic resources to support the Cultural and Historical Awareness Program (CHAP). Past themes have included the decades of the Thirties, Forties, Fifties, Sixties, and Seventies, Manzanar, Allensworth, and the Vietnam War. In fall 2011, the librarian began to purchase titles for “Workers on the Move”—the 2012-13 CHAP campus focus.

Instructors were given the opportunity to request textbook purchases with $1,880 donated by the Barnes & Noble PC Bookstore for 2011. An ad hoc committee was created to set up the application procedure and selection of titles to be put on reserve in the Library for student use in the Library (II.C.20). Reserve books (over 500) are a critical component of student success, for many students are unable to purchase their own books.

The Library benefits from its membership in the Community College Library Consortium (CCLC). In addition to group-rate cost savings, the Consortium professionals use their expertise to review and vet the databases they offer California community colleges. The Consortium as a
clearing house and advocate helps its member community colleges with subscriptions, usage statistics, and license agreements. Porterville College is also part of the Kern Community College District (KCCD). This means the Library benefits from the knowledge of District informational technology staff and other District librarians in the selection and use of automation systems, as well as saving on purchase and maintenance of information technology systems.

The Information Technology (IT) staff is vital to the selection and maintenance of library educational equipment. The Disability Resource Center (DRC) staff also work closely with library staff to improve the Library’s ability to serve all students with access to information and information processing.

The librarian displays new books to attract student and staff attention. Faculty members are informed by email when the titles they requested arrive. The whole campus is informed by email of a sampling of new book arrivals (II.C21). A special collection display of books and media is created yearly to support the information research needs of students and faculty concerning the annual CHAP theme.

During fall 2007 and spring 2008, the Learning Center Coordinator piloted Pearson web-based labs (MyReadingLab and MyWritingLab) with groups of lab students as part of the 2007 program review goal to investigate alternatives to PLATO software. PLATO, purchased as a package in the 1990s by the District, had provided unsatisfactory service since at least 2004. The Pearson labs were piloted after investigation of a number of other alternatives to PLATO. In May of 2008, both PLATO and Pearson representatives were invited to demonstrate and discuss their products in open sessions held in the Learning Center. The sessions were well attended by math, reading, and writing faculty. As a result of these sessions and the successful pilots of the Pearson labs, the Language Arts faculty agreed to adopt the Pearson products to replace PLATO. Math faculty followed suit the following year, with the result that the College no longer has a relationship with PLATO. The Pearson subscriptions are packaged with textbooks and can also be purchased separately online. Some math instructors continue to use ALEKS software, providing students with access codes purchased through the 2003-08 Title V grant.

Since 2009, faculty members who teach classes with lab components have been increasingly active in the selection of lab materials, and the Learning Center has accommodated an array of lab offerings. For example, the Spanish instructor assigns a Vistas lab component to her classes, and the reading instructor uses Townsend lab materials.

New tutor training materials were purchased in winter 2011, but have not yet been implemented due to staffing reductions. The College Reading and Learning Association (CRLA) certification process for the tutoring program has been initiated.

New computers (35) were purchased and installed in winter 2011.
Self-Evaluation

As seen in the previous Library description, the librarian tries to purchase information resources before they are needed by students and faculty, and as soon as their information needs become known. The librarian listens to many voices in the selection of information resources. A new partner in the provision and selection of print book materials is the campus bookstore. The information databases chosen by CCLC for the Library Consortium provide a very important supportive, cost-effective resource, especially for small libraries with one full-time librarian.

The Library benefits in its selection and maintenance of educational equipment and materials by its close working relationships with IT staff, the DRC, and KCCD. The librarian is helped by many in the purchase of equipment and resources to support student learning.

The Library launched a new student survey to assess the capability of the collection to meet the information needs of students. “Student Survey of PC Library Resources” was given to four classes where the librarian gave library literacy presentations (II.C14). Students filled out the Library’s information resources evaluation tool when they handed in their research projects.

Student Satisfaction Surveys given in 2007 (II.C12) and 2009 (II.C13) helped library staff assess some of the resources the Library offered its students. Students ranked their satisfaction with library online resources sixth out of 31 other campus service areas and resources. In 2009, library online resources scored eighth out of 31 campus areas and resources.

The Learning Center serves many students with an array of important services. Equipment is adequate and well-maintained. The major limitations center around reduced staffing as detailed above.

Actionable Improvement Plans

- The Learning Center Coordinator will work with the Learning Center Technician to pursue CRLA tutor program certification. This will be completed by August 2014.

C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The Library offers classroom instruction by librarians so that students are able to develop skills in information competency. The librarian, at faculty request, customizes a presentation about using library resources (print and online) designed to meet the information and research needs of the students’ assignment. The presentations typically last 45 minutes or more and introduce students to relevant library information sources: print books, electronic books, databases of periodical articles, and advanced Web/Internet searching related to their assigned topics.
Ongoing information competency instruction regarding use of library resources happens every time a librarian does a reference interview with a student. Students experience choosing a topic and narrowing or broadening it. Using the Library’s webpage (II.C4) students search for information in the electronic book collections. Students select the best databases and articles for their topics, evaluating their information and learning what is needed to cite their sources. Reference librarians are like driving instructors sitting in the car ready to encourage, support, instruct, direct, and even brake the car for the student learning to drive.

Individual student instruction also occurs when teachers ask a librarian to visit their classes in the Library or Computer Commons A to help students with their information searching for research assignments. This gives students an opportunity for librarian assistance and information competency instruction.

Most teachers in the English department, and many across campus, have information searching components in their syllabi requiring students to use library-provided resources for their assignments (II.C22, II.C23, II.C24, II.C25, II.C26).

In the Learning Center, during the first and second week of every semester, the Learning Center Technician, instructors, and representatives from Pearson conduct orientations for corequisite lab classes and lecture classes with lab assignments; these orientations are designed to equip students to visit the Learning Center on their own, requesting technical or subject-specific assistance as needed.

**Self-Evaluation**

The librarian created Service Area Outcomes (SAOs), rubrics, and three new survey tools that were distributed in 2011. The purpose of these instruments was to discover teacher and student perceptions about the experiences they have with the librarian during information-competency teaching interactions both in the classroom and at the reference desk (II.C27, II.C28, II.C29, II.C30, II.C31, II.C32). The librarian has worked with the institutional researcher to develop measurable standards by which to evaluate the effectiveness of those areas.

Previously, the librarian had created and used a rubric and Student Learning Outcome (SLO) survey tool to assess what students learned in a one-credit information competency class (II.C33, II.C34). The rubric and SLO survey are too ambitious in learning expectations for a 50-minute teaching session for information competency librarian presentations. The rubric needs to measure realistic and reasonable learning expectations for the 50-minute format (II.C35). The Learning Center orientations equip students in the manner intended. Most are able to work independently once they have participated in an orientation, asking content questions of lab instructors as they arise.
Actionable Improvement Plans

- During the 2012-2013 term, the Library staff will examine and evaluate the outcomes of the three surveys discussed above that were administered in fall of 2011. Modification of services based on these survey results will be implemented beginning in 2013.
- In 2012-2013, the Library staff will adapt the SLO survey tool previously created to better measure learning outcomes in the currently presented stand-alone classroom presentations currently given at faculty request. This tool will be content-oriented (what did students learn), and it will complement the three experiential tools discussed previously.

C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The Porterville College Library fall and spring semester hours are typically 7 a.m. – 9 p.m., Monday – Thursday and 8 a.m. – noon, Friday. Services are offered 60 hours/week by library technicians. During the summer, the library is open from 7 a.m. – 4:30 p.m. Since 2011, the Library has been closed during semester breaks. The full-time reference librarian is available to help students and staff from morning to mid-afternoon, Monday – Thursday, and Friday morning for two hours. Adjunct reference librarians have been available for evening students two, three, and four times a week in recent semesters from 6 p.m. – 9 p.m. Reference librarian service is available for a portion of the day during the summer semester. For off-campus students wanting to contact the librarian for reference assistance, the Library’s Webpage has the librarian’s email address and the Library’s phone numbers (II.C4). The Library also has a FAX machine for communication.

The library catalog (HORIZON) for print and media materials has been made Web/Internet accessible for the PC community and the world at large. This was made possible by going to the new SIRSI/HORIZON automation system (II.C4).

The Library’s electronic offerings include more than 25,000 full-text electronic books in two collections, and 24 online databases providing information from magazines, journals, newspapers, reference books, and book chapters that is of quantity, quality, currency and depth. All of these resources are available to any Porterville College student and staff member from any Internet-enabled computer, 24/7 (II.C4).

These online, remotely available resources provide students and staff with convenient access to research information. Without the access provided by the Library’s web-based resources, students may find it difficult to successfully complete their studies. Because of the crucial need
that these resources serve for student success, the College continues to purchase additional electronic books and databases.

The Library provides some of the hardware technology students need to succeed at PC: fifteen computer work stations, five media viewing/listening stations, two copiers, one printer for the computer stations, one scanner.

For equal accessibility, the Library has a Telesensory machine to convert printed text to white on black and to enlarge the print. A computer will be added to this technology so students can read a book and word process their work at the same place and time. “Read and Write Gold” is the software providing equal access for PC students. “Read and Write Gold” is already installed on one of the Library student computer stations and its use is given priority status.

Facility and space resources available for students are another important function of the Library. For many students, the provision of study spaces is essential to their success as they may not have any quiet study space at home to do their school work. The Library provides seven study rooms (one large); 32 comfortable seats, some with table arms, in the reading/quiet study area; seven study tables; 43 individual study carrels; two conference rooms; Anthropology Library; Technology Learning Center for college staff use nine offices.

In 2011, the classroom in the Library, L449, was converted to a computer classroom. The expansion of computer workstations for students in the Computer Commons, with expanded hours, has increased information and computer access through the upgrading and enhancement of existing labs and the development of new ones.

The Library offers an “emergency” drop-off homework service for students. This is especially useful for students who have assignments to turn in to adjunct faculty who don’t have offices on campus. The Library also serves as an unofficial information center during the day, and by default, the information/emergency call center when the campus information desk and administrative offices are closed.

The Learning Center serves students 12 hours/day Monday – Thursday (8:00 a.m. – 8:00 p.m.) and 4 hours on Friday (8:00 a.m. – noon) for a total of 52 hours/week. At peak hours, there are students working on learning software lab assignments at 32 computers and up to 16 at the tutoring tables, working with tutors or lab instructors or waiting their turn, for a total of 46. As seen in the Porterville College Learning Center fall 2011 study, the total contacts (at just above one hour each) for lab work and tutoring is 4373 (for a total of 4425.8 hours) (ILC10). Expansion of services is a goal, and online tutoring services have been explored with equipment purchased for that purpose.

In addition to the information available in the Porterville College catalog, the Learning Center has an active webpage providing students with information about services available to them, as well as weekly schedules for lab instructors and writing mentors.

The writing mentor program is also housed in the Learning Center. Over the past decade, this program has grown from a soft-fund small project to a vital component of the campus and Language Arts Department services. Five to eight mentors per semester serve students from all
majors – from anthropology to nursing – and many students have come to depend on the mentors for assistance and feedback at any step during the writing process, from generating ideas to proofreading final drafts. Mentors frequently work more than two semesters before they graduate, and several have gone on to pursue teaching careers at other institutions.

Self-Evaluation

The Library is able to provide depth, breadth, quality, quantity, and variety of its online resources—resources accessible to all students, 24/7. The budget for database acquisitions has fortunately remained stable for past years with an increase to partially cover the cost of the new HORIZON automation system in 2011-12 (II.C7). The Library’s database collection has also increased due to the judicious purchase of reference book sets that are also online.

The Library has close working relationships with other departments on campus, as well as close proximity: IT, Disability Resource Center (DRC), Computer Commons, Learning Center, Graphics, and the Technology Learning Center. Library employees work with other service area personnel on campus to provide seamless service and assistance to students and staff – on and off campus.

Currently a workstation with a Telesensory unit on a variable-level table is in a back area of the Library out-of-sight and out-of-mind. Software improvements for student accessibility were made in the Library in 2011 with the addition of “Read and Write Gold” on one of the Library’s student computer workstations. However, a computer is needed that will allow students to use the Telesensory unit and “Read and Write Gold” so they can work on their assignments in one place.

The Library is fortunate to house the offices of the Educational Media Design Specialist (EMDS) and the Director of Information Technology. The EMDS is also responsible for the implementation of online education and helping online faculty and students. This Web instruction specialist is also most willing to help students in the Library with their computer-related questions and online problems. Library users also benefit from the daily presence of the IT Director. Who is responsive to the technological needs of the Library’s service to students and staff.

The Learning Center also provides up-to-date online information about services and schedules.

Actionable Improvement Plans

- The library staff will enhance and move the Telesensory workstation in 2012 to a more visible and accessible location in the Library.
- During the position request and budget development process each year, the Learning Center Coordinator will continue to request reinstatement of Learning Center personnel.
C.1.d The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The Library and Learning Center are the beneficiaries of effective maintenance. Recently added campus maintenance personnel keep both areas clean and inviting. Maintenance workers lock and unlock the Library and Learning Resource Center that houses the Learning Center. Magnetic tags on books, periodicals, and media items, if not desensitized by library staff, will set off the alarm at the security entrance/exit gate.

The IT department has secured the computers to student work stations. Requests for maintenance and problem-solving for computer hardware and software are made by email to a District command center. IT/Graphics also provides paper for printers and copiers and arranges for machine repairs by contacting vendors when problems arise.

Campus security now patrols the campus from 8 a.m. to 1:30 p.m. and from 5:45 p.m. to 10:30 p.m. Security is easily reached by cell phone, two-way radio, or office telephone. Additional motion sensors were installed in the Library in 2011 to detect movement (people) in the Library after the Library has been secured by maintenance. The Library serves as the de facto information center and emergency call center when the Information Center and administrative offices are closed.

Self-Evaluation

Two new maintenance employees were hired in 2011, with one assigned to the Library.

Motion detector sensors were installed in the Library in 2011. They are activated by M & O staff after the Library is secured and alarmed at closing time. It was discovered in January 2012, however, that the security cameras in the Library do not cover the student computer work stations or the carrels next to them.

Regular hours of security coverage have been established; however, there is no designated security coverage from 1:30 p.m. to 5:45 p.m., Monday – Thursday.

The library staff receives all kinds of questions via telephone calls and walk-ins during the day and evening. Some of these requests are for directions, class location and cancellation, lost items, and medical or safety emergencies. Library employees then contact security during their scheduled hours or M & O depending on the nature of the problem.

Actionable Improvement Plans

- The M&O manager will coordinate the discussion and implementation of an installment plan for enhanced security camera coverage to be implemented by the end of 2013.
C.1. e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The Library has a contract shared with its sister libraries at Bakersfield College (BC) and Cerro Coso Community College (CCCC) with the SIRSI/DYNIX corporation for its HORIZON automation/catalog system. Most of the Library’s twenty-four databases and two online book collections are vetted and purchased through the Community College League of California’s (CCLC) Library Consortium. The College IT department is responsible for purchase and maintenance of computers, technology hardware and software, copiers, paper, and other needs. PC’s Maintenance and Operations department is responsible for the Library’s physical facility and security provisions like surveillance cameras, motion sensors, and other needs.

Self-Evaluation

The Library benefits from the expertise and cost-savings provided by CCLC for its database contracts. CCLC does quality control on the contracted databases, service, assistance with questions, renewal reminders, and it helps with the purchase of contracts.

The IT/Graphics Department does an excellent job of providing and maintaining printers, print cartridges, paper, and copier equipment for student use. The College IT manager has been working with the District to select a universal card system that will let students check out books, pay for copies, buy items from food service and the bookstore, and so on. The current copy card system, old and outdated, has needed constant, creative attention and repair by the IT department. When the system is out of order students are not able to print their projects and turn them in on time.

Improvements also need to be made in the log-on/password protocols students use to get into the databases provided by the Library. Currently, handouts with the passwords for each database are given to students. It will be quicker and easier for student access if single point entry is set up by remote proxy access.

Since 2011, library staff has been investigating better ways for students to access multiple databases by talking with other District librarians, colleagues, and database vendors. The goal is to make it easier for students to access Library resources and services at a single access point with a remote proxy server or other protocol.
Actionable Improvement Plans

- The IT manager will coordinate the installation of a universal card system and remote proxy access by 2013.

C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

To evaluate library services, the full-time librarian worked with the institutional researcher to create various surveys that were distributed in 2011 to create baseline information about user satisfaction. For the Library’s Service Area Outcomes (SAO), the “Student Survey of PC Library Resources” was designed to assess student satisfaction with library resources (ILC14). The SAO Assessment Report can be found with the other SAO and SLO documents in Inside PC Group Files – SLO Discuss (ILC37). The “Reference Librarian Service Student Survey” asked students if they got the information they needed and how satisfied they were (ILC32). The “Faculty Survey to Assess Librarian’s Class Presentation” requested a faculty evaluation of the relevance and utility of library information competency orientations presented to stand-alone classes by librarians (ILC28). The “Librarian Classroom Instruction Survey” was designed to assess student perceptions about the librarian’s orientation to a library resources classroom presentation (ILC30). Questions asked if the orientation was well organized, would it help them find the information they needed, and would it make them feel more comfortable asking a librarian for help in the future.

The fall 2011 study cited in II.C.1 is the first formal assessment of the Learning Center’s SLOs (ILC10). While the data gathered about usage includes both lab students and students receiving tutorial services, the surveys focused on tutoring. To evaluate tutoring services, including both scheduled peer tutoring and drop-in tutoring provided by lab instructors, surveys were given to tutors, tutees, and faculty. Additionally, focus groups facilitated by independent faculty (i.e. not the tutor supervisor) were held with peer tutors. These results will help the Learning Center staff improve the tutorial program as well as fine-tune the SLOs.

Self-Evaluation

Library staff needs to continue to evaluate the results from the surveys described above to see how satisfied the campus community is with its library services. These surveys were literally designed to focus on service. In addition to looking at the results, Library staff also need to revise the survey tools as necessary for better assessment in the future. It appears that the Library Service Desk Survey did not engender enough returns to be of much use (ILC36, ILC37). A better way of getting more completed surveys at the check-out counter will need to be devised.
The full-time librarian will also continue to work with the institutional researcher to revamp the SLO rubric “Student Learning Outcomes Assessment for Library Resources Orientation” (II.C33). The assessment tool previously developed also needs to be adapted to the current librarian-offered information competency classroom presentations (II.C34). The “Librarian Classroom Instruction Survey” distributed in 2011 was designed to assess student satisfaction and evaluation of the learning students experienced during the librarian’s information competency classroom instruction (II.C30).

The fall 2011 Learning Center study is a strong start to the assessment of SLOs in the Learning Center; the results are encouraging both in terms of the quality of services and also in terms of establishing a quantitative baseline from which to generate increasingly accurate reports regarding the number of students served (II.C10).

A workable system for tracking the relationship between class grades and the impact of tutoring to assess the pertinent SLOs.

**Actionable Improvement Plans**

- In 2012-2013, the Library staff will evaluate the results from the above mentioned surveys administered in 2011 to see what needs to be improved in library service areas, determine if the surveys need to be revised for reassessment, and develop goals and processes to achieve needed service area improvements.
- The Learning Center Coordinator and Learning Center Technician will work together to identify and implement a system for tracking the relationship between class grades and the impact of tutoring. This tracking system will be operational by August 2014.
STANDARD II.C LIST OF EVIDENCE

II.C1 Library mission statement from Library Policy Manual
II.C2 Learning Center Program Review
II.C3 “Making the Most of…”
II.C4 Library Website: http://www.portervillecollege.edu/Library/index.html
II.C5 Faculty email requesting book titles for B&N PC reserve donation
II.C6 Faculty email announcing selected B&N donated reserve book titles
II.C7 Fiscal year budget 2011
II.C8 Fiscal year budget 2010
II.C9 Porterville College Mission Statement on website: http://www.portervillecollege.edu/missionstatement.html
II.C10 Porterville College Learning Center study, fall 2011
II.C11 Porterville College Learning Center tutor survey
II.C12 Student Satisfaction Survey, 2007
II.C13 Student Satisfaction Survey, 2009
II.C14 Student Survey of PC Library Resources
II.C15 PC Library Collection Development Plan
II.C19 Sustainability report – Non-Instructional Service Area (SLA) Questions
II.C20 Proposal: Barnes & Noble/Library Reserve Books
II.C21 Library books holiday “layaway” email
II.C22 English 101A, Research Paper: Immigration
II.C23 English 50: Documented Paragraph: The Vietnam War
II.C24 English 101A: Library Sources Exercises
II.C25 Research Assignment #2: Applications of Logical Reasoning
II.C26 Use of the Scientific Method
II.C27 Faculty Survey to Assess Librarian’s Class Presentation: Service Area Outcomes (SAO) Assessment Report
II.C28 Faculty Survey to Assess Librarian’s Class Presentation
II.C29 Librarian Classroom Instruction Survey: Student Learning Outcomes (SLO) Assessment Report
II.C30 Librarian Classroom Instruction Survey
II.C31 Reference Librarian Service Student Survey: Service Area Outcomes (SAO) Assessment Report
II.C32 Reference Librarian Service Student Survey
II.C33 Student Learning Outcomes – Library Resources Presentations
II.C34 Student Learning Outcomes Assessment for Library Resources Orientation Presentation
II.C35 Student Learning Outcomes (SLO) Assessment Report for Information Competency Presentations to Classrooms
II.C36 Library Service Desk (Check-out Counter) Survey
II.C37 Library Service Desk (Check-out Counter) Survey Service Area Outcomes (SAO) Assessment Report
Standard III
Standard III: Resources

A  Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

A.1  The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

A.1.a  Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The Kern Community College District (KCCD) employs faculty and staff who provide support for all programs and services in a multi-college environment. All District-wide Human Resources functions are administered from the District Office with direct on-site HR management support services at Bakersfield College, Cerro Coso Community College, and Porterville College. (III.A1) The District, through its consultation process, reviews, develops, and implements personnel policy and procedures which positively affect consistency in employment recruitment, equal employment, employee evaluations, professional development, and employee safety District-wide.
Self-Evaluation

The College Human Resources (HR) Office works in collaboration with administration, the division chairs, faculty members, and supervisors to ensure hiring is consistent in all phases of the employment process. Faculty hiring procedures are stated in KCCD Board Policy Manual, Section 6. (III.A2) The HR Operational Guidelines clearly outline classified hiring procedures. Criteria, qualifications, and procedures for selection of personnel are stated in HR Operational Guidelines for Classified Personnel (III.A3) and Academic Personnel (III.A4), and Board Policy for faculty and confidential/management (III.A5) positions. KCCD Board Policy, California Education Code (III.A6, III.A7), and union contracts (III.A8, III.A9) are utilized to ensure all positions are distinctive yet uniform. Guidelines for each job are clearly listed and defined for Classified and Confidential Management Positions (III.A10). Currently, a comprehensive procedural manual is being drafted and will include detailed information regarding hiring procedures for all employment classifications (III.A11).

