

Porterville College
Accreditation Midterm Report
Date:

ACCREDITATION MIDTERM REPORT

2022

Submitted by:

Porterville College
100 E. College Avenue
Porterville, CA 93257

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Date Submitted

CERTIFICATION OF THE ACCREDITATION MIDTERM REPORT

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Claudia Habib, Ed.D.
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This Accreditation Midterm Report is submitted to the ACCJC as an update on the progress toward the priorities indicated in the College's quality focus essays, self-identified action plans, and the accrediting team's improvement recommendations.

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Claudia Habib, Ed.D., President	Date
Romeo Agbalog, President, Board of Trustees	Date
Sonja Christian, Ed.D., Chancellor	Date
Thad Russell, Ed.D., Accreditation Liaison Officer	Date
Robert Simpkins, Ph.D., President, PC Academic Senate	Date
LaVerne Butler, President, Chapter 46, CSEA	Date
Carlos Rodriguez, President, Associated Students of Porterville College	Date

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Report Preparation

Porterville College’s Midterm Report was created in the 2021-2022 year. Through a collaborative and intentional process, constituents participated to review, evaluate, and draft the report. The College’s Accreditation Liaison Officer (ALO) headed up the efforts and convened the group on September 9, 2021 to study the 2018 Accreditation Report and subsequent documents. This Midterm Report was developed by the College’s standing Accreditation Committee, a cross-sectional committee, with representation from faculty, classified, administration, and student government. Additionally, the composition of the Accreditation Team intentionally included the chairs of the major constituent and participatory governance groups to ensure integrated and consistent collaboration and communication of the report across all areas of the College. The sections of the report were assigned to sub-groups representing members with expertise and interest. The ALO assigned the responsibility to the committee to provide progress reports for their respective responses to reflections on improving institutional performance, review evidence, study data, and determine the College’s success toward the standards and accreditation compliance. [EVID-4.01]

The taskforce included the following who assisted in gathering and reviewing the information.

Name	Title
Thad Russell	Vice President of Instruction and ALO, Enrollment Management Committee Co-Chair, and College Council Co-Chair
Primavera Arvizu	Vice President of Student Services
Arlitha Harmon Williams	Vice President of Finance and Administration
Robert Simpkins	Academic Senate President
Michael Carley	Director, Institutional Research and Strategic Planning Chair
Elizabeth Buchanan	Division Chair of Language Arts, Enrollment Management Committee Co-Chair, and College Council Co-Chair
Kendra Haney	Division Chair of Natural Science
Sherie Burgess	Division Chair of Mathematics
Melissa Long	Faculty and Outcomes Coordinator
Dustin Acres	Faculty and Curriculum Chair
LaVerne Butler	President, CSEA and College Council Co-Chair
Rachel Surprenant	Treasurer, Associated Students PC
Kim Behrens	Associate Dean of Health Careers

Michelle Miller-Galaz	Dean of Instruction
Osvaldo Del Valle	Dean of Instruction
Erin Wingfield	Dean of Student Success and Counseling

The timeline for submitting the 2022 Midterm Report demonstrates the involvement of faculty, staff, students, and administration. At the December 2, 2021 meeting, a faculty member, Kendra Haney, assumed the responsibility to serve as the editor of the report to ensure consistency in titles, names, and content. Two assistant editors, one faculty, Elizabeth Buchanan, and one administrator, Michelle Miller-Galaz, provided cross-checking and logistical support. The progress in the development of the Midterm Report was discussed in the College Council, Academic Senate, and Enrollment Management committees. The Accreditation Team met monthly to review progress, discuss content, and suggest adjustments. Sub-groups met as needed to develop and refine the narrative and arrange evidence. Preliminary drafts were submitted to the Kern Community College District (KCCD) Board of Trustees Accreditation Subcommittee on March 6, 2022 and to the College Council on March 21, 2022, April 18, 2022, and May 2, 2022. [EVID-4.02, EVID-4.03, EVID-4.04, EVID-4.05] Need CC minutes from 4/18 and 5/2

The final report was reviewed and approved at the May 2, 2022 meeting of the College Council and then sent to the Board of Trustees for approval. A subcommittee of the Board reviewed and discussed the report prior to the meeting in which the report was to be approved. At its meeting on xxxxxx, the Kern Community College Board of Trustees officially approved the Midterm Report. The report was then sent to the ACCJC as required.

