



Our Mission

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

Present: Primavera Arvizu, Michael Carley, Araceli Carranza, Charlene Carrasco, Reagen Dozier, Connie Gutierrez, Mary Jo Jordan, Roger Perez, Cindy Pummill, Kimanthi Warren and Erin Wingfield

Absent: Ethan Hartsell and Analicia Jauregui

I. New Discussion Items

a. Call to Order

Primavera Arvizu called the meeting to order at 11:04 am.

b. Approval of Agenda

The 11/16/20 agenda was approved.

M/S/C: Mary Jo Jordan/Charlene Carrasco

c. Approval of Minutes

The minutes from 11/3/20 were approved

M/S/C: Roger Perez/Michael Carley

d. ATD Coaching Hours

PC has a total of 16 hours, some of those hours were from last year that we did not utilize because of COVID and some additional hours this year. The agreement was sent to the Board for approval.

There was a recommendation to use some of those hours for the faculty to decide through Academic Senate what some of those hours should focus on.

Cindy and Primavera will meet with ATD representatives to discuss the option of who our new coach will be.

e. ATD Conference

At the last meeting Michael and Kimanthi voiced interest in attending the conference in February. Primavera has not heard of any faculty interest and we will move forward to register Michael and Kimanthi for the conference while still looking for two faculty.

The Conference is February 18th - 21st and is virtual.

f. Pirate Maps Inquiry Completion Team (Michelle)

Working on Phase 2 of Pirate Map (IGETC/CSU 2-year plan). This phase will include milestones; the team has four drafts. The team has some questions and will contact the divisions to get answers. The deadline for Phase 2 is end of spring.

Are the science classes being included? Are we prefilling this out for the students? Primavera stated that the classes are only recommendation and the student will still meet with a counselor. At the bottom of the document will be language to students regarding meeting with a counselor.

The committee gave feedback how to address the issues of the classes listed not being available.

Roger and the marketing team will make the website interactive.

An example is below (*see next page*):

Child Development IGETC/CSU Pirate Map 2 Year Plan

0-15 Credits

CHDV P122 (3)
CHDV P144 (3)
English P101A (4)
Math P101 (4)



- Visit JobSpeaker at PC JEC (exploration, workshops)
- Meet with counselor to explore degree options and requirements
- Meet with counselor to complete Ed Plan
- Renew & Submit Financial Aid Application

16- to 30 credits

CHDV P119 (3)
CHDV P142 (3)
English P101B (4)
Comm P101 (3)



- Visit Career Services Develop resume
- Meet with Counselor to review California general requirements for Child Development permits.
- Choose a Transfer School (optional)

Summer

Art P101 (3)
Psych P101A (3)



Visit Career Services Develop resume

31-45 credits

CHDV P223 (3)
CHDV P239 (3)
ASL P101 (4 -3?)
Anthropology
Nutrition P102 (3)



- Graduation check/Complete Degree Evaluation Petition and submit to Admissions & Records
- Background Check
- Apply Transfer (optional) & Meet with University Representatives to explore university options
- Financial Aid Check up
- Apply for PC Scholarships (optional)

46-60 credits

CHDV P143 (3)
CHDV P117 (3)
Astro P101 (4)
Poli Science P101 (3)



- Sign up for commencement.
- Follow Up with the transferring university's admission process deadlines (optional if transferring)
- The State of California Commission on Teacher Credentialing Child Development Permit
- Complete Background Check, TB Test, First Aid Card
- CPR Card, Food Handler's Card

TOTAL 60

g. Guided Pathways Scale of Adoption Assessment

This March the GP assessment is due and this committee will review all categories and assess how PC is doing in each. Plan to have draft done in December. The assessment needs to go to Enrollment Management and CC before submitting.

1. Mapping Pathways to Student End Goals.

- a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”
 - Made progress on creating meta-majors and working on the next steps
 - Planning to scale
- b. Every program is well designed to guide and prepare students to enter employment and further education in field of importance to the college’s service area.
 - We have all the information and just need to put it together.
 - Scaling in progress
- c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.
 - The full employment tool is on the web
 - Scaling in progress
- d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.
 - 2-year plans completed but we still do not have the links to the website done.
 - Scaling in progress

- e. Required math courses are appropriately aligned with the student's field of study.
 - At scale
- 2. Helping students Choose and Enter a Program Pathway
 - a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
 - Implemented this fall with the high school.
 - Scaling in progress
 - b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.
 - All supports still occurring even though we are virtual
 - At Scale
 - c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" Math courses by the end of their first year.
 - Need to continually evaluate
 - At scale
 - d. Special supports are provided to help academically underprepared students to succeed in the gateway" English courses by the end of the first year.
 - Discuss some of the co-requisite courses
 - At Scale
 - e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
 - At scale
 - f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.
 - We are working on this. How many are entering into a program?
 - Working on imbedding a demo regarding careers. Already doing career exploring workshops.
 - Scaling in progress
- 3. Keeping Students on Path
 - a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
 - DegreeWorks upgrade, trying to connect DegreeWorks to Navigate, counselors' access to data pieces and training for data for Cognos.
 - The gap is not requiring students meet a counselor.
 - At 70%
 - Scaling in progress

Will finish reviewing the GP assessment at the next meeting. Primavera will get with each individual to get an update on the progress for each point discussed.

h. Guided Pathways Dashboard Webinar Slides

Tabled



Pathways, Success & Equity Committee

PSEC Minutes

Tuesday, November 16, 2020

11:00 AM – 12:00 PM – Zoom

i. **Social Justice Professional Development Opportunities (Kimanthi)**

USC Community College (CC) Alliance is providing 12 sessions regarding social justice and equity issues. PC is three sessions in and the team is looking for attendees for the fourth session and each session has a different theme. The remaining sessions are:

- 12/10 – Meaningfully Integrating Race Across the Curriculum
- 1/25 – Recruiting and Hiring Faculty of Color
- 2/18 – Confronting Explicit Acts of Racism and Racial Violence on Campus
- 3/19 – Equity-Minded Student Support Services
- 4/21 – Implementing AB-705 and Other Legislation in Equitable Ways
- 5/4 – Recruiting and Strategically Diversifying Staff at All Levels
- 6/2 – Accountability and Incentives for Advancing Racial Equality
- 7/16 – Creating Equitable Pathways to Leadership Roles for Employees of Color
- 8/2 – Opposing the Erasure of Asian Americans, Pacific Islander, and Native Americans

Contact Kimanthi or Miles if you are interested in attending one of the sessions.

j. **Equity Gaps (Michael)**

Tabled

k. **Announcements**

II. **Old Discussion Items**

III. **Future Agenda Items**

The meeting was adjourned at 12:00 pm