The comprehensive hiring process for all classifications includes advertisement, application, interviews, demonstrations, and examinations.

Positions are advertised in several areas. The HR Office advertises in-house and to the public. All open positions are listed on the College and District website (III.A12). Positions are advertised in local and professional publications along with targeted advertising websites.

Candidates who do not meet minimum qualifications or equivalency requirements are not granted an interview. Screening committees verify minimum qualifications through application documents, previous work experience, certificates, degrees, panel interviews, possible skills testing, and reference checks. Classified and confidential/management applicants who meet the minimum qualifications or equivalency may be selected for an oral interview and may be required to perform a skills and/or knowledge demonstration. Faculty applicants must meet minimum qualifications published by the California Community College Chancellor’s Office (III.A13) or equivalent requirements verified through the equivalency process by the division chair and Academic Senate (III.A14).

Steps to ensure faculty members have knowledge of their subject matter include a review of previous experience and transcripts, along with interviews, a teaching demonstration, and a statement of teaching philosophy. Interview questions allow candidates to describe their experience in promoting student learning. Teaching demonstrations provide verification of skill. Reference checks verify the applicants’ previous experience. Educational verification is provided through transcripts, credentials, and evidence of minimum qualifications.

Prospective applicants are informed that foreign degrees need to be evaluated before the application can be processed by HR. Applicants provide foreign transcript equivalency from recognized foreign transcript evaluation services of their choice. Numerous organizations provide foreign transcript evaluation. A list of acceptable agencies is not offered by the College or District to avoid promotion of any individual organization. Review of foreign transcript
evaluation usually includes the Academic Senate President, division chair, and appropriate administrator.

Employee evaluations are conducted on a regular basis for all employee classifications. Evaluation policies are clearly stated in the KCCD Board Policy Manual. There are uniform and consistent evaluations of all tenured and non-tenured faculty members (III.A15). Evaluation validates faculty performance.

The District Human Resources Management plans for continuous improvement and specific outcomes for all services it provides to the Colleges. The District Human Resources Operations organizes its personnel staffing to adjust to hard economic times without compromising high quality and completes Human Resources services (including Payroll). A second Human Resources department planning matrix was updated in the spring of 2012 to allow for budgetary planning (III.A16).

The Colleges and District previously employed Equal Employment Opportunity (EEO) compliance managers at each college and the District Office. The District has hired professional personnel to administer its EEO program. This is a major shift from the over reliance on District or College staff in other departments outside Human Resources to monitor and facilitate EEO compliance.

**Actionable Improvement Plans**

- The comprehensive Human Resources procedural manual that has been drafted will be processed through the consultative process in the fall of 2012.

**A.1.b** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Descriptive Summary**

Porterville College follows the KCCD Board Policy to ensure that all personnel are comprehensively evaluated. All employee classifications are evaluated on a scheduled basis.

Per KCCD Board Policy Manual, Section 10E, confidential/management employees are evaluated annually the first two years of employment and every four years thereafter (III.A17). The process includes a written evaluation completed by the supervisor, an evaluation survey that includes faculty input, the job description, and a written self-assessment. Section 10E7 defines the process due to unsatisfactory evaluation results (III.A18).
Full-time and adjunct faculty evaluations are handled in accordance with procedures outlined in the agreement between KCCD and the Community College Association (CCA). The CCA contract also outlines the process for unsatisfactory evaluations for both Faculty (III.A19) and Adjunct Instructors (III.A20).

Classified evaluations are completed as per the written agreement between KCCD and California School Employees Association (CSEA) (III.A21). Evaluations are based on job-related criteria and completed by their supervisor on a regular basis (CSEA Contract, Article 9M). During the probationary period, classified personnel are evaluated at 3, 6 and 11 months of employment, and then annually thereafter within 30 days of their anniversary date. Evaluations which are less than satisfactory must include detailed information relating to the rating.

**Self-Evaluation**

The College meets this standard; however, new evaluation instruments will be established and executed to ensure standards are measured accurately. The CCA agreement incorporates these changes to the faculty and adjunct evaluation procedures. New management employee evaluation instruments have been developed and implemented District wide. All full-time faculty, adjunct faculty, classified staff, and confidential/management employees are evaluated on a consistent basis.

**Actionable Improvement Plans**

None

| A.1.c | Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. |

**Descriptive Summary**

The faculty evaluation process is well established by KCCD. The process includes classroom observation by administration and colleagues, student evaluations, instructional materials review, professional responsibilities review and, when applicable, evaluation of non-instructional assignments. All of these components contribute to assessing and improving student learning outcomes (III.A22).

**Self-Evaluation**

The College meets this standard. The enhancement of student learning outcomes (SLO) has been implemented as part of the institutional, program, and course level.

As we move forward, the KCCD and Porterville College continue to develop and improve new methods in determining the effectiveness of SLOs.
Actionable Improvement Plans

None

A.1.d  The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The KCCD Board Policy Manual, Section 11 – General Personnel Administration addresses ethical issues (III.A23). Sections of Board Policy are regularly reviewed and, if necessary, revised or created to meet the District’s continued commitment to high professional ethics standards. As of July 8, 2010, Section 11M1 was created to include a new nepotism policy (III.A24). The College Mission Statement also incorporates and references the College’s commitment to respect, collaboration, and participatory governance (III.A25).

Self-Evaluation

The College meets this standard.

Actionable Improvement Plans

None

A.2  The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

The College President makes the final decision regarding staffing; however, the needs are initially identified through individual program reviews. A program’s request for a new faculty or staff position is documented and reviewed as part of participatory governance. The Academic Senate prioritizes a list of faculty positions for the upcoming academic year and then submits the list to the College Learning Council (CLC) and College President for review. The College President reviews the list, revises it if necessary, and then communicates her decision to the CLC, after which it is submitted to the Chancellor for the final decision.

Self-Evaluation

The College partially meets this standard in employing a sufficient number of faculty, staff, and administrators. The College met its District-allocated full-time faculty obligation in 2010-11 (III.A26) and is currently exceeding the allocated FTFO for 2011-12 (III.A27).
The College has experienced a steady reduction in funding during the past several years. District, administration, and individual departments continue to look for fiscally responsible methods to maintain exceptional services to students. To guarantee necessary services are not interrupted, all employee classifications have assumed extra work.

District Human Resources is currently conducting a reclassification study for classified staffing (III.A28). This reclassification study is to address all classified staffing needs District-wide. The study will ensure duties are consistent and look at appropriate staffing needs.

**Actionable Improvement Plans**

- Upon completion of the reclassification study, the District HR Office will review and, in cooperation with CSEA, submit a recommendation to the Chancellor.

| A.3 | The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered. |
| A.3.a | The institution establishes and adheres to written policies ensuring fairness in all employment procedures. |

**Descriptive Summary**

Porterville College applies personnel policies as stated in the KCCD Board Policy Manual (III.A29), HR Operational Guidelines (III.A30), and the faculty and classified agreements. All publications are either on or linked to the College website (III.A31). New faculty members receive a copy of the CCA contract and new classified staff receives a copy of the CSEA contract upon hire.

Classified employees, faculty, and administrators attend a new hire orientation with the College HR office (III.A32); classified employees and administrators also attend an orientation held at the District Office. Adjunct faculty receives a brief orientation on personnel policies from the College HR office and additional guidance from the division chair, specific to the department upon hire.

The HR Mission Statement reflects the goals of equitable and consistent application of all policies and procedures (III.A33).

General employment information and application processes can be found on the District and College website (III.A34). All specific position announcements list application procedures which include the submission of a complete application packet by a stated deadline to guarantee consideration. Equal employment opportunity and non-discrimination statements are included in all position announcements. The KCCD Board Policy Manual (III.A35), HR Operational Guidelines (III.A36), and the Human Resources Procedures Guide (III.A37) detail hiring procedures for all classifications. An EEO brief is conducted by the HR Manager to each screening committee at the beginning of the process. This ensures all members understand their
responsibility with respect to confidentiality, equal opportunity employment, and general policies relating to the screening process.

Self-Evaluation

The College meets this standard. District HR and the College HR office continue to review their application of personnel policies. New employees provide input by completing new orientation surveys conducted at the District (III.A38).

Actionable Improvement Plans

None

A.3.b  The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Official personnel files for Porterville College are maintained at the KCCD’s HR office. HR Operational Guidelines (III.A39), and the following sections of CCA Faculty Contract: Article 14 (III.A40) and CSEA Contract: Article 9 (III.A41) list file access requirements.

Unofficial personnel records are kept in secured file cabinets in the College HR office. Full access to unofficial records is limited to HR staff. During operational hours, doors are locked before HR personnel exit. Door keys for the HR office are limited to the HR staff and, in the event of an emergency, the College President for building access.

Access to the College and District-wide employee and student database system requires administrative approval and is strictly limited. Inactive confidential documents are destroyed. The District contracts the shredding services to Bakersfield Association for Retarded Citizens (BARC) Shredding. Documents are placed in a secure bin until scheduled pick up, which is every 2 months.

Generated ID numbers are used in place of Social Security numbers as identifiers on campus and District forms, reports, and the employee database system.

Self-Evaluation

The College meets the standard for ensuring that all active personnel documents are secure and confidential.

Actionable Improvement Plans

None
A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

A.4.a The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

Descriptive Summary

Equal Opportunity and diversity are addressed in the KCCD’s Board Policy, Section 11D (III.A42) and in written statements District-wide. The policy was recently amended to incorporate EEO standards governed by the Title 5 and Education Code regulations, December 17, 2009.

Diversity appreciation is encouraged through several means, including but not limited to cultural awareness days, Disability Awareness month activities, ASPC, club activities (III.A43), and guest speakers. At Porterville College, the Cultural and Historical Awareness Program (CHAP) sponsor lectures monthly throughout the academic year to promote historical and cultural awareness for students and the community (III.A44). Organized in 2002, CHAP emphasizes different aspects of society, to which student’s may have little or no exposure.

Self-Evaluation

Commitment to equity and diversity is well-communicated on campus. The KCCD Climate Survey Report recently released the 2011 survey results regarding diversity and acceptance. The results showed 87% - 90% of Porterville College employees feel the general climate is supportive of differences of diverse groups such as race and ethnicity, gender and disability (III.A45).

The College encourages educational continuance and professional development for all employees through various staff development programs. The professional development program encourages classified employees to continue education which benefits the employees, college, and District (III.A46).

The Employee Assistance Program (EAP) offers confidential counseling services for employees and their dependents under the benefit plan (III.A47).

Actionable Improvement Plans

- Implementation of the new EEO changes adopted by the Board of Governors, January 10, 2011, will be applied, after the Department of Finance has addressed the “mandated costs” to the State of California.
A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

KCCD is committed to providing all persons with equal employment and education opportunities without regard to race, color, religion, gender (or pregnancy-related condition), national origin, age, disability (or medical condition), marital status, or sexual orientation. HR ensures all open positions are listed with the following publications and websites: cccregistry.org, Bakersfield Californian, Local Newspaper(s) - Porterville, Visalia and Hanford, Bakersfield.craigslist.org, Bulldogjobs.com, CSU Bakersfield Career Center, CalJobs.ca.gov, edjoin.org, NorCalHERC.org, Higheredjobs.com, insidehighered.com, and monster.com. In addition, positions are posted to the following diversity sites: AsiansinHigherEd.com, BlacksinHigherEd.com, HispanicsinHigherEd.com, monster.com. Specialized positions are advertised in additional publications and list-servers of professional organizations.

During the application process, all applicants have the option of completing an Equal Opportunity Employment Survey form (III.A48). This and related data are used by Human Resources to track and analyze employment equity.

Self-Evaluation

The College meets this standard. Individuals within HR are members of the Association of Chief Human Resources Officers (ACHRO) (III.A49). Data regarding employment records are collected and analyzed by the Office of Institutional Research and District HR. Some of the data collected is published on the College website and in documents sent to the Chancellor’s Office.

Data from this website indicate that as of 2008, 22.7% of College faculty and staff are from minority groups and the student population is 61% minority. Faculty and staff are 56.4% female, whereas the student population is 64.3% female (III.A50).

Actionable Improvement Plans

None

A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

KCCD utilizes a variety of media such as handbooks, guidebooks, brochures, catalogs, Board Policy, web, email and bulletin boards to communicate policies and procedures to guarantee fair and consistent treatment of employees and students (III.A51, III.A52, III.A53, III.A54, III.A55, III.A56 and III.A57).
Policies related to fair and equitable treatment of personnel and students are reflected in various sections of the KCCD Board Policy Manual (III.A58). Topics covered within the general personnel policies and procedures include non-discrimination, discrimination complaint process, sexual harassment, students and staff with disabilities, wellness of employees, drug-free workplace, employees with chronic communicable diseases or infectious conditions, safety and security. The classified (III.A59) and faculty (III.A60) bargaining agreements include the formal grievance procedure to resolve issues covered under the contracts. Additional policies for students contain the student complaint procedure, student conduct and discipline. Student policies are published in the Porterville College Catalog (III.A61), class schedule (III.A62) and Student Handbook (III.A63). The Education P101 and P076 classes also cover policies related to students (III.A64).

Self-Evaluation

The College meets this standard.

Actionable Improvement Plans

None

| A.5 | The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. |
| A.5.a | The institution plans professional development activities to meet the needs of its personnel. |

Descriptive Summary

Flex days are provided for staff development each academic year at Porterville College (III.A65). Two days are organized in the fall semester and one in the spring semester. In their professional development activities, faculty members are encouraged to further education by applying and receiving approval for salary progression as per the CCA contract, Article 11F (III.A66). Classified staff is encouraged to enroll in a Professional Development program continuing their education which benefits the employees and the District. Upon approval, classified staff may be compensated $1,500 for each 15 credits completed as specified in the CSEA contract, Article 9G9 (III.A67). College-wide professional development funds are limited due to budget restraints.

Self-Evaluation

Staff professional development is funded from AB 1725 and distributed District-wide. This state program no longer exists, so funds are carried over from prior years until the funds are exhausted. In the past, the College Staff Development committee reviewed and made recommendations for individual and campus involvement in staff development programs. However, since the funding has been eliminated, the committee has been dormant.
Despite the handicap of funding and the inactivity of the College Staff Development Committee, the College continues to bring staff development programs to all employees. Throughout the year, a variety of technology training events are usually offered (III.A68). Frequent presenters include the College’s Web Coordinator, the College’s IT technicians, the Educational Media Design Specialist (EMDS), a KCCD technology representative or, occasionally, representatives of hardware or software vendors. In the past, the committee reviewed and made recommendations for individual and campus involvement in staff development programs. In addition, College staff is encouraged to participate in the KCCD Leadership Program.

**Actionable Improvement Plans**

- During the budget planning process for 2013-14, the Budget Committee and CLC will consider cost-effective ways to bring additional professional development programs to all staff.

**A.5.b** With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**Descriptive Summary**

The Vice President of Academic Affairs and the Academic Senate President organize the staff development workshops for the flex day schedule. Surveys were used as a tool to improve its programs and offerings, however, have not been used to evaluate flex day workshops since 2007 (III.A69). In spring 2007, participants were asked what information they wanted in the workshops. In fall 2007, participants were asked to rate the activities. Surveys are conducted after the new hire orientations at the District (III.A70). Currently there are no surveys given for the College orientation.

**Self-Evaluation**

The College partially meets this standard. Although surveys have not recently been conducted for the flex days recently, surveys are conducted to evaluate other areas. The surveys given for the September 2011 District Orientation were given high ratings by the attendees, stating the presentation was very informative. Surveys need to be re-introduced as part of the professional development program in order to evaluate workshops and the needs of the employees.

**Actionable Improvement Plans**

- Beginning fall of 2012 surveys will be conducted by the Flex Day Coordinators at the conclusion of each Flex Day to provide input on the effectiveness of the activities.
A.6 Human Resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The College utilizes the outcomes of three processes to assess the use of human resources in institutional planning. These processes include the Educational Master Plan (III.A71), the program review process, and new position recommendations (III.A72) through participatory governance.

Self-Evaluation

The program review process evaluates current staffing and program needs along with the projected impact of future trends on programs and staffing. Each program is reviewed every three years. Porterville College is in the process of updating the Educational Master Plan.

The College Learning Council (CLC) plays an integral part in the discussions of staffing priorities based on FTES, program, college and community needs.

The College meets this standard.

Actionable Improvement Plans

None
# STANDARD III.A LIST OF EVIDENCE

- **III.A1** Human Resources Organization Chart
- **III.A2** KCCD Board Policy Manual – Section 6G
- **III.A3** HR Operational Guidelines – Classified Employee Hiring Procedure
- **III.A4** HR Operational Guidelines – Hiring Part Time Adjunct Faculty
- **III.A5** KCCD Board Policy Manual – Section 10B
- **III.A6** California Education Code, Employment of Faculty
- **III.A7** California Education Code, Employment of Classified
- **III.A8** CSEA Contract – Appendix A
- **III.A9** CCA Contract – Addendum 2a
- **III.A10** KCCD Board Policy Manual
- **III.A11** Comprehensive Procedural Manual – Hiring Procedures
- **III.A12** KCCD Job Site webpage: https://careers.kccd.edu/
- **III.A13** Min Qualifications published by the California Community College Chancellor’s Office
- **III.A14** KCCD Board Policy Manual – Section 6G4C1
- **III.A15** CCA Contract – Article 6
- **III.A16** Human Resources Planning Matrix
- **III.A17** KCCD Board Policy Manual – Section 10E
- **III.A18** KCCD Board Policy Manual – Section 10E7
- **III.A19** CCA Contract – Article 6
- **III.A20** CCA Contract – Article 7
- **III.A21** CSEA Contract – Article 9M3
- **III.A22** CCA Contract – Article 6
- **III.A23** Board Policy Manual – Section 11
- **III.A24** Board Policy Manual – Section 11M1
- **III.A25** College Mission Statement
- **III.A26** 2010-2011 FTFO Allocation
- **III.A27** 2011-2012 FTFO Allocation
- **III.A28** Reclassification Study Information Website:
- **III.A29** KCCD Board Policy Manual Website:
- **III.A30** HR Operational Guidelines Website:
  - [https://intranet.kccd.edu/Human%20Resources/Operational%20Guidelines/Default.aspx](https://intranet.kccd.edu/Human%20Resources/Operational%20Guidelines/Default.aspx)
- **III.A31** College link to KCCD website: [http://www.portervillecollege.edu/](http://www.portervillecollege.edu/)
- **III.A32** New Hire Orientation Power-points
- **III.A33** Human Resources Mission Statement on Webpage:
  - [http://www.kccd.edu/Human%20Resources/Default.aspx](http://www.kccd.edu/Human%20Resources/Default.aspx)
- **III.A34** Application Process and Information Webpage:
  - [http://www.portervillecollege.edu/human-resources/index.html](http://www.portervillecollege.edu/human-resources/index.html)
III.A35  KCCD Board Policy Manual – Section 10B2 & 10B3 (Confidential Management)
III.A36  HR Operation Guidelines – Classified Employees Hiring Procedure
III.A37  Comprehensive Procedural Manual – Hiring Procedures – Section 4
III.A38  KCCD New Orientation Survey
III.A39  HR Operational Guidelines – Access to Employee Files by Campus HR
III.A40  CCA Contract – Article 14
III.A41  CSEA Contract – Article 9C
III.A42  Board Policy Manual – Section 11D
III.A43  ASPC Club Website: http://portervillecollege.edu/asb/index.html
III.A44  C.H.A.P. Website: http://www.pc.cc.ca.us/CHAP/
III.A45  Class Climate Survey
III.A46  CSEA Contract – Article 9G9
III.A47  Employee Assistance Program (EAP)
III.A48  Equal Opportunity Employment Survey Form
III.A49  Association of Chief Human Resources Officers
III.A50  Employment Records Data
III.A51  KCCD Non-Discrimination/Equal Employment Policy
III.A52  KCCD Unlawful Discrimination Policy
III.A53  KCCD Drug-Free Workplace Policy
III.A54  Sexual Harassment is Forbidden by Law Pamphlet
III.A55  Discrimination is Against the Law Pamphlet
III.A56  KCCD Computer and Network Use Agreement
III.A57  KCCD Board Policy Update Emails
III.A58  KCCD Board Policy Manual – Section 11
III.A59  CSEA Contract – Article 9P
III.A60  CCA Contract – Article 16
III.A61  Porterville College Catalog
III.A62  Porterville College Class Schedule
III.A63  Porterville College Student Handbook Website: http://www.portervillecollege.edu/student-handbook/index.html
III.A64  Education P101 & P076 - Syllabus
III.A65  Flex Day Schedules
III.A66  CCA Contract, Article 11F
III.A67  CSEA Contract, Article 9G9
III.A68  Technology Training Announcements
III.A69  2007 Fall and Spring Flex Day Surveys
III.A70  District Orientation Survey
III.A71  Education Master Plan
III.A72  Program Review Website: http://www.portervillecollege.edu/Research/Program%20Review.htm
Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Porterville College is located on approximately seventy acres (III.B14) and contains adequate grounds to house programs and services.