Accreditation Midterm Report Timeline

Accreditation Team established	September 9, 2021
Data presented to Team	November 18, 2021
First Draft and Editor chosen	December 2, 2021
College Council Review of draft	March 21, 2022
College Council Pre-Final Draft Reading	April 18, 2022
College Council Pre-Final Draft Approval	May 2, 2022
Near Final Draft for All College Review	June 2022
Board Subcommittee Review	July 2022
Board First Reading	August 2022
Board Approval (2nd Reading)	September 2022
Final report due to ACCJC	Oct 17, 2022

Plans arising from the Self-Evaluation Process

In the Institutional Self Evaluation Report (ISER) the College identified three areas for improvement within the context of Institutional Reflection and Changes. Additionally, throughout the ISER, several other opportunities for improvement were noted and are addressed in the following tables and comments:

Institutional Reflection and Changes					
Action Plans	Standard	Outcomes/ Progress	Additional Plans/ Timelines	Responsible Party	Evidence
Establishment and implementation of improvement plans to address institutional set standards (ISER pg. 223)	IB	The intended outcomes have been met.	Continuous monitoring and adjustment	College Council, Strategic Planning Committee, Office of Instruction	[EVID-5.01] [EVID-5.02]

The process was discussed in the Accreditation Committee and forwarded to the Strategic Planning Committee for a serious and thorough discussion. That group came up with a deliberate process, with options that were discussed and adopted by College Council on April 5, 2021. The agreed upon process also established a practice that these data will be reviewed and updated each year prior to the ACCJC annual report due date. Any data points falling below the Institution-Set Standards will be referred to the Office of Instruction for review and any falling below for two consecutive years will lead to a written report and plan for remediation. Additional details are found later in this report under *Reflection on Improving Institutional Performance: Institution Set Standards*.

Institutional Reflection and Changes					
Action Plans	Standard	Outcomes/ Progress	Additional Plans/ Timelines	Responsible Party	Evidence
Review and assessment of Institutional Learning Outcomes (ILOs), General Education Learning Outcomes (GELOs) (ISER pg 223)	IIA	The intended outcomes have been met.	Maintain and monitor the existing plan.	Curriculum Committee, College Council	[EVID-5.03] [EVID-5.04] [EVID-5.05] [EVID-5.06] [EVID-5.07]

In 2017 the Curriculum Committee began the assessment process for GELOs and in 2018 College Council took responsibility for ILO assessment.

Assessment, communication, and evaluation of both are now integrated into the respective committee work.

Institutional Reflection and Changes					
Action Plans	Standard	Outcomes/ Progress	Additional Plans/ Timelines	Responsible Party	Evidence
Budgetary plans to ensure funding stability for the College and the District. (ISER pg 223)	IIID	The intended outcomes have been met. The College has integrated into its planning processes consideration for all aspects of the Student-Centered Funding Formula (SCFF).	Monitor all aspects of the SCFF and how it impacts the College.	Budget Committee, KCCD Districtwide Budget Committee	[EVID-5.08] [EVID-5.09] [EVID-5.10] [EVID-5.11] [EVID-5.12]

Porterville College, within the Budget Committee, reviewed and evaluated the Student-Centered Funding Formula throughout the 2018-2019 year and began discussing its potential impact campus-wide in fall 2019. Discussions still continue in various standing committees that represent a broad range of constituents including faculty, staff, and students.

Additionally, the District Wide Budget Committee (DWBC) spent the 2019-2020 year strategically evaluating the district distribution formula for apportionment through the lens of the Student-Centered Funding Formula. Simultaneously, the committee also assessed and recommended the distribution model for all other revenues coming to Kern Community College District. These analyses and recommendations to the Board of Trustees were to ensure each college had a stable and coherent understanding of their future revenues within the context of the funding formula disruption.