Facilities supporting the educational programs offered at the College include a library, learning resource center, theater, media center, trade and industry building, career development, child development center, health careers, nursing skills lab, fine arts, science-math, and a greenhouse area. Physical education and athletics facilities include a stadium and track, gymnasium, fitness center, weight room, tennis courts, and baseball and softball fields.

Ample parking is located in close proximity to all campus facilities. Renovation plans include the construction of a new allied health building, construction of a new building for the childcare center, modernization of the science-math buildings air distribution system, renovation of a parking lot, construction of a new fire lane behind the fitness center, renovation of the main path of travel for the campus which will include new sidewalk on College Avenue, modernization of the Learning Resource Center (LRC) Commons B, with the addition of a new exit and path, recondition existing roofs on the Academic Center (AC), Communications Art (CA), Fine Arts (FA) and Student Center (SC) buildings by patching and coating (III.B13).

The College is committed to providing safe and sufficient campus resources to each person on campus.

Self-Evaluation

The Maintenance and Operations (M&O) department inspects the facilities for health and safety compliance. The Facilities participates in regular Fire Department inspections and has licensed contractors maintain the fire protection systems. Security alarms are in place throughout the campus but need to be updated. Additional security is provided by trained security staff and the College’s cadet program. The College monitors the safety and sufficiency of facilities at off-campus sites in the same manner as on-campus facilities. Information is shared between departments and off campus sites, as well as the District. The College also maintains safety and sufficiency of the facilities by ensuring that requests for maintenance services (III.B2) are completed and recorded with M&O (III.B12). Nevertheless, the work order system needs to be upgraded.
The M&O Manager meets weekly with the District’s Facilities Project Manager to review new and current projects (III.B13). Improvement areas noted to date are the need to enhance energy efficiency by completing an exterior and interior lighting retrofit program, improve the existing security camera system, construct a new chilled water loop with a central chiller plant and install a solar panel system on campus property.

**Actionable Improvement Plans**

- During 2012-13 the College will implement a computerized maintenance management system to help track and prioritize work orders. A preventative maintenance module will be activated which will track preventative maintenance of equipment.
- The M&O Manager will review recommendations to be submitted by outside consultants charged with developing plans to enhance energy efficiency, upgrading the camera and security systems, and arranging for the installation of a solar photovoltaic electric generating project. The evaluation of the recommendations and planning for construction will be completed during the 2013-14 year.
- During 2012-13 the Facilities Planning Committee will work with the District Facilities Department to begin implementation of an updated Facilities Master Plan. The District contracted with Cambridge West Partnership (III.B1) who will assist in the development of the Educational Master Plan for Porterville College. This will provide a bridge to a new Facilities Master Plan.

**B.1.a** The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

**Descriptive Summary**

M&O maintains and repairs all facilities regularly based on long-range planning and a strong campus communication network. Long-range plans are outlined in a scheduled maintenance project tracking list (III.B13).

Maintenance support not addressed in the long-range plans can be requested by any staff or faculty member in the form of a request for maintenance services (III.B2). This form is available on the College webpage. Upon receipt of an approved work order request, the tasks are prioritized by M&O and assigned to the proper technician for execution.

Communication within M&O is facilitated through department meetings. Meetings are held in the conference room of the M&O building. Meetings are held on an as-needed basis.

Procedures for requesting the use of the District facilities are located on the College website (III.B3). Requestors can submit a request form if they want to use any portion of the College facility which includes grounds and athletic fields.
Allocation of classroom space is managed by the Office of Instruction. A Transportation Request form is on the College website ([III.B4]). Qualified drivers can submit a completed form to request a car or van to transport them to a meeting or event.

To conserve energy and financial resources, during upcoming construction and remodeling projects, the College will purchase energy-efficient heating and cooling units.

**Self-Evaluation**

The California Community Chancellor’s College Finance and Facilities Planning Office reports the current capacity load ratios are acceptable to plan capital improvements for Porterville College ([III.B5]). A new Allied Health building has been listed as the first project. Future construction is pending economic recovery and available funding not only for the construction of the building but also staffing to support and sustain it.

For energy conservation, the Heating Ventilation and Air Conditioning (HVAC) schedule is reduced when the buildings are not occupied. In addition, a four and one-half day work week is in effect which helps minimize the amount of energy required to cool or heat buildings.

The square foot average for cleaning per custodian is 25,000 sq. ft. of space to achieve the lower end of adequate cleaning for a campus. The average at Porterville College is 41,020 sq. ft. per custodian. According to the California Association of School Business Officials (CASBO) Formula, which calculates the number of custodians required to maintain individual school buildings, the College is understaffed by approximately 40% ([III.B6]).

**Actionable Improvement Plans**

- During the development of the 2012-13 budget, the M&O Manager will request additional custodians as needed.

**B.1.b** The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

**Descriptive Summary**

Porterville College is served by the East-West State Route 190. The existing freeway off-ramps are less than one half-mile from campus. The City of Porterville has a long-term plan to build exit ramps off Route 190 that would feed directly into the College. It is anticipated that this project is some twenty years in the future. Route 65 is the principal North-South highway serving the College. The College is approximately twenty miles east of Highway 99.

The majority of students and faculty access the College by automobile. Parking at the College is abundant. Saturday parking is more limited due to the Foundation-sponsored swap-meet that utilizes an 800-space parking lot. A small percentage of students ride their bicycle and the College provides bicycle racks strategically placed around campus.
Porterville has an extensive fixed route transit system throughout the city which includes a bus stop in front of the College (III.B7). The system operates Monday through Friday from 7:00 a.m. to 7:00 p.m. and Saturday from 9:00 a.m. to 5:00 p.m. Recently the College joined partnership with San Joaquin Air Pollution Control District as a Healthy Air Living Partner (III.B8). The College has submitted a letter of commitment to actively participate in performing measures to reduce air pollution. The College is encouraging alternative transportation to students and staff by means of setting up a ride share program and an active bulletin board encouraging alternative transportation methods.

The College provides adequate and acceptable lighting of interior and exterior space which includes classrooms, labs, offices, parking lots, and walkways. M&O staff unlocks and opens the campus at the beginning of each business day.

The District Safety Office maintains a contract with North State Environmental (III.B9) to remove hazardous wastes from our campus on a routine basis. The District Safety Office coordinates with Science and Maintenance staff and arranges the hazardous waste pickup day and time.

M&O is responsible for ensuring that all sites comply with current Federal and State regulations. In order to ensure that the College complies with all Americans with Disabilities Act (ADA) requirements, the District hired consultants to oversee such projects. Currently two projects are being planned to remove barriers: a path of travel from the bus stop onto the campus and modernization of walkways at the Career Tech building.

**Self-Evaluation**

The spring 2009 Student Satisfaction Survey (III.B11) reflected that students feel neutral or good about the quality of parking lot lighting. Classroom Facilities were rated neutral by 19.7%, good by 43.4% and excellent by 17.1%. Security was rated as neutral by 21.4%, good by 23.9% and excellent by 12.2%.

Architectural barrier removal for disability access is being addressed. College ADA accessible campus maps have been installed at the entrance of the Library, Learning Resource Center (LRC), and Academic Center buildings.

**Actionable Improvement Plans**

- Camera system improvements are scheduled to be completed by spring 2014 to address security concerns.
- M&O will address the following areas concerning disability access: path of travel from the bus stop to the campus, access ramps to the Nursing Skills lab, access clearance to the M&O grounds department, and access curb ramps on College Avenue. These projects are scheduled for completion by 2015.
- An energy consultant will review existing facilities and provide a plan by 2015 to enhance the quality of lighting throughout the campus.
B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

The District Facilities Project Managers and the College Maintenance and Operations managers meet weekly to review and discuss improvement projects for the College. The College M&O Manager meets regularly with College Administration and the College President to provide advice concerning facilities planning, and recommending short and long-range plans.

The Math-Science building remodel and the construction of a new Library building was completed in 2008. The remodel of the LRC was completed in 2009. The construction of a new Fitness Center was completed in 2010.

The California Community Chancellor’s College Finance and Facilities Planning Office reports the current capacity load ratios are acceptable to plan capital improvements for Porterville College (III.B5). A new Allied Health building has been listed as the first project. Future construction is pending economic recovery and available funding for not only the construction of the building, but also staffing to support and sustain it.

Other new projects in the planning stages include the addition of a new portable building for the Child Care Center, modernization of an existing parking lot, repair and re-coating the roofs for the AC, CA, FA, and SC buildings, installation of an additional exit door and concrete path for the LRC building, and replacement of the air handler system for the SM building. These projects are expected to be completed 2013-14.

The M&O Manager is responsible for the selection of equipment for the M&O department. Equipment is maintained through various means depending on the type of equipment.

Self-Evaluation

The Facilities Planning Advisory Committee which provides oversight into the facilities planning process meets at least once per semester. These meetings incorporate shared governance with the planning of facilities projects.

The M&O Manager is responsible for maintaining the College’s equipment inventory. Equipment replacements are considered after a complete condition and needs assessment is completed. Auctions are held to control the inventory of Board-approved surplus items. All auctions are conducted in accordance with District Policy and California Education Code 81450. District vehicles are scheduled for replacement at the rate of one per year as budgeted. Facilities inspections are completed by the Maintenance and Operations Manager to determine building equipment replacement needs and priorities.
M&O work orders are generated without the use of a computerized maintenance management system. Work orders are tracked using Excel (III.B12). A computerized maintenance management system is needed to improve work order and equipment inventory tracking.

**Actionable Improvement Plans**

- A computerized maintenance management system will be implemented 2012-13 that will track work orders, equipment inventory, and equipment maintenance (III.B15).

**B.2.a** Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

**Descriptive Summary**

Projects are identified through M&O inspections, input from the College administration, division program reviews, and recommendations from consultants and the District Facility Department.

**Self-Evaluation**

A process to better track the preventative maintenance of equipment should be implemented.

**Actionable Improvement Plans**

- A new computerized maintenance management system will be implemented 2012-13 which will help with the tracking of preventative maintenance for District equipment (III.B15).

**B.2.b** Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

**Descriptive Summary**

The District maintains a scheduled maintenance project list for the College. Project funding sources and priorities are reflected on this list. Projects included are roof repairs, major painting projects, utility and mechanical upgrades. The College is required to share funding for such projects at a four four-to-one ratio with the District. The District hired Cambridge West who will coordinate the creation of an Educational Master Plan for the College. This will provide an extended vision for future enrollment growth and determine the physical space needs that will be required to meet that growth.
Self-Evaluation

Since 2007, Porterville College has planned and completed the following projects: construction of the Library building, modernization and construction for the LRC, construction of the Fitness Center, and the demolition of both swimming pools. There is a need to review sites on campus which will provide opportunities for a potential solar field to help support the College’s electrical demand.

Actionable Improvement Plans

- An outside consultant will conduct a feasibility study by 2013 to install a solar photovoltaic electric generating project to help support the College’s electrical demand.
**STANDARD III.B LIST OF EVIDENCE**

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Technology Resources

Technology resources are used to support student learning program and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

C.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Porterville College is devoted to the expansion and development of information systems that provide access to technology that support student learning both inside and outside the classroom. Information Technology (IT) at Porterville College is supported by local IT staff consisting of one Director of IT, one Technology Support Specialist, one full-time and one part-time Technician, one Media Technician, one Website Coordinator, one full-time and one part-time Computer Lab Assistant, one part-time Graphics Technician, and one Educational Media Design Specialist. In addition to local support staff, the College also receives IT support from the KCCD IT staff in the form of voice, video, Help Desk Services, Banner support services, web development, Wi-Fi implementation, as well as WAN and LAN support when needed.

The College IT staff is responsible for a variety of hardware and software across the entire campus covering all disciplines. IT staff monitors and maintains the Computer Commons Lab of 90 computers and 15 computers in the library for general student use. The staff also monitors and maintains a lab of 45 computers that was funded by Perkins VATEA to support Career and Technical Education (CTE) programs and to be used as overflow for the main Computer Commons Lab when it reaches capacity.

The IT staff also supports a mini-lab equipped with specialized software in the Health Careers Department for students in the nursing programs for testing, assignment, and lab practice. Some of the more widely used software programs are also installed in the Commons Labs in order to provide more access for the students of the Health Careers program.

In an effort to provide better student services, the IT staff installed a lab of 19 computers to support registration and assessment testing in Student Services. Software in this lab is restricted only to what is required for class registration and assessment testing.

In addition to the Commons Labs and mini labs on campus, the IT staff also maintains three teaching classrooms of 30 computers each for various classes on campus. One lab is geared toward the Adobe Design Suite for the graphic design, photography, and art classes. However, in an effort to make the lab more versatile, software programs for other classes are also available on
these workstations. The other two classrooms are equipped with software required for information system classes and various programs on campus.

The Disability Resource Center (DRC) maintains a mini-lab of computers with specialized software and hardware to support students with special needs. With the support and coordination of the IT staff, DRC also funded several workstations and software packages in the classrooms and student labs. Over the past few years, the DRC has expanded their services to support more students by purchasing site licenses for specialized software for deployment on all student computers.

The IT Committee ([III.C1] is central to the allocation of technology resources on campus. It is comprised of all segments of the campus community, including one administrator, three faculty members, two classified staff members, and one student. The IT Committee serves as a recommending body to the College Learning Council (CLC) ([III.C2]), the main participatory governance body on campus. Faculty members frequently learn of technology applications in their discussion with colleagues on other campuses or from attending conventions. Many of these ideas are brought to the IT Committee for discussion, and their reports and recommendations are brought to the CLC. The CLC will vote and make a recommendation to the President. The President will make a decision on the recommendation and notify the Director of IT for implementation. Once a decision is brought to the Director of IT, the director will relay the information and project proposal to the District IT Managers group for discussion and implementation strategy.

With the support of the IT Committee, an IT plan was developed in 2009 to help drive technology advancement on the campus. Within the plan, an IT budget that includes the cyclical replacement of instructional computer systems was identified as well as various other policies and procedures that support a student-centered learning environment.

To support student learning and success, the College has established that the advancement of IT resources is a primary budgetary consideration. An annual IT budget is established for supplies, materials, and licensing, as well as a line item for the cyclical replacement of computers. Emergency funding for catastrophic failure of equipment is allocated as needed.

The Educational Media Design Specialist (EMDS) provides technical training to faculty, staff, and students in the form of workshops and training sessions. In addition to the EMDS, the IT staff has one full-time and one part-time Computer Lab Assistants that monitor the Computer Commons Labs and provide assistance to students. The Learning Center supports student learning through the use of specialized software packages and peer/faculty tutoring. The Health Careers Department also makes use of the College distance-learning classroom that is connected to off-campus sites for audio and video communication. The District office maintains a video conference infrastructure for District-wide meetings and administrative workshops.

To standardize systems across the District, the College IT staff routinely works in coordination with KCCD IT staff on the implementation of various systems in support of student learning programs and services. In the spring of 2010, the College IT staff worked in coordination with District staff to implement the Aruba Wi-Fi system throughout the College campus. The Aruba
Wi-Fi system provides students, faculty, and staff, wireless access both in a secured and unsecured environment in every building on campus (III.C3). In the spring of 2011, the College installed a storage area network (SAN) consisting of a 4-blade virtual server and 34 terabytes of data storage space for general network storage, redundancy, and backup for disaster recovery. In the fall of 2011, Porterville College along with Bakersfield College, adopted the District standard pay-for-print system, CBORD/Pharos, which utilizes the student ID card as the pay card. This new system is far more robust than the previous pay-for-print system and provides students with a more versatile card that can be used in many areas on campus.

The College has established a standard for classroom technology. Each teaching classroom and most conference rooms are equipped with a computer, video projector, and digital document camera. The computers, with DVD-ROM drive, run Windows 7 operating system and all software available in the Computer Commons Lab. With the support of Perkins funding, 19 SMART boards have been purchased and installed throughout the campus for instructional use. As faculty begins to make use of the SMART board technology, it will become part of the minimum classroom technology standard.

Self-Evaluation

Porterville College, with the support of the Budget Committee and active participation of the IT Committee, the District IT Managers group, and IT Director, has ensured that technology is being used to enhance the operational effectiveness of the institution. The IT Committee continues to look at new instructional needs and priorities as needed. The Director of IT continues to seek input from faculty, staff, and students on IT needs, while working with the District Office and other KCCD colleges to bring new technology to the campus. The College meets this standard.

Actionable Improvement Plans

None

C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Porterville College has made it a priority to effectively implement technology in support of its institutional mission, and training is a key component. There are a number of ways in which training for effective use of technology is accomplished at the College. For example, students can attend one of several free workshops on popular Microsoft Office (MS Office) programs that are offered each semester (III.C4). Students who use the Learning Center receive initial orientations provided by the Learning Center Technician (LCT). They can also get immediate help from the LCT as needed. Links to MS Office online tutorials are provided on the College's website, and classes on popular MS Office programs are offered each semester.

College employees have a number of support resources when it comes to effective use of technology. These include a Technology Learning Center (TLC) (III.C5) available with a state-of-
the-art computer hardware and software. The EMDS assists with employee use of the lab equipment by appointment and as needed. There is also a binder in the TLC with step-by-step instructions for the most commonly performed functions, in the event that the EMDS is unavailable. On the TLC Website, employees can find job-aids, technology tips, and links to a wide variety of technology training resources. During flex days, a variety of technology training events are usually offered. Frequent presenters include the College's Web Coordinator, the College's IT Technicians, the EMDS, a KCCD technology representative, or occasionally hardware or software representatives. During each semester, the EMDS offers a variety of technology workshops to help faculty and staff effectively incorporate technology into their college functions. Immediately after the spring semester, the EMDS frequently offers a technology training camp, involving multiple days of training and culminating in a completed project. Faculty members who utilize the College's Technology Learning Center (TLC) receive training from the TLC on the special software used in that lab (III.C6).

In addition to the training opportunities previously mentioned, all employees and students of the College can get immediate assistance with technical questions by contacting the help desk, which is available by phone or the Web, 24 hours a day, 7 days a week. Students working on computers in the Computer Commons can get immediate help from the on-duty Computer Lab Assistant.

**Self-Evaluation**

Clear communication exists between the Vice President of Academic Affairs, the EMDS, and the Director of IT on the many areas of training required to support student learning. Training is developed based on new technology trends and request, from faculty, staff, and students specific to their needs. As new technology is applied to the classroom either through the direction of the Director of IT or at the request of the faculty, training programs are developed to support the specific technology.

At the end of every training program, the Educational Media Design Specialist provides a survey in order to measure if the training program meets the needs of the attendees (III.C7). The IT Committee discussed training needs and determined that adjunct faculty need to be provided with more training opportunities on hardware and software. Full-time faculty need more training opportunities when new hardware is brought into the classroom.

**Actionable Improvement Plans**

- During 2012-2013 focused training program for adjunct instructors will be developed by the EMDS, with an emphasis on campus-wide hardware and software already in use.
- A training workshop by the EMDS will be implemented when new hardware is added to the classrooms.
C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The Porterville College IT Plan (III.C8) is the leading document for identifying IT needs and requirements of the College community. The IT Plan, in support of the Educational Master Plan (III.C9) and the Strategic Plan (III.C10), was developed in 2009 and is due to be updated in the 2012-13 academic year. The IT plan describes the IT organization structure; the participatory governance groups the IT staff participates in help to identify college-wide technology needs as they arise, and the IT budget supports a campus-wide technology equipment replacement. The plan also outlines the process for providing new/upgraded equipment and software, as well as the process for repairing technology equipment, and the development of the wireless network infrastructure, and board policy guidelines and procedures.

The IT Department purchases, maintains, and supports all campus IT hardware and software. The IT Department maintains an inventory log of all IT equipment (III.C11). The inventory log is used by the Director of IT for planning equipment replacements and identifying future budget needs. All technology purchases are made through the IT Department to ensure the District and campus standards are maintained and to take advantage of bulk pricing through preferred vendor contracts.

The College and the District work collaboratively to develop and implement District-wide infrastructure equipment standards. Once deployed, the IT staff manages and maintains the local network infrastructure equipment and software. The IT Department maintains all data, video, media services, the campus website, computer classrooms, Computer Commons Labs, graphics center, and all other campus information systems hardware and software.

The IT Department offers technical support for faculty, staff, and students. Depending on the level of their request, faculty and staff can submit a work order for assistance via phone or email to the District Help Desk service or the outsourced 24/7 help desk service. Students requiring assistance may submit a service request through the 24/7 outsourced help desk service. Email confirmation is sent to assigned IT staff who will then complete the work order, log their solution within the work order system, and send a completion response email to the originator (III.C12).

Self-Evaluation

In support of the IT plan, the Budget Committee approved the requested funding to ensure the appropriate infrastructure and equipment can be purchased to meet the Institution’s needs. As a result, the College’s network infrastructure (backbone) has been significantly upgraded to meet its growing IT needs. Many classrooms were upgraded with new computer systems, document cameras, and video projectors. In addition, two Computer Commons Labs for general student use, housing a total of 135 new computer systems, was installed in the LRC building.
It has been three years since the IT plan was developed. In the Fall of 2011 the IT Department completely reorganized which changed IT staff job titles and descriptions and put the Director of IT under the President of the College. Other significant changes occurred since the 2009 plan: computer hardware upgrades, infrastructure upgrades, IT budget allocation, the addition of computer commons labs, and IT equipment purchase policies revisions.

Actionable Improvement Plans

- The IT Committee will develop and implement a new IT Plan in the 2012-13 academic year.

C.1.d The distribution and utilization of technology resources supports the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The IT Department purchases and maintains infrastructure on the campus to support the development, maintenance, and enhancement of its programs and services. Infrastructure includes wiring from standardized Intermediate Distribution Frame (IDF) wiring stations to workstations, optical from IDF to Main Distribution Frame (MDF), and the Data Center located in the Learning Resource Center (LRC). In addition to the very robust wired infrastructure, the campus also maintains a state-of-the-art Aruba wireless network for all faculty, staff, and students. The Wi-Fi network is used in all areas of the campus for general internet access as well as connectivity to network resources for mobile laptop carts used in Science and Math classes and connectivity for systems in the Health Careers Department. Internet access is provided to Porterville College via two AT&T 30Mbps (60Mbps total) MPLS DS3 circuits to the District Office in Bakersfield, CA which has a 1Gbps internet connection to the CENIC (III.C13) statewide education network. There is a backup 25Mbps Microwave based WAN connection from Porterville College to the District Office for failover purposes.

Computer systems in the classrooms and Computer Commons Labs are on a campus-wide replacement budget as described in the budget section of the IT plan. In order to support the advancement of technology requirements of student programs within the classroom, additional funding was identified to purchase extra replacement computers for the Commons Lab and two computer classrooms. As a result all computer systems on the campus support the latest Windows operating system, Windows 7.

A computer commons lab was developed for general computer use for all students. The lab is composed of two areas: All computers in the Commons are loaded with software needed to support all instructional programs and services on campus. Commons A can be reserved for any program or service as a training lab, testing center, lecture hall, etc. In the event that Commons A is not reserved for any of the above events, it may also be used as overflow for Commons B when it reaches capacity.
The College has many online courses through the District standard course management system, Moodle. Students may find support for their Moodle course through the Educational Media Design Specialist. To further support distance education, the IT staff also supports the SMART classroom in the Health Careers area. The SMART classroom makes use of multiple flat screen monitors, high-end cameras, and microphones for connectivity to other SMART classrooms within the District. Connectivity for the SMART classrooms is maintained and supported by local and District IT staff via the WAN connection.

In the fall of 2011, the District launched a web portal for faculty, staff, and students. The web portal for Porterville College is known as “Inside PC.” Through the use of “tabs,” Inside PC provides access to resources such as class schedule, academic record, Banner resources, forms, email, campus updates, as well as many other customizable "channels" for campus information. Inside PC was specifically developed to support programs and services across the College and the District (III.C14).

**Self-Evaluation**

The Director of IT works closely with the Manager of Maintenance and Operations on campus and the facilities group at the District Office to stay abreast of future building requirements and growth plans to make recommendations on infrastructure that will meet the needs of the Institution. The Director of IT informs the IT Committee of impending changes to the infrastructure and computer systems. The IT Committee discusses the potential changes, as well as other information and requests brought by faculty, staff, and students. The committee then makes recommendations to the College Learning Council who, in turn, makes recommendations to the President on what should be implemented. Through this participatory governance process, the College ensures that all constituents are represented and informed on IT changes in support of the development, maintenance, and enhancement of its programs and services. The College meets this standard.

**Actionable Improvement Plans**

None

| C.2 | Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. |

**Descriptive Summary**

The IT Managers group is the primary management group for IT across the KCCD. The IT managers group consists of the IT Director from each main campus Porterville College, Cerro Coso Community College, Bakersfield College, as well as the Director of Web Development for the District, the Director and Assistant Director of IT at the District Office, and the Vice Chancellor of Operations. The IT Managers group discusses and evaluates District-wide IT projects and, through the Vice Chancellor of Operations, makes recommendations to the Chancellor’s Cabinet for District-wide projects.
The IT Managers group maintains a District-wide IT project list that identifies timelines, proposed project completion dates, and assignments (III.C15). New technology projects are initiated by the colleges or by District entities. Any member of the IT Managers group may propose a District-wide or single college project. Projects may also be proposed and assigned by the Vice Chancellor of Operations. Depending on the size and scope of the project, multiple campuses may work on a given project together to successfully complete the project in the requested timeline. The Vice Chancellor of Operations serves as the conduit to the Chancellor’s Cabinet who makes the final decisions, prioritizations, and budgeting decisions for all projects. Once a project is approved and assigned to a resource, the Director of IT, serving as the liaison for the campus, will then take the information to their respective campus IT committees to disseminate District and college-level projects, proposals, timelines, and responsibilities (III.C15).

In 2011, the IT structure across the District was reorganized in order to better meet the District IT needs. As a result of the reorganization, communication across all campuses in the District within the IT groups has significantly improved. Directors of IT report directly to the College Presidents thus providing IT a conduit to the highest level of the campus. Due to this new reporting structure, the information on proposed IT projects comes directly from the highest levels of administration to the Director of IT.

The Director of IT serves on the IT, Budget, Strategic Planning, Facilities Planning, CLC, and Extended Administration Council committees in order to facilitate communication about current and proposed projects and IT resource allocations. Through these committees the Director of IT receives feedback on various projects via committee members, as well as program reviews and budgetary request. Depending on the information provided, the Director of IT will either maintain or adjust the resource allocation to better meet institutional requirements. At times changes to the project and/or resource allocation may be taken back to the IT Managers group for further discussion and direction. This planning, communication, and evaluation process ensures the institution is effectively using IT resources at all levels.

**Self-Evaluation**

The institution has integrated technology planning with institutional planning and regularly assesses the effective use of technology resources. Program reviews are developed by all programs and service areas on the campus. Program reviews are used to identify request for technology resources by departments and programs. Surveys such as the Strategic Planning Survey of Fall 2009 (III.C16) are used to assess the effective use of technology resources across the campus. The IT Managers group ensures communication about campus and District-wide projects are discussed and communicated to the appropriate participatory governance groups. The College IT plan is linked to the Strategic Plan (III.C10), as well as the Educational Master Plan (III.C9). The College meets this standard.

**Actionable Improvement Plans**

None
STANDARD III.C LIST OF EVIDENCE

III.C1 Information Technology Committee Membership
III.C2 College Learning Council Minutes website:
   http://www.portervillecollege.edu/bulletin_board/CLC/index.html
III.C3 Wi-Fi Map
III.C4 TLC Workshops offered to students
III.C5 TLC Workshops offered to faculty/staff
III.C6 Technology Learning Center website: http://www.portervillecollege.edu/tlc/
III.C7 Technology Learning Center Survey Results
III.C8 Information Technology Pan (2009)
III.C9 Educational Master Plan
III.C10 Strategic Plan
III.C11 Information Technology Inventory Log
III.C12 KCCD Help Desk website: http://support.kccd.edu
III.C13 Cenic website: http://www.cenic.org
III.C14 Inside PC portal login webpage: https://inside.portervillecollege.edu/
III.C15 KCCD Information Technology Project Priority List
III.C16 Strategic Planning Survey (2009)
Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Descriptive Summary

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness (II.D1). The District distributes the majority of its unrestricted financial resources based upon an internally developed allocation model (II.D2). This distribution mirrors the allocation model utilized by the State Chancellor’s Office which was a result of SB 361. All three colleges have been able to provide program offerings that have maximized the allowable funded FTES for the District since the inception of the model. The District’s model has also allowed the Colleges to maintain any unused funding and build up sizeable reserves. The District reserves are being utilized to 1) stabilize operations during periods of significant funding reductions by the state, 2) fund unfunded liabilities (i.e. vacation accruals, banked load, and so on.) and 3) set aside funding for deferred capital maintenance projects. Categorical and other funds are primarily allocated based upon their designated purpose.

At Porterville College clearly defined budget oversight procedures and a collegial budget planning process assist the institution in effectively utilizing its allocation and other fiscal resources in pursuit of the College mission and goals. The Director of Finance & Administrative Services and the Business Services staff monitor expenditures, and the Budget Committee (II.D3) and College Learning Council (II.D4) are kept fully apprised of all factors that impact the current year budget. In preparing the next year’s budget, the College follows a budget development process facilitated by The Director of Finance & Administrative Services, working closely with the Budget Committee, one of three sub-committees of the College Learning Council (CLC). The CLC coordinates and reviews all long-term and short-term institutional planning at the College. Its membership includes representatives of all employee groups, as well as students.

The College’s budget process is outlined in a Budget Development Calendar (II.D5). That process requires budget requests to be linked to the College Mission (II.D6), Strategic Plan (II.D7), California’s core mission areas, and Program Review (II.D8, II.D9). The Budget Committee reviews annual budget requests (II.D10, II.D11) using a budget request rubric (II.D12) and makes recommendations to the CLC. The CLC recommends the budget to the President who has final authority in the College’s financial planning and budget decisions.
Self-Evaluation

The College meets the standard. KCCD and the College have sufficient reserves to ensure the support of its educational programs and services and its long-term fiscal solvency.

However, declining allocations from the State and District have required careful planning to make budget decisions and reductions that still support student learning programs and services and improve institutional effectiveness. The College has made every effort to assure that budget reductions to college programs are in alignment with California’s intensified focus on the core mission of Transfer, Basic Skills, and Career and Technical Education. In addition, College faculty and staff have increased productivity while keeping expenditures of College reserves to a minimum in anticipation of a multi-year state budget crisis.

Two concerns should be noted. First, the increase in faculty productivity and cuts in student services must be monitored by the College in order to ensure that these changes can be sustained over multiple years. Second, KCCD’s allocation model in combination with the District’s current process for hiring new faculty is not sustainable over the long term. Personnel costs are currently 74% of the College budget. District charge backs account for another 16%. That leaves 10% of the budget in the general fund for discretionary spending. If the District requires the College to hire new faculty positions with no change in its allocation, the College’s budget will not be sustainable over the long term.

Actionable Improvement Plans

- In 2012 the Budget Committee will summarize and quantify inequities, if any, in Porterville College’s 2012-13 allocation from KCCD. The Budget Committee will look particularly at any inequities that arise as a result of the proportion of the District’s Full-time Faculty Obligation the College is required to assume. Based on this summary, the Budget Committee will forward to the CLC its recommendation regarding inequities in the Budget Allocation Model. If approved, the CLC will forward this recommendation to the District Consultation Council.

D.1 The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary

The College’s planning process is directly tied to its Mission Statement, Strategic Plan, and program reviews. Each budget request (III.D12) must be based on a budget unit’s program review and must identify how it is linked to strategic goals of the College. Starting in fall 2011, the CLC revised the College budget process to require that budget directors consult with a college administrator prior to submitting a proposed budget to ensure alignment with the College mission and goals (III.D13).
Self-Evaluation

The College meets the standard. In response to former weaknesses in this area, the College has made a number of changes to integrate budget and planning. These changes are evidenced further in following sections.

Actionable Improvement Plans

None

| D.1.a | Financial planning is integrated with and supports all institutional planning. |

Descriptive Summary

Financial planning at the College supports institutional planning and is integrated throughout the College structure and decision-making process. The CLC reviews the College mission in the spring of each year, and all Program Reviews (completed on a three year cycle) are required to link objectives to one or more items listed in the Mission Statement. These program reviews, as well as the College’s Strategic Plan, are central to the College’s financial planning process. The Annual Program Review Update and Budget Worksheet is used by The Director of Finance & Administrative Services and the Budget Committee to plan the next year’s budget. This worksheet requires that each budget request be linked to one or more of the core mission areas and one or more of the goals in the College Strategic Plan. Technology requests included on this form are prioritized by the IT Committee to ensure alignment with the College Technology Plan. In fall 2011, the Budget Committee adopted a budget request prioritization rubric that will be used to prioritize budget requests. This rubric requires Budget Committee members to evaluate each new initiative based on four criteria, one of which is the strength of its link to College planning.

Once the proposed budget is complete, the Budget Committee recommends the budget to the CLC, the College group that holds responsibility for all college planning, for review and adoption.

Self-Evaluation

The College meets the standard. The Budget Committee has struggled to find adequate means to ensure that all campus units recognize the importance of linking budget to planning and that the College as well as the Committee itself follows procedures that ensure this link. Several changes in the budget process adopted by the CLC have closed the loop. One change is the requirement that Program Reviews and the Annual Program Review Update and Budget Worksheet be reviewed by the appropriate administrator to determine that the goals and budget requests are in alignment with institutional planning prior to submission to the Budget Committee. Another change is that all technology requests be funneled through the IT Committee in order to ensure alignment with the Technology Plan. While the Annual Program Review Update and Budget
Worksheet adopted in fall 2011 is the latest of several iterations, the College anticipates that its use will effectively integrate financial and institutional planning.

**Actionable Improvement Plans**

- In fall 2012, the Budget Committee will complete its work on a budget narrative to be distributed campus-wide—including as an attachment to the Budget Calendar and the Annual Program Review Update and Budget Worksheet.
- Once the College has completed the 2011-12 budget cycle, the Budget Committee will review and assess the extent to which the current process succeeds in integrating financial and institutional planning and recommend to the CLC any needed changes. The Budget Committee will conduct this review and assessment on an annual basis.

**D.1.b** Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**Descriptive Summary**

At Porterville College the current demand for classes, student services, and continuous improvement and innovation exceeds the financial resources available. KCCD and the College have historically taken a conservative approach when developing revenue and expenditure projections with respect to the budget. Thus, the need to link financial planning to state and institutional goals has become paramount. The College has consistently placed student learning and student success for transfer, basic skills, and career and technical education students at the center of budget planning and prioritization. This can be seen most clearly in the Budget Committee’s April 2010 and 2011 open forum presentation that outline the College’s priorities in making budget reductions. The 2010 presentation was delivered to several campus units, as well as at two campus open forums (III.D14, III.D15).

The CLC receives regular budget updates from The Director of Finance & Administrative Services and the Budget Committee. The Director of Finance & Administrative Services provides an update to the campus at the Fall Flex Day (III.D17), and the Budget Committee holds regularly scheduled and occasional special Budget Open Forums throughout the year. The Budget Committee is kept apprised of all state, District, and administrative decisions that impact the current and future college budgets. This allows the Budget Committee to make recommendations to the CLC based on the most up-to-date and accurate assessment of financial resources and expenditure requirements. After full discussion of these recommendations, the CLC makes recommendations to the President who has final authority on all fiscal decisions.

The College has used carry-over to build a healthy reserve. However, due to the length and severity of the economic downturn, the College anticipates spending down these reserves. On May 10, 2011, the Budget Committee recommended spending down 25% of the College reserve each year over the next four years to maintain the campus at a sustainable level in terms of course offerings and student services (III.D18).
The College encourages staff and faculty to develop grants and contracts as a means to increase its revenue. The College has a Grants Oversight Subcommittee that coordinates and oversees its effort in this area.

**Self-Evaluation**

The College meets the standard. The College has done an exemplary job in managing its financial resources during this economic downturn. With prudent spending and forward thinking, the District and College have thus far minimized layoffs, though reductions in courses and employee hours have clearly weakened student access to instruction and student learning resources in certain areas (III.D19, III.D20). For this reason, the Budget Committee and the CLC must continue to evaluate the effects and the sustainability of these reductions. The College must also continue its search for grants and partnerships, always keeping in mind the long-term financial obligations created by these means of developing financial resources.

**Actionable Improvement Plans**

- Along with each year’s recommended budget, the Budget Committee will prepare a Sustainability Report for the CLC that assesses the impact on sustainability of previous budget cuts in identified areas based on both qualitative and quantitative data drawn from program reviews and other relevant sources.

| D.1.c | When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations. |

**Descriptive Summary**

At Porterville College, the Director of Finance & Administrative Services projects short-term financial resources on a regular basis by monitoring enrollment and increases in health benefits, insurance costs, maintenance costs, and other costs. The Director of Finance & Administrative Services maintains an ongoing assessment of future trends in projected cost increases and shares that assessment with the Budget Committee. All cost increases are factored into the College budget.

As noted in IIID.1.b, the College is currently spending down its reserves at a rate that will deplete these reserves in approximately four years. If the economy has not recovered by that time, the College will need assistance from District reserves or will be forced to make cuts in positions and/or instructional programs.

**Self-Evaluation**

The College meets the standard. However, the projected spending down of College reserves will most likely result in the need for using District reserves to augment the College’s allocation and/or reductions in positions or instructional programs.
Actionable Improvement Plans

None

D.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The District follows Board Policy 3A in its financial planning and budget development. Each year the District issues a budget development calendar that identifies key due dates for completing the budget development. The Chancellor’s Cabinet and the District Consultation Council are presented and are given an opportunity for input on the District Operations budget prior to submission to the Board of Trustees. Further opportunity for constituencies input is afforded at the Tentative and Adopted budget workshops held immediately prior to their respective budget adoption.

The foundations for the College’s financial planning are the Strategic Plan (III.D7), the Enrollment Management Plan (III.D21), the Technology Plan (III.D22), and Program Reviews completed by all College units on a three-year cycle. All of these plans are reviewed and approved by the CLC. In addition, each budget unit completes an annual Program Review Update and Budget Worksheet (III.D11). The College’s budget development process is outlined in the Budget Development Calendar (III.D5) and relies heavily on the Program Review Update and Budget Worksheets (III.D11). All college plans and program reviews, as well as the Budget Development Calendar, can be easily accessed on the College website.

The Director of Finance & Administrative Services oversees the development of the budget working closely with the Budget Committee—a sub-committee of the CLC. The Budget Committee has the responsibility for coordinating budget planning in a manner that assists the institution in utilizing its fiscal resources in pursuit of its stated mission. The Budget Committee meets twice a month during the fall and spring semesters, as well as holding occasional meetings during the summer. The Budget Committee’s membership (III.D3) was expanded in spring 2011 to better represent all campus constituents, to expand input into budget planning, and to enhance communication about budget priorities, constraints, and planning throughout the campus.

As outlined in the College’s Budget Development Calendar (III.D5), the budget development process begins in October with the distribution of the annual worksheet. Worksheets are submitted by November 15 after having been reviewed by appropriate administrators. Also in November, the Budget Committee begins gathering data needed to prepare the next year’s budget. In January and February the budget requests are reviewed and prioritized by use of a budget rubric that ranks new initiatives based on four categories: 1) student-success oriented, 2) link to college planning, 3) cost benefit, and 4) extent to which proposal is data-driven (III.D12). At this point in the process, the committee may invite budget managers to a meeting for question
and answer sessions. Following the Budget Committee’s review, college budget plans are
developed based on several budget allocation scenarios (typically suggested by the District). In
March, the Budget Committee holds an informational Open Forum to present budget priorities
and receive campus feedback (III.D14, III.D15). In April, the Budget Committee submits the
tentative budget to the CLC and alerts budget managers as to what requests will be funded. In
May, the CLC recommends approval of the tentative budget to the College President who
submits it to the Board of Trustees. In June, the Board of Trustees adopts the tentative budget.

The Budget Committee typically meets several times during the summer in order to make
revisions to the tentative budget or to make plans for its implementation. In August, the campus
receives a Budget Update at its Fall Flex Day (III.D17). Additional Budget Forums are held
throughout the year as needed.

One important factor in the preparation of the College’s budget not directly named in the Budget
Planning Calendar is the determination of the number of full-time faculty to be hired for the next
year. Each year the Academic Senate prioritizes full-time faculty requests and submits its
prioritization to the President (III.D23). The President reviews the Senate recommendation before
submitting the President’s prioritization to the Chancellor. Both the Senate and the President
make use of enrollment and other data provided by the IR office when making their
recommendations. However, the number of full-time positions to be funded by the College is
ultimately determined at the District level. Because 74% of the College’s general fund budget
goes to salaries and benefits, the full-time faculty allocation to the College is crucial to budget
development.

Self-Evaluation

The College meets the standard. Porterville College has instituted a number of changes in its
planning and budget structure and process that improve the overall efficiency and effectiveness
of resource allocation, making transparent the relationship between resource allocation and
program review. An example of increased efficiency is the new requirement that College
technology requests be funneled to the Budget Committee through the IT Committee to ensure
that there is no duplication and that campus units are purchasing technology that is needed and
appropriate. An example of increased transparency (and hence campus-wide understanding) of
the relationship between Program Review and resource allocation is the annual Program Review
Update and Budget Worksheet.

However, it should be noted that the Budget Planning Calendar has been a work in progress for
several years. Late allocations from the state and District have meant that budget open forums
and proposed budgets have typically been behind the scheduled dates. Also, the latest iteration
of the Program Review and Budget Worksheet was used for the first time in fall 2011, and the
Budget Committee’s rubric for budget prioritization was adopted in fall 2011. As a result, the
College has not yet completed a full cycle of all the steps listed in the College’s Budget
Calendar. Nonetheless, changes in the budget planning process, budget documents, and the
Budget Calendar have emerged through a sustained effort by the Budget Committee, The
Director of Finance & Administrative Services, and the CLC over multiple years to make all
guidelines and processes for financial planning and budget development transparent, and open to review and input by all constituents of the campus community.

Actionable Improvement Plans

- The Budget Committee will complete an annual review of the budget process, including a review of all forms and rubrics. The results and any recommendations based on this review will be presented to the CLC during the fall semester.

D.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

D.2.a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The Kern Community College District (KCCD) utilizes Banner, an administrative software application, as its official system of record. Banner Finance, using appropriate internal controls, maintains and tracks all financial activity. Financial transactions are posted daily and allow District accounts to be viewed in a timely fashion. With an organizational hierarchy structure in place to secure data (III.D24), Banner gives program coordinators, budget managers, division chairs, deans, vice-presidents and the president authorization to approve financial transactions entered by delegated personnel (III.D25). Employees may also extract various financial reports from Banner or the KCCD website.

Through a participatory budget development process, Porterville College develops its annual budget to include allocation of financial resources to achieve the goals of student learning programs and services. The developed budget details the allocation of financial resources and can be viewed directly from Banner Finance or the District’s website (III.D1).

An annual audit (III.D26) of the KCCD financial statements is conducted by an independent CPA firm. The financial statements are the responsibility of the District’s management. For the year ending June 30, 2010, the KCCD received an unqualified opinion. The financial statements presented fairly, in all material respects, the respective financial position of the business-type activities of the KCCD, as of June 30, 2010, and the respective changes in financial position and cash flows, for the year then ended in conformity with accounting principles generally accepted in the United States of America.
In addition to the audit of the financial statements, the auditors also supply a report on compliance and internal control over financial reporting. This information is available in the audit report for year ending June 30, 2010, for the KCCD (III.D26).

In addressing any audit findings or exceptions, Porterville College works with the District Office to make necessary corrections and/or implementations in a timely fashion to the extent that audit recommendations strengthen internal controls and/or improve financial procedures and are feasible, reasonable, and cost effective.

Self-Evaluation

The KCCD Accounting Department conducts intermittent internal audits to ensure expenditures of funds are in accordance with state and federal regulations, along with the policies of both the KCCD and the College. In addition, the College Business Services Office monitors expenditures throughout the year to ensure compliance with regulations and policies. Budgeting and spending are ongoing activities that will affect the achievement of goals of student learning programs and services. Therefore, the Porterville College Business Services Office, along with the Director of Finance & Administrative Services, work with budget managers, program coordinators/directors, division chairs, deans, vice presidents, and the President to regularly review their respective expenditures to ensure compliance with regulations and policies. The College meets this standard.

Actionable Improvement Plans

None

D.2.b Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial information is provided throughout the institution in various manners. The annual budget can be accessed by the College community on the District’s website. College budget managers, program coordinators/directors, division chairs, deans, vice-presidents and the College President have access to appropriate financial information (III.D25) through the District’s Banner system. On-demand reporting capabilities are available to all levels of personnel who have financial responsibility, providing another tool for making sound financial decisions. In addition, monthly budget status reports are emailed (III.D27) to managers with budget responsibility, the Directors of Finance & Administrative Services, and the Presidents at each campus of the KCCD. The CLC and participatory governance process also provide avenues for dissemination of appropriate financial information throughout the College. The College’s Budget Committee, a subcommittee of the CLC, establishes an annual Budget Calendar and informs the College community of overall budget matters. The Director of Finance & Administrative Services also presents an annual fiscal report to the College community during scheduled Flex Days (III.D17) and Budget Committee Open Forum events (III.D14, III.D15) regarding the budget and any updates.
Self-Evaluation

Accessing all financial information is easy through the KCCD Banner system. Employees may query financial data as needed. The Business Services staff members assist the Director of Finance & Administrative Services in providing budget and expenditure data to budget managers, program coordinators/directors, division chairs, deans, vice-presidents and the College President as requested. The Business Services staff also meets with budget managers to assist with understanding reports and expenditures. Budget and financial information is disseminated through various formats, such as Budget Committee and CLC meetings; President’s Open Forums; monthly KCCD Budget Status emails; the tentative and adopted budgets posted on the KCCD website; the annual fiscal KCCD audit report also posted on the website; and through presentations provided to the College community at scheduled Flex Days and Budget Committee Open Forum events. The College meets this standard.

Actionable Improvement Plans

None

D.2.c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

As the State of California continues to face unprecedented revenue shortfalls, community colleges across the state struggle to maintain adequate cash flows to meet financial obligations and provide needed programs and services to students. Like most community colleges across the state, Porterville College has developed expenditure reduction strategies to mitigate the impact of budget reductions. Examples of expenditure reductions include: 1) not filling current vacant positions, 2) only filling mission-critical positions as they become vacant during the fiscal year, 3) elimination of non-critical expenditures and travel, and 4) reduction of instructional class sections to reduce the FTES workload measure. Although these reduction measures are undesirable, they will assist the College in maintaining adequate cash flow to meet its financial obligations during these uncertain economic times.

Following Board Policy 3A1A7 (III.D28), the District maintains unrestricted general fund reserves of no less than 5%. The purpose of these reserves is to provide resources for cash flow management, unfunded liabilities, risk mitigation, significant emergencies, and a buffer against future budget reductions. Additionally, in developing the annual budgets, KCCD has historically taken a conservative approach by implementing worse-case scenarios in state funding projections. For example, the colleges of KCCD received significant increases of $7.1 million in ongoing revenue in their final allocations for the 2010-11 fiscal year, eliminating the need to use reserves to balance their 2010-11 budgets. This increase was made possible because the State’s 2010-11 mid-year budget reductions did not materialize even though KCCD built this assumption in the budget development process.
With a healthy carryover from the 2010-11 fiscal year, Porterville College has built a 19% reserve in its 2011-12 general unrestricted budget. This reserve will allow the College to maintain sufficient cash flow for operations and address financial emergencies if needed. Porterville College is maintaining a larger reserve balance than is required by Board Policy to ensure sufficient cash balances to conduct College operations with as little impact to instructional programs as possible. However, if the State of California continues to experience revenue shortfalls in the long term, the College will find it challenging to maintain general unrestricted reserves beyond 5%.

In addition to using reserves, the District utilizes Tax Revenue Anticipation Notes and certificates of participation (COP) debt repayment funds to manage cash flow. Should the need arise, the District has access to these short-term borrowing vehicles to meet financial obligations and maintain stability.

To manage risk, KCCD participates in three joint ventures under joint powers agreements (JPAs) with the Self-Insured Schools of California Workers’ Compensation Program (SISC 1), the Self-Insured Schools of California Property and Liability Program (SISC II), and the Self-Insured Schools of California Health Benefits Program (SISC III). Coverage includes health, property, liability/auto, crime and boiler/machinery insurance. In addition, the District requires all contractors who provide on-site services to submit insurance certifications and indemnification coverage to insure against risk.

**Self-Evaluation**

Several years ago, the KCCD Board of Trustees directed the District to begin building up unrestricted general fund reserves beyond the minimum 5% as required by Board Policy 3A1A7 (III.D2) in anticipation of continuing funding reductions from the State. The District has successfully met this objective by implementing expenditure control initiatives, making organizational changes, monitoring reserves, applying conservative budget planning, and managing student enrollment limits. The result of these actions has significantly increased overall reserves and mitigated cost increases.

Porterville College maintains a larger unrestricted general fund reserve balance than is required by Board policy to ensure funds are available to meet operational needs and provide needed programs and services to students. The District’s healthy reserves also help to sustain sufficient cash balances to meet financial expenditure obligations. Furthermore, the KCCD can make use of certificates of participation (COP) debt repayment funds and Tax Revenue Anticipation Notes for short-term borrowing needs.

To mitigate risk and maintain sufficient insurance coverage, the District participates in joint powers agreements (JPA’s) with Self-Insured Schools of California for its workers’ compensation, property/liability, health benefits, crime, and boiler/machinery insurance requirements. Additionally, the District requires contractors to provide certificates of insurance and indemnification coverage for services provided at college and District sites to protect the KCCD from risks associated with contractor services.
The KCCD’s Chief Financial Officer monitors the District’s cash flow to ensure there are adequate funds for payroll and payment of financial obligations. As the State of California continues to face revenue shortfalls, the unfortunate economic downturn will require colleges across the state to monitor closely their cash flows in meeting the program and service needs of students. The College, in conjunction with the District, will continually review unforeseen budget circumstances and will work together with faculty and staff to address unforeseen financial expenditures.

**Actionable Improvement Plans**

None

| D.2.d | The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. |

**Descriptive Summary**

The Director of Finance & Administrative Services provides general guidance of financial activities; however, it is the responsibility of college budget managers to actively monitor allocations, income, and expenditures from all internal and external funding sources. The vice-presidents, deans, directors, and the District Accounting Office provide additional oversight. The College’s Business Services Office, in coordination with the District Accounting Office, assists budget managers with adherence to the California Community Colleges Accounting and Budget Manual, the California Education Code, Chancellor’s Office guidelines, and generally accepted accounting principles in the United States of America. Annually, an independent CPA firm audits all financial records and considers the internal control over financial reporting (III.D26).

Porterville College’s Director of Financial Aid and Scholarships oversees the College’s financial aid programs. Financial Aid processes thousands of applications annually, adhering to federal and state regulations governing the financial aid program. As required by law, the financial aid program undergoes an annual compliance audit. The Financial Aid Department packages and awards financial aid for students; however, the District Office has the responsibility to generate financial aid funds that are electronically submitted to Kern Schools Federal Credit Union (KSFCU) for disbursement to students (III.D30). KSFCU electronically deposits financial aid disbursements to customized student ID cards that are linked to transactional demand deposit accounts (DDA). The College’s Business Services Office is responsible for collecting student debts and over payments, which includes “Return to Title 4” funds.

The Porterville College Foundation (PCF), an auxiliary 501(c)(3) corporation, receives donations and charitable gifts for the support of college programs and students. The Finance Committee, operating under the Board of Directors, meets monthly to monitor the PCF’s operational budget, approve expenditures, authorize the creation of new funds and endowments, and review financial statements. The Investment Committee, also operating under the Board of Directors, meets monthly to review the Foundation’s investments and cash reserves. Furthermore, the PCF
undergoes an annual fiscal audit by an independent CPA firm (III.D31), separate from the KCCD annual audit. The majority of funds raised by the PCF go toward providing scholarships for students and other items that the College may not be able to afford, e.g. benches around the campus, electric carts, etc. Each spring the PCF coordinates with the College in hosting the annual “Academic Scholarship and Awards Ceremony.” At the last awards ceremony 146 individual scholarships were awarded that were worth a total of $117,350.

The College also maintains a Grant Oversight Committee, which is a subcommittee of the College Learning Council. The charge document (III.D38) of that committee states that its mission is to “identify the needs of the College and match those needs to available grants. In addition, the subcommittee will ensure that the College has the resources available that are necessary to manage grants in the event they are awarded. The subcommittee will scrutinize closely the feasibility of sustaining and/or institutionalizing grant activities.” This committee tracks grant applications and monitors them for compliance with the College mission and long-term financial sustainability. The committee also maintains a website with a “grant FAQ” on the research web page that provides the forms and documents necessary for those who wish to write grants and the steps toward doing so properly. In recent years, the College has been very conservative in its approach to grant writing due to long-term fiscal sustainability concerns. The District office sustains a grant writer through the CTE area who mostly works on District-wide and CTE-related grants. On occasion, she is available to assist College personnel with the grant writing process.

With assistance from the College’s Business Services Office and the District’s Accounting Office, budget managers, program coordinators/directors, deans and vice presidents manage contracts, grants, categorical programs, and other externally-funded sources with strict adherence to federal and state regulations. Each month the District’s Accounting Office distributes a monthly grant status report (III.D32) to budget managers notifying them of reporting timelines. In coordination with the District’s Accounting Office, the College prepares expenditure reports and submits them to the granting agencies as periodically required.

Self-Evaluation

Porterville College works hard to ensure all funds—from financial aid to auxiliary organizations—are used to support student learning and programs. Appropriate approval processes are in place to protect the College’s integrity and maintain fiduciary responsibility. Budget managers, program coordinators/directors, deans, and vice presidents oversee and manage funding sources to make sure funds are utilized to support the institution’s mission and goals. Evidence of proper fiscal management and internal controls may be found in the annual fiscal audit for both the KCCD and the Porterville College Foundation. Additionally, the KCCD has added a District Grant & Categorical Compliance Officer position to assist grant directors and managers with ongoing fiscal monitoring, compliance, and other administrative requirements of their respective grants.
Actionable Improvement Plans

None

D.2.e All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

To ensure the integrity and compliance of financial resources, Porterville College and the KCCD undergo an annual fiscal audit (III.D26) that includes an audit of special funds, the Porterville College Foundation (PCF) (III.D31), and the Associated Students of Porterville College (ASPC).

Additional financial resources are provided by grants, contracts, and other Porterville College groups. The NSF Create Grant is an example of a grant awarded to the Santa Clarita Community College District in which Porterville College participates and receives financial resources. Examples of contracts include Porterville Developmental Secure Treatment, Porterville Developmental Center, and CalWORKs. Grants and contracts are used to fund special programs at Porterville College, while meeting the mission and goals of the institution. The PCF, ASPC, Barnes & Noble Booksellers, and the Porterville Unified School District also serve as other financial resources.

Through fundraising activities, donations, and other revenue, the PCF resources serve to promote the general welfare of the College by providing instructional support, scholarships to students, and other college support. The ASPC generates financial resources through the sale of student identification cards and other associated student activities. The ASPC expends these funds in accordance with procedures and policies established by the ASPC, the KCCD, and the FCMAT ASB Accounting Manual and Desk Reference (III.D33).

Beginning in April 2011, the KCCD on behalf of Porterville College entered into an agreement with Barnes & Noble College Booksellers LLC (III.D34) to operate its bookstore. Barnes & Noble operates the bookstore in a manner that supports the mission and vision of the College. The resources the College receives for the bookstore operations are used to support student development and tutoring costs.

The KCCD on behalf of Porterville College entered an agreement (III.D35) with the Porterville Unified School District (PUSD) in August 2011 to provide food service operations to Porterville College’s on-campus population, guests, and visitors. To provide outstanding educational programs and services that are responsive to our diverse students and communities, PUSD also operates the food service operations in a manner that supports the mission and vision of the College. The resources the College receives for the food service operations also support student development along with equipment replacement and repair costs.
Self-Evaluation

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity, in a manner consistent with the mission and goals of the institution. To maintain compliance with state and federal laws, along with the policies set forth by the KCCD, all auxiliary, special revenue and grant funding expenditures are subject to an annual external audit. All financial resources are coordinated and overseen by budget managers, program coordinators, directors, and deans, who report to area vice-presidents responsible for approving expenditures that support the College’s programs and services. In addition, the PCF undergoes an annual fiscal audit, separate from the general fund and categorical funds. The PCF audited financial statements have consistently conformed with accounting principles generally accepted in the United States of America. Furthermore, to ensure financial resources are used appropriately while also meeting the mission and goals of the College, the KCCD Accounting Office periodically performs internal audits on the general and categorical funds. The College meets this standard.

Actionable Improvement Plans

None

| D.2.f | Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution. |

Descriptive Summary

The KCCD Board Policy Manual 3A9 Bids and Contracts, delegates to the Chancellor or designee the authority to enter into contracts on behalf of the District and to establish administrative procedures for contracts and awards. College management reviews all contracts entered into to make sure they are consistent with the College’s mission and goals. Before submitting a contractual agreement to the District and the Board of Trustees for approval, a review by Legal Counsel is completed, proper insurance requirements are met, indemnification provisions are secured, and terms and conditions are settled. For contracts that exceed $81,000, a formal bid process is followed.

The District’s purchasing policies define bidding and expenditure limits of purchasing activities. In July 2011, the District hired a Purchasing Coordinator/Analyst to coordinate the purchasing process for the entire KCCD. The Purchasing Coordinator/Analyst is in charge of coordinating, researching, preparing, and typing formal bids, quotations, service agreements, and leases. This position also maintains a bidding calendar; puts together invitations to bid packages; and ensures that the District remains in compliance with applicable rules, regulations, and policies.

Following District-wide procedures for purchasing, College personnel submit purchase orders through Banner. Each purchase order routes through an electronic approval process for authorization. Before routing through the appropriate approval queues, the College’s Business
Services Office reviews purchase orders for proper account coding, sufficient funds availability, reasonableness for purchase, and specific documentation if required through the Compliance Queue. Once purchase orders have successfully routed through the approval queues, the KCCD Accounting Office prints and submits them to respective vendors.

**Self-Evaluation**

Porterville College, in coordination with the KCCD, ensures that all contractual agreements with external entities are consistent with the institution’s mission and goals. All contracts are routed through a campus/District approval process, signed by the District’s Chief Financial Officer, and approved by the District’s Board of Trustees. The annual independent audit also ensures that contractual agreements comply with state and federal laws.

**Actionable Improvement Plans**

None

| D.2.g | The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems. |

**Descriptive Summary**

To evaluate its financial management processes on a regular basis, the business managers of the KCCD, which includes the College’s Director of Finance & Administrative Services, the District’s Director of Accounting Services, and the District’s Chief Financial Officer (CFO) meet weekly to review current fiscal issues impacting the operations of the colleges and the District ([III.D36](#)). In addition, the District’s Director of Accounting Services meets with the colleges’ accounting managers weekly to further discuss and review financial matters. Recommendations and concerns that are identified by the accounting managers group are forwarded to the CFO and Directors of Administrative Services for action or information. For another independent and objective source, the KCCD will periodically contract with external entities to conduct operational evaluations of Business Services functions. This provides another means of evaluating the financial management processes.

Annual audits ([III.D26](#), [III.D31](#)) serve as primary external sources for evaluating the financial management processes of Porterville College and the District. The District and the College use any findings and feedback from these audits to improve financial management systems.

The KCCD Board of Trustees approves both a tentative budget and an adopted budget each fiscal year. The District files annual and quarterly financial reports with the State Chancellor’s Office, and these reports are available online for public review ([III.D37](#)).

Although the College’s Budget Committee meets regularly to develop and plan the College’s annual budget, part of this committee’s charge is also to review and update processes and procedures to make recommendations on the development of the College budget. The committee identifies potential areas for analysis of cost savings or effective use of resources and evaluates
the fiscal impact of proposed institutional plans and other policy-level actions. The Budget Committee also reviews financial information for the purpose of monitoring and assessing the College’s fiscal condition.

**Self-Evaluation**

Porterville College, along with the KCCD, undergoes an annual fiscal audit not only to receive a review and opinion on the District’s financial statements, but to use the results of the audit to make improvements and changes to its financial management processes. Budget managers, the Budget Committee, and the entire Porterville College community receive timely and comprehensive financial data to make sensible budgetary decisions. The College’s Director of Finance & Administrative Services and Accounting Manager meet weekly with their respective District and college-campus counterparts to discuss financial matters, evaluate the financial management systems, and make improvements as needed.

**Actionable Improvement Plans**

None

| D.3 | The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement. |

**Descriptive Summary**

The Director of Finance & Administrative Services is responsible for maintaining and monitoring the College’s finances and acts as Treasurer for the Porterville College Foundation (PCF). College budget managers actively monitor allocations, income, and expenditures from all internal and external funding sources. The vice-presidents, deans, directors, and the District Accounting Office provide additional oversight over the effective use of financial resources. The College community collaboratively develops the fiscal budget, and the Budget Committee, CLC, president, vice presidents, deans, directors, and budget managers monitor and oversee the various budgets. The District Accounting Office and the College’s Business Office review expenditures for compliance and provide guidance on expending funds. The College’s Budget Committee meets regularly to review the College’s finances and make recommendations to the CLC for budget planning that utilizes financial resources in a manner that pursues the College’s mission. The PCF Board oversees and monitors the Foundation’s budget and expenditures in a manner that also promotes the general welfare of Porterville College.

The KCCD Board of Trustees approves both a tentative budget and an adopted budget. The financial management processes of the District and the Foundation undergo an annual fiscal audit. In addition to the annual audit, many categorical programs, such as Financial Aid, have specific independent external audits, as well as annual reporting on program expenditures.

Budget managers review their respective budgets on a regular basis to ensure expenditures are in line with their program objectives. Categorical and restricted funds program coordinators/budget managers actively work with the College’s Business Office and District Accounting Office to compile
and report program expenditures as periodically required by various external, state and federal funding entities.

The KCCD regularly evaluates its General Fund Unrestricted Allocation Model (III.D.29) used to distribute the majority of operating funds to the colleges and the District. These evaluations include representatives of all District stakeholders. There have been two reviews of the model since its inception in the 2007-08 fiscal year. Each review was instrumental in implementing improvements to the allocation model and the District’s financial planning and reporting process.

Self-Evaluation

Porterville College and the KCCD actively monitor and assess its financial management processes and use the results of the reviews and analysis to improve its financial management systems. In addition to effectively using financial resources, the College strives to maintain general unrestricted fund reserves above the 5% amount required by Board Policy 3A1A7.

Actionable Improvement Plans

None
STANDARD III.D LIST OF EVIDENCE

III.D1  Annual Tentative and Adopted Budgets
III.D2  KCCD Budget Allocation Model
III.D3  Budget Committee Charge and Composition
III.D4  CLC Charge and Composition
III.D5  Budget Development Calendar
III.D6  Porterville College Mission
III.D7  Porterville College Strategic Plan
III.D8  Program Review FAQ
III.D9  Program Review Process Chart
III.D10 CLC Minutes (05/28/11, 06/07/11, 07/06/10, 06/09/09, 06/09/08, 06/07/07)
III.D11 Annual Program Review Update and Budget Request Worksheet
III.D12 Budget Request Prioritization Rubric
III.D13 CLC Minutes, September 19, 2011—Administrative review added to budget planning process/Annual Program Review Update and Budget Request Worksheet Approved
III.D14 Budget Committee Open Forum Presentation—April 2010
III.D15 Budget Committee Open Forum Presentation—April 2011
III.D17 Flex Day Flyers (Fall 2011, Spring 2011)
III.D18 Budget Committee Minutes (May 10, 2011)
III.D19 Sustainability Requests and Campus Feedback
III.D20 PC Section Reduction Report
III.D21 PC Enrollment Management Plan
III.D22 PC Technology Plan
III.D23 Request for New/Replacement Faculty Position
III.D24 Porterville College Organization Codes
III.D25 Banner forms & reports
III.D26 Kern Community College District June 30, 2010 Audit Report
III.D27 Monthly Budget Status Report (Email from cipe and Budget Status Report)
III.D28 KCCD Board Policy 3A1A7
III.D29 KCCD Reports Website: http://www.kccd.edu/Business%20Services/Reports/default.aspx
III.D30 Agreement between KCCD and KSFCU
III.D31 Porterville College Foundation June 30, 2010 Audit Report
III.D32 Categorical/Grant Report Status
III.D34 Bookstore Services Contract
III.D35 PC Foodservices Agreement
III.D36 Business Managers Meeting minutes
III.D37 311A Annual Financial & Budget Reports and 311Q Quarterly Financial Status Reports Website: http://www.kccd.edu/Business%20Services/Reports/default.aspx
III.D38 Grant Oversight Subcommittee Charge
Standard IV
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institutional-wide implications, systematic participative process are used to assure effective discussion, planning, and implementation.

Descriptive Summary

The Kern Community College District (KCCD) document titled “The Elements of Decision Making” (IV.A12) states the following: “Decisions affecting internal operations must be properly vetted to ensure an effective result. To bring about this desired outcome, decision makers incorporate the participation of appropriate employees in the decision-making process. Throughout the process of reaching decisions there is a commitment to participatory governance, i.e. involving the stakeholders as well as those who are charged with implementation of the decision at the many levels involved.” Porterville College shares this same commitment to decision-making.

The Porterville College Mission, Values and Philosophy Statement (IV.A1) defines the broad educational purposes of the College and reflects the College’s commitment to students, participatory governance, and its belief in the contribution of all its employees toward leadership and involvement in campus governance. These stated “Values” include: “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.”
In addition to the “Values” above, the following “Philosophy” statements also emphasize this commitment toward the contribution of employees in leadership and governance: “The College will encourage innovation, creativity, and new ideas and will support professional development opportunities for its staff. As an integral part of the KCCD, the College will participate in and be actively involved with all District-wide committees and governance structures.”

In addition to the College President, the administrative leadership includes educational administrators and various program directors. Reporting directly to the president are the Vice-President of Student Services; Vice-President of Academic Affairs; Director of Finance & Administrative Services; and Director of Information Technology. Reporting to the Vice-President of Student Services are the Director of Admissions and Records and Matriculation; Director of Student Programs and Athletics; and interim Director of Financial Aid. Reporting directly to the Vice-President of Academic Affairs are the Dean of Career and Technical Education (CTE) and the Dean of Academic Affairs. The administrative staff is experienced, committed to students, encourages participatory governance, is involved in numerous campus, community, and District committees; and demonstrates clear dedication to the overall mission of the College.

The College has a culture of participatory governance and the President provides the leadership to ensure that broad participation and transparency in the policies and processes of the campus are evident. The President schedules Open Forums during the academic year, visits campus committees upon request, and continues to have an open door policy to any employee who may wish to personally share ideas or concern, regarding the College.

The College Learning Council (CLC) (IV.2) is the broad participatory governance committee on campus whose charge is to “coordinate and communicate the College-wide planning, budgeting, and reporting processes. The Council also reviews the various proposals and/or recommendations from the various constituents to provide the highest quality learning services to our students and communities served by the College.” The CLC is comprised of an extensive cross-section of all constituency groups, including administration, faculty, classified staff, and students.

Participation of students is achieved also through the Associated Students of Porterville College (ASPC) where students are given an opportunity to participate in the formulation and development of policies and procedures that may have an effect on students.

Self-Evaluation

Porterville College embraces participatory governance and open communication. The College’s leadership and committee structures create an environment that encourages participation and involvement in related governance processes at every employee level. This is evidenced by the high level of collaboration that exists within the College community. As a result, the College has created an environment fostering the empowerment of all groups, encouraging innovation, and advancing excellence across the institution.
Porterville College ensures that the committee structures have broad participation and each constituency group is represented accordingly. Management and confidential employees assigned to committees are appointed by the President; faculty members are appointed by the Academic Senate President; classified employees are appointment by the CSEA chapter president, and students are appointed by the ASPC President.

According to the November 16, 2010 committees/councils description (IV.A3) under “Committee Reports,” “At the last CLC meeting of the spring term each year, committee chairs shall submit to the CLC a summary of the committee’s activities for the year indicating the number of meetings held, goals, accomplishments, and recommendation.” The College meets this standard.

**Actionable Improvement Plans**

- The CLC will develop and implement a committee evaluation form that will be completed by each committee chair and presented to CLC at its last meeting each May. This form will be developed during the 2012-13 academic year and implemented in spring 2013.

<table>
<thead>
<tr>
<th>A.2</th>
<th>The institution establishes and implements a written policy providing for faculty, staff, administrators, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</th>
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<tr>
<td>A.2.a</td>
<td>Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</td>
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<tr>
<td>A.2.b</td>
<td>The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.</td>
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</table>

**Descriptive Summary**

Porterville College has developed a participatory governance culture that encourages participation from all constituency groups on campus. All members of the College community have the opportunity to belong to, and be represented by, several committees on campus. The committees, subcommittees, and various task forces have broad representation from administration, faculty, classified staff, and students.
In response to the previous accreditation team recommendation regarding organization and the decision-making responsibilities of various committees, discussions were held, specifically in the CLC and Administrative Council, about determining definitions and establishing a clearer understanding of the roles and responsibilities between councils, committees, subcommittees, and task forces. A review of all campus committees was completed and these committees were appropriately assigned as committees, subcommittees, councils, or task forces, with an understanding of what the responsibilities and expectations of each were. In addition, a revised “Participatory Governance at Porterville College” statement was developed. (IV.A4)

The participatory governance statement includes the following “Philosophy” of participatory governance:

“Participatory governance at Porterville College takes place on multiple levels. It is a process that ensures the students, staff, faculty and administration the right to participate effectively in the governance of the College, providing the opportunity for input and ensuring this input is given every reasonable consideration and that all decisions are well informed. Through the participatory process, the campus community engages in ongoing dialogues about quality, learning assessment, and implementation of institutional changes that improve student success. This dialogue promotes trust and broadens the sense of participation within the campus community. While many of the campus decisions result from this collegial process, it is recognized that the determinations reached through the participatory process are advisory to the College President who is the institution’s chief executive officer.”

Most of the College committees and councils are organized on a two-year cycle, but adjustments in the structure of committees may be made to accommodate new staff members, to make assignments to coincide with personnel changes, to add areas of needed concentration, to eliminate unnecessary duplication, or to develop needed committees. Determination of committees shall be recommended to the President through the College Learning Council (CLC). Membership on committees is appointed by the various constituency groups, such as management and confidential employees are appointed by the President; faculty members are appointed by the Academic Senate President; classified members are appointed by the CSEA Chapter President; and students are appointed by the President of the ASPC.

The Faculty Academic Senate (IV.A5) has membership representing all divisions on campus as well as the faculty bargaining unit (Community College Association-CCA) and adjunct faculty. The Faculty Senate represents the academic and professional interests of the faculty, recommends the academic calendar to the KCCD Board in consultation with CCA, and makes decisions regarding curriculum. There are three committees that report directly to the Faculty Senate: Curriculum Committee (IV.A6), Student Learning Outcomes committee (IV.A7), and Basic Skills committee.

All meetings of the CLC, Faculty Academic Senate, and related subcommittees and task forces are open to all members of the College community and open dialogue is encouraged. This open dialogue allows the presentation of opinions, concerns, problems, and questions regarding all issues concerning the College community and, specifically, student learning programs and services.
Self-Evaluation

The “Participatory Governance at Porterville College” statement (IV.A4) explains the College’s philosophy of participatory governance and defines representation on committees and expectations of open dialogue. The participatory governance culture and related committee structures on campus assure broad, fair, and consistent representation of all constituency groups. Each group has active members on each of the committees and the divisional structure supports a strong and inclusive faculty voice in matters concerning instructional programs and services.

The Academic Senate is a strong voice in institutional processes and planning and in all matters relating to faculty issues, including curriculum, student learning, and related programs and services. The classified staff and students also actively participate in the various committees and provide valuable input into campus policies, procedures, budget, and general campus-wide planning.

Involvement of all employees is also an expectation of the District as a whole. Section 1B (IV.A9) of the KCCD Board Policy manual states that “The Board of Trustees and the Administration shall solicit input from faculty, classified staff, management personnel, students, and the community relative to the development and amendment of policies in the following areas: Educational Philosophy (Policy 1B1); Educational Values (Policy 1B2), and Goals of Community College Education (Policy 1B3). The College meets this standard.

Actionable Improvement Plans

None

A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These procedures facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

As stated in the “Philosophy” section of the “Participatory Governance at Porterville College” statement (IV.A4), participatory governance is a process on campus that “ensures the students, staff, faculty, and administration the right to participate effectively in the governance of the College.” With that, all constituency groups on campus have the opportunity to participate in the decisions of the campus and work cooperatively for the good of Porterville College as a whole.

Although participatory governance takes place in multiple areas and in a variety of committees, many of the major discussions and recommendations on areas that do not involve contractual issues take place within the CLC (IV.A2) and Academic Senate (IV.A5). The CLC is an advisory body that is made up of all college administrators, all faculty chairs, program directors, and representatives from the Associated Students at Porterville College (ASPC) and CSEA and CCA bargaining units. This body is responsible for coordinating and communicating college-wide
planning, budgeting, reporting, and making recommendations to the College President regarding campus policies and procedures.

The Faculty Academic Senate has membership representing all divisions on campus, as well as CCA and adjunct faculty. The Senate represents the academic and professional interests of the faculty, recommends the academic calendar and makes decisions regarding curriculum.

Both of these bodies are supported by a variety of campus-wide committees that have membership from administration, faculty, classified staff, and students. All meetings are open to any member of the campus community, and open dialogue with all in attendance is encouraged. This open dialogue allows the presentation of opinions, concerns, problems, and questions regarding all issues concerning the campus.

The College President holds periodic “Open Forums” during which various issues facing the College are addressed in an open meeting of interested employees. Although these forums are normally without a prescribed agenda and anyone can bring any topic of interest for discussion, there are times when these forums are focused on specific topics of immediate importance, such as the budget.

**Self-Evaluation**

The participatory governance process and all of the opportunities for employees to become involved serves the entire college community as it fosters the communication and collaboration of all constituency groups in the development and implementation of Porterville College policies and procedures; therefore, the College meets this standard.

The College Mission, Values and Philosophy statement (IV.A1) demonstrates the commitment of the College toward communication and working together collegially in the decision-making process of the campus. Values emphasized include “working together to encourage input and dialogue in a collegial and cooperative manner,” “treating each other with respect, trust, and dignity,” “the exploration of new ideas, programs, and services to enhance our service to the community,” and “fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.” In addition, the following “Philosophy” statement further emphasizes this commitment, “As an integral part of the KCCD, the College will participate in and be actively involved with all District-wide committees and governance structures.”

**Actionable Improvement Plans**

None
A.4 The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Porterville College is committed to complying with the standards, policies, guidelines, and requirements of the Accrediting Commission. In addition, any external agencies the College may be in partnership with are dealt with honestly and with a high degree of integrity. This self-study was completed through the broad participation of all campus constituency groups and is an honest effort to disclose the progress, accomplishments, and areas needing improvement across the campus.

The manner in which the College responded to the recommendations of the last accreditation visit is evidence of how the institution moves expeditiously to respond to recommendations that may be made. Shortly after the accreditation team provided its report, and prior to the final decision from the Commission, the College quickly began to work on responding to the various concerns and recommendations from the visiting team. Under the overall guidance of the College Learning Council (CLC) (IV.A2), key staff on campus were assigned the responsibility of discussing and planning responses to each of the recommendations. The groups began to meet regularly to work on their respective recommendation areas. Due to the substantial progress the College made toward responding to the recommendations, Porterville College was removed from warning status.

Self-Evaluation

The manner in which the College coordinates with external agencies is done with honesty and integrity. Progress and budget reports from programs such as EOPS, DSPS, matriculation, others are completed and submitted appropriately and on-time.

The College catalog (IV.A14) and class schedule (IV.A13) demonstrate honesty and integrity to its students and local community by providing information about the campus, its policies, procedures, support services, and course offerings. The College enjoys an excellent working relationship with the many agencies and organizations it coordinates with.

The College complies with Accrediting Commission standards, policies, and guidelines, and its requirements for public disclosure and completion of self-study and other reports. The self-study, midterm, and progress reports are completed with broad participation of all constituency groups and are honest assessments of the progress and areas of improvement needed across the campus. All reports the College is required to submit to the Accrediting Commission are posted on the Office of Institutional Research website (IV.A16). The KCCD Board of Trustees has been
regularly comprised of the progress in the preparation and completion of the self-study and any of the midterm or progress reports needing to be submitted.

Due to the excellent work the College accomplished to expeditiously respond to the last accreditation team’s recommendations, the Commission removed the College from warning status. Since then, the College has responded to all the previous recommendations and put in place policies and procedures that ensure continued compliance with the Accrediting Commission’s standards, policies, and guidelines. The College meets this standard.

**Actionable Improvement Plans**

None

| A.5 | The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. |

**Descriptive Summary**

The standing committees at Porterville College regularly review their specific charges, processes, and procedures. If modifications to the membership, responsibilities, or processes are recommended, these are brought to the CLC for review and approval.

The College continues to address its commitment to evaluate the decision-making and planning processes to determine the extent to which the processes are understood on campus and perceptions of how well these are working. In early fall 2009, after reviewing planning surveys that had been conducted at other community colleges, the Strategic Planning committee agreed upon an employee survey (IV.A11) that was distributed to all employees. The results showed both widespread knowledge of and strong support for the College Mission Statement (IV.A1) and also, strong support for the College goals. The results also showed, however, that there is less knowledge of the progress toward achieving these goals and the interconnectedness of the planning process, specifically with program review and budgeting. Some results of the survey were positive, while others showed areas need.

To respond in part to these concerns, in spring 2010, a new Program Review subcommittee was approved in the May 3, 2010 meeting of the CLC (IV.A15). The charge of this committee was to ensure that program reviews were being completed according to the established schedule, include all the necessary requirements as listed on the program review documents, and ensure that these reviews are linked to the mission of the College. However, during the fall 2011 term, the Strategic Planning Committee further discussed the charge of the new Program Review Committee and recommended to CLC that it assume the responsibility of reviewing all program reviews. It was felt that since the information from program reviews is essential to college-wide planning, the Strategic Planning Committee would be the most appropriate group to conduct these initial reviews. This recommendation was approved and now the Strategic Planning
Committee has been evaluating program reviews and reporting back on their recommendations to CLC.

The results of related satisfaction and engagement surveys from both employees and students, are posted on the Office of Institutional Research webpage (IV.A16) found on the College website (IV.A17) and, therefore, available for general discussions and planning and improvement purposes.

Self-Evaluation

Evaluating the effectiveness of the decision-making and planning processes is an ongoing effort. Every three years, the College conducts a Strategic Planning survey (IV.A11) for all employees in an effort to ascertain their involvement with planning, governance, and decision-making. The results of this survey provide the College with information relating to the improvement of the effectiveness of planning and decision-making processes. This survey was distributed in fall 2009 and will be again in fall 2012. College committees continually address within their committees their respective charges and implement strategies for improving their effectiveness. If significant changes are being considered to committees, these recommendations are brought to the CLC for consideration and approval.

The November 2010, the “Committees/Councils” handout (IV.A3) states that “At the last CLC meeting of the spring term each year, committee chairs shall submit to the CLC a summary of the committee’s activities for the year indicating the number of meetings held, goals, accomplishments, and recommendations. The CLC may, at any time during the year, make recommendations to the committee for consideration to improve the effectiveness or efficiency of the committee.” Although recommendations for committee modifications are brought to the CLC on an intermittent basis, there has been no formal reporting process.

Actionable Improvement Plans

- The CLC will develop and implement a committee evaluation form that will be completed by each committee chair and presented to CLC at its last meeting each May. This form will be developed during the 2012-13 academic year and implemented in spring 2013.
STANDARD IV.A LIST OF EVIDENCE

IV.A1  Porterville College Mission, Values and Philosophy statement
IV.A2  College Learning Council agenda/minutes webpage:  
http://www.portervillecollege.edu/bulletin_board/CLC/index.html
IV.A3  Committees/Councils description
IV.A4  Participatory Governance at Porterville College statement
IV.A5  Faculty Academic Senate agenda/minutes webpage:  
http://www.portervillecollege.edu/Senate/index.htm
IV.A6  Curriculum Committee webpage:  
http://www.portervillecollege.edu/bulletin_board/curriculum/index.html
IV.A7  Student Learning Outcomes subcommittee webpage:  
http://www.portervillecollege.edu/SLO/
IV.A9  KCCD Board Policy manual section 1B
IV.A11 Fall 2009 Strategic Planning survey
IV.A12 KCCD Elements of Decision-Making
IV.A13 Porterville College class schedule
IV.A14 Porterville College catalog
IV.A15 May 3, 2010 College Learning Council minutes
IV.A16 Office of Institutional Research website:  http://www.portervillecollege.edu/Research/
IV.A17 Porterville College website:  http://www.portervillecollege.edu
B Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college Districts/systems clearly defined the organizational roles of the District/system and the colleges.

B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.

Descriptive Summary

The Board of Trustees is the governing board of the Kern Community College District (KCCD) and the policies and procedures of the District are found in the KCCD Board Policy Manual (IV.B1). The manual states that “the Chancellor is the Chief Executive Officer of the District. All functions of the District are directed by the Chancellor in keeping with policies established by the Board of Trustees.”

Section Two (IV.B2) of the Board Policy Manual sets forth the authority and responsibility of the Board of Trustees. In this section it indicates that the Board has responsibility for “approving and adopting the policies for the operation of the District” and “determining that adequate funds are available to enable the staff to execute these policies.”

In addition, the KCCD “Elements of Decision Making” (IV.B3) document provides a detailed District-wide functional mapping matrix that indicates which District processes are centralized or decentralized, as well as who or what group is responsible for the completion of District compliance issues. The documents also states that “As part of being a District-wide system, it is expected, whether operations are centralized or decentralized, that policies, procedures, laws, and regulations will be consistently applied and followed by all employees of the District.”

The Chancellor is classified as an Educational Administrator in the Board Policy Manual, and the Policy Manual has clearly defined policies for both the selection and evaluation of educational administrators (IV.B4).

Self-Evaluation

The duties and responsibilities of both the Chancellor and the Board are clearly spelled out in the Board Policy Manual. The “Elements of Decision Making” document explains the organizational roles of the District and the colleges. The Board of Trustees has the responsibility
for establishing policies to assure both financial stability of District-wide operations, as well as the quality, integrity, and effectiveness of student learning programs and services.

The Board Policy Manual clearly sets forth the policies for selecting and evaluating the Chancellor, and the Board has adhered to these policies. The chancellor has regularly been evaluated by the Board of Trustees according to these guidelines.

**Actionable Improvement Plans**

None

| B.1.a | The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure. |

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**Descriptive Summary**

Education Code Section 5019 **(IV.B5)** requires each Community College District to periodically realign its Trustee Areas to equalize population within each Trustee Area. The District, having consulted with ReDistricting Partners Inc., held work study sessions and conducted public hearings on realignment during 2011 and then determined to realign its Trustee Area boundaries as reflected in the “Resolution of Realignment” that was passed by the Board of Trustees at its meeting in January 2012 **(IV.B6)**. The population determinations are based upon information from the 2010 decennial Federal census. A student member serves on the Board for a one-year term and is chosen by the student government association of the College. The student trustee from one of the colleges represents all of the students in the District. Each college student government nominates and selects to have a student serve as a non-voting member of the Board of Trustees once every three years.

Under “Standards of Good Practice” in the Board Policy Manual **(IV.B7)**, the Board states its belief that it “derives its authority from the community and that it must always act as an advocate on behalf of the entire community,” and that it “endeavors to remain always accountable to the community.” In addition, this section also states that its trustee members “vote their conscience and support the decision or policy made,” and that the board “honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.”

**Self-Evaluation**

The Board members are elected to their respective offices and represent the various communities of the KCCD service area. The members are visible and active members of their communities; this provides opportunities for the local residents to have input into District issues. The Board of Trustees also has clear language in the Board Policy Manual which states their responsibility to act as a whole for the good of the institutions they serve. The Trustees have upheld their charge to act as a whole after healthy debate and discussion.
Actionable Improvement Plans

None

**Descriptive Summary**

The “Vision” of the KCCD is to be “recognized as an exemplary educational leader, partnering with our communities to develop potential and create opportunities. Successful students will strengthen their communities and, along with the faculty and staff, become life-long learners.” The “Mission” of the KCCD is to “provide outstanding educational programs and services that are responsive to our diverse students and communities” and that this mission will be accomplished by “anticipating and preparing to meet challenges by continually assessing and prioritizing programs, services, and community needs,” and by “seeking the resources to function effectively.”

Section 2A1 of the Board Policy Manual ([IV.B9](#)) states as the controlling body of the District, the KCCD Board of Trustees is charged with “approving and adopting the policies for the operation of the District; determining that adequate funds are available to enable the staff to execute these policies, and acting as a board of appeals.” In addition, in the “Educational Values” section of the Board Policy Manual, it is also stated that the Board of Trustees and all of the KCCD staff value “the teaching/learning process; individual students and staff; [and] change and efforts to improve learning.”

**Self-Evaluation**

The Board consistently exercises its responsibilities according to Board Policy and the laws and regulations set forth by the Board of Governors of the California Community Colleges.

**Actionable Improvement Plans**

None
B.1.c  The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Section 2A1 of the Board Policy Manual (IV.B9) states that “the Board of Trustees of the KCCD is the governing body of the District.” The Board shall exercise all the powers, duties, responsibilities, and obligations given to it by law. Its primary function is the determination of general policies for and the exercise of general supervision of the District. The details and administration thereof shall be carried out by its officers and employees.”

Section 10A5A3 of the Board Policy Manual (IV.B10) indicates that “the Chancellor shall act both as a professional advisor of the Board in the formulation of policies for governing the District and as chief executor of the policies adopted by the Board. All powers and duties delegated to the Chancellor are to be executed in accordance with the policies adopted by the Board, and all acts performed by the Chancellor which are classed in the law as discretionary are subject to review and final approval by the Board.” Section 10A5A4 (IV.B11) stipulates that the Chancellor as Chief Executive Officer of the Board “shall have specific powers and duties and shall be directly responsible to the Board for the proper exercise.”

Self-Evaluation

The Board assumes ultimate responsibility for the operations of the District and is recognized by District constituents as the ultimate authority and sole governing body of the District. There are no entities inside or outside the District which supersede the Board of Trustees.

Actionable Improvement Plans

None

B.1.d  The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating policies.

Descriptive Summary

The Board Policy Manual (IV.B1) is published, regularly updated, and is available on the District homepage. The KCCD website also provides a contact person, email address, and phone number for anyone who might have a question about the Board Policy Manual. Hard copies of the manual are also available at the various colleges.

Section 2B of the Board Policy Manual (IV.B12), Organization of the Board of Trustees, sets out the composition, election of members, election of officers, secretary to the Board, duties of officers, and committees. Section 2C (IV.B13) specifies how meetings are to be conducted, including schedule, rules of proceedings, agendas, order of business, securing Board action, speakers, minutes of meetings, and public access of materials to be discussed.
Self-Evaluation

The bylaws and policies in terms of the Board’s size, duties, responsibilities, structure, and operating policies are included in the Board Policy Manual that is published and made available to the community. The Board of Trustees and District personnel have effectively delineated and distributed the Board’s operating policies.

Actionable Improvement Plans

None

B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Chancellor’s Cabinet (IV.B14) reviews Board policy changes that are recommended by the various participatory governance groups within the District. Proposed changes are first discussed within the cabinet as informational items. Following this initial discussion, changes are then reviewed in the District Consultation Council that consists of representatives from the CSEA (classified) and CCA (faculty) unions, Academic Senate, Management Association (managers), the three college presidents, and a student. The representatives on the Chancellor’s Cabinet and Council then solicit input from their constituency groups on their respective campuses before a change is placed on a follow-up cabinet agenda for action. Once the cabinet members have reached agreement, these recommended policy changes are brought to the Board for review and approval.

Section 1C2 (IV.B15) of the Board Policy Manual states that “recommendations for policy amendments shall be presented to the Board of Trustees….unless unusual circumstances exist; such recommendations shall be presented at one meeting for information, with Board action at a subsequent meeting.”

Self-Evaluation

The Board acts in a manner consistent with its policies and bylaws. In addition, procedures are in place for the continual monitoring and updating of the Board’s policies and procedures.

Actionable Improvement Plans

None
The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Descriptive Summary**

The four-year terms of the Board members are staggered in an effort to provide continuity of membership. Appendix 2B1b of the Board Policy Manual (IV.B16) lists the terms and expiration dates of the KCCD Board members.

New KCCD Board members are oriented by the Chancellor and Board President and are encouraged to attend the new trustee orientation held by the California Community College League. In addition, several board members also participate as presenters in the District Leadership Academy, which is a leadership training program for personnel from across the District.

The Board has regular training sessions at its meeting, labeled “Work Study Sessions.” (IV.B17) During these sessions, training or informational topics are covered. Fifteen work study sessions have been held by the board since 2010, and the topics varied from curriculum overview, economic and workforce development, presentation of the accountability report for community colleges, impact of budget reductions to the colleges, California leadership alliance for student success, and facilities planning and construction program review and assessment.

**Self-Evaluation**

The KCCD Board effectively staggers their terms of office and continuity of membership. The Board has shown its commitment to lifelong learning by participating in various orientations, and they schedule and participate in regular work study sessions.

**Actionable Improvement Plans**

None

**Descriptive Summary**

In 2007, the Board approved section 2E of the Board Policy Manual (IV.B18), Board Self-Evaluation. In October of every odd-numbered year, an agreed-upon evaluation instrument is provided to each board member, and each board member completes and submits the evaluation to the Secretary of the Board (the Chancellor). A written summary of the evaluations is then presented to the Board members by December. Upon review of and in response to these summaries, the Board then takes appropriate action during a public meeting. In accordance with established policy, the Board completed self-evaluations in 2007, 2009, and 2011.
The goals of the Board’s self-evaluation are to identify past accomplishments, identify annual goals, clarify roles, enhance harmony and understanding, improve effectiveness and efficiency of board meetings, and set policies for the benefit of students, employees, institutions, and citizens of the KCCD.

**Self-Evaluation**

The Board has done an excellent job implementing its self-evaluation process. According to Section 2E2A ([IV.B18](#)), the Board is to review their procedures for self-evaluation every five years.

**Actionable Improvement Plans**

None

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**B.1.h** The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

**Descriptive Summary**

The Statement of Ethics in the Board Policy Manual was revised in October 2007. A five-part process for violations of ethical standards is now outlined in Section 2G2 of the Board Policy Manual: ([IV.B19](#))

1. Charges by any person that a Board member has violated laws and regulations governing board members or the Board’s statement of ethics will be directed to the Chancellor. The Chancellor shall deliver the charges to the Board President or Vice-President for appropriate action.
2. Charges filed will be investigated in a manner that provides professional assessment and confidentiality.
3. If the alleged behavior violates Board policy on ethical conduct, the Board President or Vice-President shall alert the Board member in question and seek corrective action.
4. If further action is deemed necessary, the Board President or Vice-President may appoint an ad-hoc committee of the Board officers to examine the matter and recommend a course of action to the Board. The KCCD Board may then discuss the violation at the Board meeting and affirm its policy expectations, and/or the Board may move to censure the Trustee.
5. If alleged behavior violates laws governing board behavior, the President or Vice-President of the KCCD Board and Chancellor are authorized to consult with legal counsel and refer the matter to appropriate authorities as provided by law.
**Self-Evaluation**

In response to a deficiency that was noted during the previous accreditation self-study, the board developed and implemented a process for dealing with ethics violations. In addition, there is a link on the KCCD website to report ethics violations anonymously. Through this link, the reporting of ethics violations is simple, safe, and confidential.

**Actionable Improvement Plans**

None

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**B.1.i** The governing board is informed about and involved in the accreditation process.

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**Descriptive Summary**

The KCCD Board has an Evaluation and Accreditation committee that includes three members of the board. The charge of this committee is to keep the Board informed about accreditation matters. On Tuesday, May 29, 2012, the committee met with the College president and Accreditation Liaison Officer to review and discuss the self-evaluation report. In addition, during the development of their respective self-evaluations in preparation for the accreditation site visit, the colleges provide the Board with regular and scheduled updates as to the progress of the completion of their self-evaluations.

**Self-Evaluation**

The Board is involved in the District-wide accreditation process and is regularly informed about accreditation issues and progress in completion of each College’s self-evaluation documents.

**Actionable Improvement Plans**

None
The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-college District/system or the College chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or college, respectively. In multi-college Districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

**Descriptive Summary**

According to section 2A2 of the Board Policy Manual (IV.B.21), the Board of Trustees “…shall elect a Chancellor and such other officers as may be required and fix their compensation and terms of office. The Board shall hold the Chancellor responsible for the efficient administration and supervision of the entire system and shall evaluate the Chancellor.”

In section 10 of the Board Policy Manual (IV.B.22), the responsibilities of both the Chancellor and College Presidents are outlined. This section states that, “The Chancellor shall be responsible for the general efficiency of the District and for the development of the teaching, administrative and support staffs, instructional programs and services, and for the growth and welfare of the students.” In addition, it further states that the Chancellor may delegate powers and duties, but “…in every instance shall continue to be responsible to the Board for the execution of the powers and duties delegated.”

The selection of both the Chancellor and College Presidents is guided by Section 10 of the Board Policy Manual, which deals with confidential and management employees. The evaluations of the both the Chancellor and the College Presidents incorporate the use of various evaluation forms, in accordance with established timelines.

**Self-Evaluation**

The responsibilities and authority of the Chancellor are clearly spelled out in the Board Policy Manual, the Chancellor’s job description, and the Chancellor Employment Agreement (IV.B.23). The Chancellor Employment Agreement has a detailed accounting of the evaluation process for the Chancellor. The evaluations of the College Presidents are also established in the Board Policy Manual and followed consistently.

**Actionable Improvement Plans**

None
B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

B.2.a The president plans, oversees, and evaluates and administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

As the chief administrator of the College, Board Policy states that the President is “responsible to the Chancellor of the District. As chief administrator of the College, the President shall be responsible for maintaining the policies, procedures, rules, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of the California Community Colleges, and the general laws of California and of the United States of America. The President shall have the authority to delegate areas of responsibility as permitted by law.” (IV.B24)

The Porterville College President expects that administrators are responsible for their respective areas while she provides overall leadership for the College.

Self-Evaluation

Dr. Rosa Carlson, president of Porterville College, began her job in January 2006. During this time, she has provided effective leadership in all aspects of college-wide planning and has assumed the responsibilities of the College President as outlined in Board Policy.

Porterville College has an administrative structure that reflects the institution’s size and purpose.

Administrative staff evaluations are conducted following Board Policy and often involve evaluative input from a broad range of College personnel.

Actionable Improvement Plans

None
### B.2.b

The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.

### Descriptive Summary

In consultation with the Administrative Council, the College Learning Council (CLC), and various other participatory governance committees on campus, the President provides leadership into all aspects of institutional improvement. Through her leadership, the President makes every effort to inform all staff with email updates to the whole campus, open forums, weekly emails from the various campus program administrators regarding their program activities, participation in the local radio spots featuring the College, submission of articles in the local paper, and involvement in campus discussion through various other venues.

As part of her supervision and coordination with the various administrators, faculty directors, and related staff, the President ensures that assessment and evaluation of the College’s goals, strategies, and objectives of the Strategic Plan, Educational Master Plan, and other planning documents are being implemented and utilized toward the achievement of student learning outcomes, improvement of institutional planning, and better use and production data and research analysis. In support of this, the Office of Institutional Research provides a wide range of data which is integrated into the College’s institutional planning.

### Self-Evaluation

A variety of participatory governance committees on campus are responsible for related issues of institutional planning and review, budget development, and institutional effectiveness. These committees report directly to the CLC of which the President is a member. The CLC then makes recommendations to the President regarding planning, policies, procedures, and other matters.

The President provides leadership that has encouraged and established a culture of consensus building and collegial governance. When making decisions, she relies on data provided by the Institutional Researcher and input from the campus staff. As a member of the CLC, she regularly receives input from all campus committees, constituency groups, and students as to issues that may affect institutional planning and improvement.

### Actionable Improvement Plans

None
The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

Since she is the chief administrator of the College, the President directs and provides leadership campus-wide to ensure that the College adheres to state laws, statutes, regulations, and District policies and procedures.

The Administrative Council, comprised of all educational administrators and management personnel, meets weekly as a group with the President and in these meetings applicable laws and policies are addressed as appropriate. The CLC, is the main participatory governance committee on campus and is comprised of all administrators and managers, faculty chairs, Academic Senate President, and representatives from the classified staff and students; it meets twice a month. In similar fashion, any applicable laws and statutes are brought to the CLC by the President or other staff for discussion and review.

Self-Evaluation

The President provides appropriate and effective leadership to ensure that all statutes, regulations, and KCCD Board policies and procedures are applied consistently.

Actionable Improvement Plans

None

The president effectively controls budget and expenditures.

Descriptive Summary

The President effectively controls the budget and expenditures and receives recommendations from the CLC and Budget Committee (a sub-committee of the CLC). The Budget Committee provides general oversight of the development of the College budget and makes recommendations to the President through the CLC. All budget managers are responsible for the supervision and management of their respective budgets, but the President maintains final authority and responsibility for the budget and expenditures.

Self-Evaluation

The Director of Finance & Administrative Services, who is also the campus budget manager, meets on a weekly basis with the President’s Administrative Council. During these meetings, the budget is discussed and input is expressed regarding expenditures, priorities, and so on. In addition, the Budget Committee meets twice per month and the chair of the Budget Committee reports on the activities of the committee at each meeting of the CLC.
Actionable Improvement Plans
None

B.2.e The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The President works with the communities served by the institution through her participation in various community service groups and statewide organizations. She is a member of the Rotary Club, City of Porterville Chamber Board of Directors, Tulare County Economic Development board, Central Valley Higher Education Consortium (CVHEC) board, Porterville Unified School District (PUSD) Academy Advisory Board, and serves on the state Commission on Athletics (COA) Board. She frequently presents information on College activities during the weekly local radio program and attends many functions throughout the community. In addition, the College Public Information Officer (PIO) reports directly to the President and informs the surrounding communities served by the College about the significant events, activities, and innovations happening at the College.

Since the President is the chief administrative officer of the College, she reports to the Chancellor and is responsible for the total operations of the College’s programs and services. She provides leadership for the College community and is responsible for planning, overseeing, and evaluating the administrative structure and staffing of the College.

The President meets weekly with the Administrative Council, comprised of all educational administrators and directors to ensure that resources are efficiently managed and recommendations are being implemented. She also meets once per month with the Extended Administrative Council which includes the members of the Administrative Council in addition to the middle management staff (e.g. the Director of the Child Care Center, Information Technology manager, interim Associate Dean of Health Careers, Maintenance and Operations manager, and budget manager that reports to the District office). The College President receives recommendations made by the CLC, and those recommended by subcommittees of the CLC (i.e. Budget, Enrollment Management, Strategic Planning Committees, various standing and participatory governance committees, constituency groups, and interest groups).

The President also regularly schedules “Open Forums” in which staff can bring up any concern, question, or issue to be discussed. All staff members are invited to attend these forums, and there is no formal agenda.
Self-Evaluation

Through her participation in the above organizations, groups, and committees, the President keeps the Chancellor and the College community informed of local, regional, and state issues concerning the College. She is often asked to speak at local service clubs, make presentations to various local groups and campus organizations, and often meets or interacts with local high school officials and employers to promote the College and its services. She has made a strong commitment to working with the the College community and to strengthening the bridge with the local schools and businesses.

The College President adheres to a collegial process for seeking input, setting values, goals, and priorities, and for maintaining the integrity of the College at all levels. She meets with and shares information from Chancellor’s Cabinet, statewide organizations, or local groups with her Administrative Council, the CLC, and other campus committees or groups as appropriate.

Actionable Improvement Plans

None

| B.3 | In multi-college Districts or systems, the District/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the District/system and acts as the liaison between the colleges and the governing board. |
| B.3.a | The District/system clearly delineates and communicates the operational responsibilities and functions of the District/system from those of the colleges and consistently adheres to this delineation in practice. |

Descriptive Summary

The KCCD provides primary leadership through a hierarchical process of governance that starts with the Board of Trustees (IV.B25). The Board provides leadership in setting and communicating expectations of educational excellence and integrity for the District through its established Board policies and procedures. These policies and procedures serve to delineate the expectations of quality, equity, and effectiveness for the student learning programs and services offered by each of the colleges in the District. In addition, the Office of the Chancellor acts as a liaison between the colleges and the Board of Trustees.

The KCCD works to ensure compliance with the law and Board policy, to provide leadership and coordination of District-wide endeavors, and to advocate for all member colleges. The District also provides centralized services, such as Information Technology, Human Resources, and Business Services.
Self-Evaluation

The KCCD “Elements of Decision Making” (IV.B3) document clearly delineates the role and responsibilities of the District. In addition, these roles and responsibilities are also defined in the District Board Policy Manual. With that, there is an effort to ensure that the functions and responsibilities of the College and District are consistently adhered to.

Actionable Improvement Plans

None

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<th>B.3.b</th>
<th>The District/system provides effective services that support the colleges in their missions and functions.</th>
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Descriptive Summary

The District provides the College with supportive services including but not limited to human resources, financial, and technological. Feedback and evaluation regarding the effectiveness of District services is often provided in the District Chancellor’s Cabinet, the District Consultation Council, the Budget Allocation Model work group, the regular meetings of the College vice-presidents, and in the District-wide standing committees such as Instructional Technology, Business Services, Human Resources, Admissions and Records, Financial Aid, and Career and Technical Education. In addition, the District Researcher provides data gathered from climate surveys and other reports to assist in evaluating meeting the District’s missions and functions.

Self-Evaluation

Administrators, faculty, and staff from the College are actively involved in the various committees, task forces, and working groups of the District. This involvement ensures that the District Office is aware of specific campus needs, so it can respond or further support the College accordingly.

Actionable Improvement Plans

None
Descriptive Summary

A budget allocation model (BAM) (IV.B26) was developed through a District-wide collaborative process. This BAM determines the distribution of resources to each of the colleges in the District, including the District Office. During the recent reductions to the District budget due to the state’s severe financial situation, the original budget allocation process did not effectively take into consideration how the allocation of funds would be impacted by such a significant reduction in the budget. To address this difficulty, the model was evaluated this past year (2010-11), and several recommendations were made, reviewed, and approved.

Self- Evaluation

The College and District Office continue to discuss and review the budget allocation process to ensure resources are being distributed appropriately.

Actionable Improvement Plans

None

Descriptive Summary

Section 3A of the Board Policy Manual (IV.B28) details District fiscal policies, including budget, budget income and expenditures, and budget control. Section 3A1A3 (IV.B29) states: “The annual Budget shall not exceed estimated revenues for the Budget year excluding District-wide or College reserves.” Section 3A1A6 (IV.B30) addresses policy maintaining reserves and states that “District-wide unrestricted general fund reserves shall be no less than five percent (5%).” In January 8, 2009, the Board of Trustees affirmed the goal to “improve fiscal stability by maintaining a balanced budget and incrementally increase the District-wide unrestricted contingency reserve (excluding college carryover) to at least 10 percent.” The District consistently ends each fiscal year with balances exceeding the minimum 5%.

Self-Evaluation

The District continues to maintain a healthy reserve and has planned for the varying degrees of financial instability during these difficult times with the State budget. Concerns have been expressed by staff in various forums that the District is building a significant reserve that could otherwise be used to provide direct services to staff and students while still meeting the goal of a 10% reserve. The College is allowed, however, to keep part of these reserves as their carry over.
Actionable Improvement Plans

None

B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

Sections 10A5A1 (IV.B23) and 10A5B1 (IV.B24) of the Board Policy Manual describe the roles and duties of the District Chancellor and the College President. The Chancellor is the Chief Executive Officer of the District. The College President is the executive head of the College and is responsible to the Chancellor. The October 2011 document, “The Elements of Decision Making.” (IV.B3) details the process of decision-making at the District level and provides a functional mapping chart. The college presidents serve as members of the Chancellor’s Cabinet, which is the “clearing house for the consideration of all proposals for creation of or amendments to Board Policies and Procedures as well as considering other issues that may require decisions.”

The College President is evaluated following policy and procedure outlined in Section 10E (IV.B31) of the Board Policy Manual: “Confidential and Management Evaluation”.

Self-Evaluation

The College President is responsible for the administration of policies and is held accountable for the operations of the College.

Actionable Improvement Plans

None

B.3.f The District/system acts as the liaison between the colleges and the governing board. The District/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Chancellor and President work together to serve as liaisons between the Board and the College and regularly communicate in various venues regarding issues surrounding the College and District. In addition, representatives of the various constituency groups communicate their concerns through the general governance process of the District.

The District Consultation Council aims to facilitate timely, factual, and clear communication between constituents and the Chancellor as a means to help make informed District-wide
decisions. Members include the Chancellor, Vice Chancellors, College Presidents, Academic Senate Presidents, the CCA President, CSEA Presidents, the management association representative, and student representatives from each college.

Board of Trustees meetings are now Live Streaming, with an archive of past meetings.

**Self-Evaluation**

While the Consultation Council endeavors to facilitate timely, accurate, and clear communication between constituents and the Chancellor, the Strengths, Weaknesses, Opportunities, Threats (SWOT) survey completed by the District-wide employees that was used during the development of the revised KCCD Strategic Plan (IV.B27) indicated that communication was an area of concern. With that, a goal to “Create a collaborative culture and positive climate” was included as part of the new District Strategic Plan. One of the objectives within this goal is that “Trust, morale, and communication will improve over baseline 2011-12 as measured by climate surveys by June 2014.” In addition, the new District document “The Elements of Decision Making” (IV.B3) may alleviate some of the concerns the survey revealed.

**Actionable Improvement Plans**

None

**B.3.g** The District/system regularly evaluates the District/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary**

During the District’s review and discussions regarding its processes for District decision-making and the delineation of responsibilities, the “Elements of Decision Making” document was updated in fall 2011. This document contains a functional map and details District decision-making processes and outlines the responsibilities of the District Office and its various programs and operations. The development of this document included feedback that was obtained during discussions within the Consultation Council.

The District regularly participates in governance workshops led by the Community College League of California and the Academic Senate for California Community Colleges. In addition, College and employee group representatives give regularly scheduled reports at the Board of Trustee meetings. In addition, these representatives are also responsible for reporting on behalf of and to their constituent groups from the Consultation Council at the District level and the College Learning Council at the College level.
Self-Evaluation

The District and College continue to document, evaluate, and improve governance and decision-making processes.

Actionable Improvement Plans

- To ensure that the matrix is clear and understood by all constituents, or that it reflects any changes in staff, the decision-making matrix will be reviewed annually by the College Learning Council.
# STANDARD IV.B LIST OF EVIDENCE

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Plans and Summary
Plans for Continued Improvement

During this self-evaluation process, the College identified certain “Actionable Improvement Plans” (AIPs) that need to be addressed and has committed itself to ensuring that these plans for improvement are completed during the timeframes indicated.

The following is the listing of all AIPs within this Self Evaluation categorized by person or area responsible for their completion. This list will be distributed to each person or area indicated below in addition to the College Learning Council as part of its general oversight of College-wide planning. Completion of these AIPs will be an integral part of institutional planning during the next few years.

Admissions/Records/Matriculation - Director

- The Director of Admissions/Records/Matriculation will provide leadership in the development of DegreeWorks and that system will be implemented beginning in fall 2012.
- During 2012-13, the Director of Admissions and Records and Matriculation, will work with the respective staff at Bakersfield and Cerro Coso Community Colleges and the District Office to implement an online admissions application in Spanish.
- During 2012-13, the College will begin to utilize the common assessment if adopted by the State Chancellor’s Office.

Budget Committee

- During the 2011-12 academic year, the new update form and process will be implemented for the first time by the Budget Committee. During the 2012-13 academic year, that process will be evaluated and adjusted as necessary.
- During the 2011-12 academic years, calendars and other documents created by the Strategic Planning and Budget Committees will be integrated and checked for consistency.
- During the budget planning process for 2013-2014, the Budget Committee and CLC will consider cost effective ways to bring additional professional development programs to all staff.
- In 2012 the Budget Committee will summarize and quantify inequities, if any, in Porterville College’s 2012-2013 allocation from KCCD. The Budget Committee will look particularly at any inequities that arise as a result of the proportion of the District’s Full-time Faculty Obligation the College is required to assume. Based on this summary, the Budget Committee will forward to the CLC its recommendation regarding inequities in the Budget Allocation Model. If approved, the CLC will forward this recommendation to the District Consultation Council.
- In fall 2012, the Budget Committee will complete its work on a budget narrative to be distributed campus-wide—including an attachment to the Budget Calendar and the Annual Program Review Update and Budget Worksheet.
Once the College has completed the 2011-12 budget cycle, the Budget Committee will review and assess the extent to which the current process succeeds in integrating financial and institutional planning and recommend to the CLC any needed changes. The Budget Committee will conduct this review and assessment on an annual basis.

Along with each year’s recommended budget, the Budget Committee will prepare a Sustainability Report for the CLC that assesses the impact on sustainability of previous budget cuts in identified areas based on both qualitative and quantitative data drawn from program reviews and other relevant sources.

The Budget Committee will complete an annual review of the budget process, including a review of all forms and rubrics. The results and any recommendations based on this review will be presented to the CLC during the Fall Semester.

**Career and Technical Education - Dean**

- The Dean of Career and Technical Education will coordinate with the high school programs to facilitate the process of consolidating advisory committees with completion of this process during the 2012-13 academic year.

**College Learning Council**

- To support the work of the Curriculum Specialist in ensuring the various changes and modifications are made in subsequent catalogs, a “Catalog Review Committee” will be established and implemented in 2012-13 for the revision of the next catalog.
- The CLC will develop and implement a committee evaluation form that will be completed by each committee chair and presented to CLC at its last meeting each May. This form will be developed during the 2012-13 academic year and implemented in spring 2013.
- The CLC will develop and implement a committee evaluation form that will be completed by each committee chair and presented to CLC at its last meeting each May. This form will be developed during the 2012-13 academic year and implemented in spring 2013.
- To ensure that the matrix is clear and understood by all constituents, or that it reflects any changes in staff, the decision-making matrix will be reviewed annually by the College Learning Council.

**Curriculum Committee**

- The Curriculum committee will hold workshops on the new organizational methodology involving input of assessments into CurricUNET. This will be completed in academic year 2012-13.
Division Chairs

- The Language Arts Faculty Chair will determine whether changes similar to those implemented in English 83R are needed for all 80-level English courses. This determination should be completed by end of term, spring 2013.
- The Math Science Faculty Chair will work with Student Services to select a state-normed standardized assessment tool for mathematics placement.
- Faculty Chairs will monitor the assessment of SLOs in scheduled courses to be completed in the 2012-13 academic year.

Educational Media Design Specialist (EMDS)

- During 2012-2013, a focused training program for adjunct instructors will be developed by the EMDS with an emphasis on campus-wide hardware and software already in use.
- A training program by the EMDS will be implemented when new hardware is added to the classroom.

Flex Day Coordinators

- Beginning fall of 2012 surveys will be conducted by the Flex Day coordinators at the conclusion of each Flex Day to provide input on the effectiveness of the activities.

Human Resources – Campus Manager and District Office

- The comprehensive Human Resources procedural manual that has been drafted will be processed through the consultative process in the fall of 2012.
- Upon completion of the reclassification study, the District HR Office will review and, in cooperation with CSEA, submit a recommendation to the Chancellor.
- Implementation of the new EEO changes adopted by the Board of Governors, January 10, 2011, will be applied, after the Department of Finance has addressed the “mandated costs” to the State of California.

Information Technology - Committee

- The IT Committee will develop and implement a new IT Plan in the 2012-13 academic year.

Information Technology - Manager

- The IT manager will the installation of a universal card system and remote proxy access by 2013.
Institutional Research - Director

- In the fall 2012 term, the College will again conduct its strategic planning survey evaluating the effectiveness of all of its planning processes and procedures.

Library and Learning Resource Center - Staff

- Implement in 2012 the Library’s collection development plan designed in 2011 to streamline and reduce potential wasted staff effort for the Dewey to LC migration process for the following collections: VHS, children’s, anthropology, and Valley Writers.
- During 2012-2013 the Library and Learning Resource Center (LRC) staff will develop and submit a staffing plan to address the critical needs of the Library and LRC.
- The Learning Center Coordinator and Learning Center Technician will identify and implement methods of tracking the currently undocumented Learning Center business, including but not limited to exam proctoring, tutor training, and requests for tutors. To be in place by August 2013.
- The Learning Center Coordinator will work with Learning Center Technician to pursue CRLA tutor program certification. This will be completed by August 2014.
- During the 2012-2013 term, the Library staff will examine and evaluate, with PC’s institutional researcher, the outcomes of the three surveys discussed above that were administered in fall of 2011. Modifiers of services based on these survey results will be implemented beginning in 2013.
- In 2012-2013, the Library staff will adapt the SLO survey tool previously created to better measure learning outcomes in the currently presented stand-alone classroom presentations currently given at faculty request. This tool will be content-oriented (what did students learn), and it will complement the three experiential tools discussed previously.
- The Library staff will enhance and move the Telesensory workstation in 2012 to a more visible and accessible location in the Library.
- In 2012-2013 the Library staff will evaluate the results from the above mentioned surveys (library resources, reference service, information competency presentations, and library counter service) administered in 2011 to see what needs to be improved in library service areas, determine if the surveys need to be revised for reassessment, and develop goals and processes to achieve needed service area improvements.
- The Learning Center Coordinator and Learning Center Technician will work together to identify and implement a system for tracking the relationship between class grades and the impact of tutoring. This tracking system will be operational by August 2014.

Maintenance and Operations - Manager

- The M&O manager will coordinate the discussion and implementation of an installment plan for enhanced security camera coverage to be implemented by the end of 2013.
- During 2012-13 the College will implement a computerized maintenance management system to help track and prioritize work orders. A preventative maintenance module will be activated which will track preventative maintenance of equipment.
• The M&O manager will review recommendations to be submitted by outside consultants charged with developing plans to enhance energy efficiency, upgrading the camera and security systems, and arranging for the installation of a solar photovoltaic electric generating project. The evaluation of the recommendations and planning for construction will be completed during the 2013-14 year.
• The M&O manager will work with the District facilities department to begin implementation of the updated Facilities Master Plan during the 2012-13 year. The updated Facilities Master Plan will build upon the priorities identified in the Educational Master Plan.
• During the development of the 2012-13 budget, the M&O Manager will request additional custodians as needed.
• Camera system improvements will be completed by spring 2014 to address security concerns.
• M&O will address the following areas concerning disability access: path of travel from the bus stop to the campus, access ramps to the Nursing Skills lab, access clearance to the M&O grounds department, and access curb ramps on College Avenue. These projects are scheduled for completion by 2015.
• An energy consultant will review existing facilities and provide a plan by 2015 to enhance the quality of lighting throughout the campus.
• A computerized maintenance management system will be implemented 2012-13 that will track work orders, equipment inventory, and equipment maintenance.
• A new computerized maintenance management system will be implemented 2012-13 which will help with the tracking of preventative maintenance for District equipment.
• An outside consultant will conduct a feasibility study by 2013 to install a solar field to help support the College’s electrical demand.

Strategic Planning Committee

• During the 2011-12 academic years, calendars and other documents created by the Strategic Planning and Budget Committees will be integrated and checked for consistency.
• During the 2011-12 academic year, the College will transition from the current strategic plan to the next cycle with a new 3-year strategic plan that is linked to the KCCD District strategic plan.
• By spring 2013, the Strategic Planning Committee will review the planning calendar and the Strategic Planning Progress report to establish a more concrete schedule for ensuring that responsibilities are assigned, and timelines are established and followed.
• By fall 2013, the College will update its program review forms to make it clear that reporting on past goals is expected in addition to establishing new goals as well as including a number of other small changes. As part of this process, we will consider whether to develop web-based forms or specific program review software to guide the process. The strategic planning committee will review program review documents with this in mind, updating the program review assessment rubric if necessary.
• By fall 2013, the College will formalize and subsequently publish all of the annual program review update documents in addition to the original program reviews.
Vice President of Student Services

- The Vice President of Student Services will submit a position request for an Educational Advisor to serve in the Student Services computer lab as the college-wide budget and staffing plans permit.
- During the development of the 2012-13 budget, the Vice President of Student Services will submit a Program Review that will include the request for additional funding for adjunct counselors and/or a classified educational advisor.
- The Vice President of Student Services will coordinate the completion of the goals and objectives within the Student Services Strategic Plan beginning in fall 2011.

Summary

As stated earlier in this document, this Institutional Self Evaluation Report is the result of collegial and cooperative work by faculty, administration, classified staff, and students. This report reflects an honest analysis and introspection and describes our processes, practices and overall effectiveness toward enhancing student learning.

The College is committed to completing the AIPs and is also committed to continuing to build upon the strengths that were found during this self evaluation process. The College Learning Council (CLC) will provide general oversight in the progress toward completing the AIPs, as well as in our overall efforts to meet the standards of accreditation as established by the Accrediting Commission for Community and Junior Colleges (ACCJC).
Glossary
### Acronym Glossary

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AA</td>
<td>Associate in Arts</td>
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<tr>
<td>AA-T</td>
<td>Associate in Arts – Transfer</td>
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<tr>
<td>AB</td>
<td>Assembly Bill</td>
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<tr>
<td>AC</td>
<td>Academic Center</td>
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<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
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<tr>
<td>ACHRO</td>
<td>Association of Chief Human Resources Officers</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ARCC</td>
<td>Accountability Reporting for the Community Colleges</td>
</tr>
<tr>
<td>ASPC</td>
<td>Associated Students of Porterville College</td>
</tr>
<tr>
<td>AS-T</td>
<td>Associate in Science – Transfer</td>
</tr>
<tr>
<td>ATB</td>
<td>Ability to Benefit</td>
</tr>
<tr>
<td>ATI</td>
<td>Assessment Technologies Institute</td>
</tr>
<tr>
<td>BAM</td>
<td>Budget Allocation Model</td>
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<tr>
<td>BARC</td>
<td>Bakersfield Association for Retarded Citizens</td>
</tr>
<tr>
<td>BC</td>
<td>Bakersfield College</td>
</tr>
<tr>
<td>BEMAP</td>
<td>Budget, Enrollment Management, and Planning Committee</td>
</tr>
<tr>
<td>BRIC</td>
<td>Bridging Research Information and Cultures</td>
</tr>
<tr>
<td>BRIC-TAP</td>
<td>Bridging Research Information and Cultures – Technical Assist. Prog.</td>
</tr>
<tr>
<td>CA</td>
<td>Communications Art</td>
</tr>
<tr>
<td>CalWORKs</td>
<td>California Work Opportunity and Responsibility to Kids</td>
</tr>
<tr>
<td>CARE</td>
<td>Cooperative Agencies Resources for Education</td>
</tr>
<tr>
<td>CASBO</td>
<td>California Association of School Business Officials</td>
</tr>
<tr>
<td>CCA</td>
<td>Community College Association</td>
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<tr>
<td>CCC</td>
<td>California Community College</td>
</tr>
<tr>
<td>CCCC</td>
<td>Cerro Coso Community College</td>
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<tr>
<td>CCFSSE</td>
<td>Community College Faculty Survey of Student Engagement</td>
</tr>
<tr>
<td>CCLC</td>
<td>Community College Library Consortium</td>
</tr>
<tr>
<td>CCM</td>
<td>Latinos for Community Medicine</td>
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<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>CFO</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>CHAP</td>
<td>Cultural and Historical Awareness Program</td>
</tr>
<tr>
<td>CLC</td>
<td>College Learning Council</td>
</tr>
<tr>
<td>COP</td>
<td>Certificates of Participation</td>
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<tr>
<td>CRLA</td>
<td>College Reading and Learning Association</td>
</tr>
<tr>
<td>CSEA</td>
<td>California State Employees Association</td>
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<tr>
<td>CSU</td>
<td>California State University</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>CVHEC</td>
<td>Central Valley Higher Education Consortium</td>
</tr>
<tr>
<td>DDA</td>
<td>Demand Deposit Accounts</td>
</tr>
<tr>
<td>DIRT</td>
<td>District Institutional Research Team</td>
</tr>
<tr>
<td>DRC</td>
<td>Disability Resource Center</td>
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<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
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<tr>
<td>EMDS</td>
<td>Educational Media Design Specialist</td>
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<tr>
<td>EMSI</td>
<td>Economic Modeling Specialists Incorporated</td>
</tr>
<tr>
<td>EMP</td>
<td>Educational Master Plan</td>
</tr>
<tr>
<td>EMT</td>
<td>Emergency Medical Technician</td>
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<tr>
<td>EOPS</td>
<td>Extended Opportunity Programs and Services</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FA</td>
<td>Fine Arts</td>
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<tr>
<td>FAQ</td>
<td>Frequently Asked Questions</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<tr>
<td>FTES</td>
<td>Full-Time Equivalent Students</td>
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<tr>
<td>FTFO</td>
<td>Full-Time Faculty Obligation</td>
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<tr>
<td>GED</td>
<td>General Education Diploma</td>
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<tr>
<td>HR</td>
<td>Human Resources</td>
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<tr>
<td>HVAC</td>
<td>Heating Ventilation and Air Conditioning</td>
</tr>
<tr>
<td>ID</td>
<td>Identification Number</td>
</tr>
<tr>
<td>IDF</td>
<td>Intermediate Distribution Frame</td>
</tr>
<tr>
<td>IGETC</td>
<td>Intersegmental General Education Transfer Curriculum</td>
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<tr>
<td>IPAA</td>
<td>Integrated Planning, Assessment, and Action model</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>KCCD</td>
<td>Kern Community College District</td>
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<tr>
<td>KSFCU</td>
<td>Kern Schools Federal Credit Union</td>
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<tr>
<td>LAN</td>
<td>Local Area Network</td>
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<tr>
<td>LCT</td>
<td>Learning Center Technician</td>
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<tr>
<td>LRC</td>
<td>Learning Resource Center</td>
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<tr>
<td>LVN</td>
<td>Licensed Vocational Nurse</td>
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<tr>
<td>MDF</td>
<td>Main Distribution Frame</td>
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<tr>
<td>MEChA</td>
<td>Movimiento Estudiantil Chicano de Aztlan</td>
</tr>
<tr>
<td>M&amp;O</td>
<td>Maintenance and Operations</td>
</tr>
<tr>
<td>PC</td>
<td>Porterville College</td>
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<tr>
<td>PCF</td>
<td>Porterville College Foundation</td>
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<tr>
<td>PIN</td>
<td>Personal Identification Number</td>
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<tr>
<td>PTK</td>
<td>Phi Theta Kappa</td>
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<tr>
<td>PUSD</td>
<td>Porterville Unified School District</td>
</tr>
<tr>
<td>RN</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>RP</td>
<td>Research and Planning</td>
</tr>
<tr>
<td>SAAC</td>
<td>Student-Athlete Advisory Council</td>
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<tr>
<td>SAN</td>
<td>Storage Area Network</td>
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<td>SAO</td>
<td>Service Area Outcomes</td>
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<td>SC</td>
<td>Student Center</td>
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<td>SISC</td>
<td>Self-Insured Schools of California</td>
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<td>SLO</td>
<td>Student Learning Outcomes</td>
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<tr>
<td>SPWG</td>
<td>Strategic Planning Work Group</td>
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<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities and Threats</td>
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<tr>
<td>TLC</td>
<td>Technology Learning Center</td>
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TLC
<table>
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<tr>
<th>Acronym</th>
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<tbody>
<tr>
<td>VPAA</td>
<td>Vice President, Academic Affairs</td>
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<tr>
<td>VPSS</td>
<td>Vice President, Student Services</td>
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<tr>
<td>VTEA</td>
<td>Vocational and Technical Education Act</td>
</tr>
<tr>
<td>WAN</td>
<td>Wide Area Network</td>
</tr>
<tr>
<td>WASC</td>
<td>Western Associate of Schools and Colleges</td>
</tr>
<tr>
<td>WISE</td>
<td>Women in Islam Study for Education</td>
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</tbody>
</table>