Other Improvement Areas Noted Throughout the ISER					
Improvement Area	Standard	Outcomes/ Progress	Additional Plans/ Timelines	Responsible party	Evidence
One area of possible improvement includes the level of follow-up on Data Team recommendations. (ISER pg. 65)	IA2	This item is complete.	Continuous monitoring and adjustments as needed	Data Team, Pathways to Equity and Success Committee (PSEC)/ Guided Pathways Committee	[EVID-5.13]

This item is complete. The Data Team worked with the Pathways to Success and Equity Committee (PSEC, now the Guided Pathways Committee) to develop a tracking system for all recommendations from when the team was first formed, including information on how each recommendation had been addressed. This spreadsheet was maintained until spring of 2022 when the Data Team was re-structured under the new Guided Pathways Committee framework.

Other Improvement Areas Noted Throughout the ISER					
Improvement Area	Standard	Outcomes/ Progress	Additional Plans/ Timelines	Responsible party	Evidence
During the 2018-19 academic year, the Office of Institutional Research will work with the Strategic Planning Committee to establish a set of compliance metrics. (ISER pg. 73)	IB3	This item is complete	Monitor and adjust as necessary.	Strategic Planning Committee	[EVID-5.14] [EVID-5.15]

This item has been completed, though in a slightly different way than originally conceived. The Office of Institutional Research compiled a crosswalk of various campus planning goals, using the Strategic Plan, the Enrollment Management Plan, and others, and gathering input from each of the planning committees across campus. This allowed the College to ensure that planning efforts were consistent and coordinated.

In the 2021-22 academic year, the Strategic Planning Committee put together a detailed process for determining the College’s Institution Set Standards and Stretch Goals. This is described more thoroughly in the section on *Reflection on Improving Institutional Performance: Institutional Set Standards*. This new process allows the College to be more deliberate and intentional with how these goals are set and evaluated annually. It was approved by College Council in April 2021; the 2022 ACCJC Annual Report was the first opportunity to evaluate the success of this effort.

Other Improvement Areas Noted Throughout the ISER					
Improvement Area	Standard	Outcomes/ Progress	Additional Plans/ Timelines	Responsible party	Evidence
Tracking outcomes assessment work (ISER pg. 93)	IIA1	The intended outcomes have been met.	Monitor and continuously evaluate its effectiveness.	Outcomes Committee	[EVID-5.16]

The Outcomes Committee (OC) is utilizing a Google Docs Database after thoroughly reviewing and dismissing the eLumen Assessment product. During the spring and fall of 2017 the Outcomes Committee, in coordination with the Office of Instruction, evaluated the strengths of the eLumen Assessment product and found its strength was in tracking quantities of outcomes assessment but not in managing the assessment cycle or communication and implementation plans. Consequently, the College would still need to retain the Google Docs Database, creating unnecessary duplication.

Other Improvement Areas Noted Throughout the ISER					
Improvement Area	Standard	Outcomes/ Progress	Additional Plans/ Timelines	Responsible party	Evidence
Comprehensive staff development plan (ISER pg. 105)	IIA7	The intended outcomes have been met.	Revision is in progress	Academic Senate, College Council, Office of Instruction	[EVID-5.17] [EVID-5.18] [EVID-5.19]

A comprehensive staff development plan was developed and disseminated to the College in 2018.

The designed staff development plan struggled to survive the pandemic. The College, through participatory governance is revising and reinvigorating the plan and the vision. Two draft plans are currently in progress and a final plan is expected to be presented to College Council in fall 2022. More detailed discussion can be found in the Quality Focus Essay: Professional Development.

Other Improvement Areas Noted Throughout the ISER					
Improvement Area	Standard	Outcomes/ Progress	Additional Plans/ Timelines	Responsible party	Evidence
Correct the inconsistent institutional research attention due to staffing (ISER pg. 127)	IIC2	This is complete	Monitor and adjust as necessary	Office of Institutional Research, Office of the President	[EVID-5.20]

This situation has stabilized. The current Institutional Research Director resumed his full duties on the PC campus in the spring of 2018 as a district director was hired. The research analyst position was also filled and the College has had an institutional research staff of two for most of the period since the last ACCJC visit, providing data support and planning leadership for the College. In addition to local staff, the College is supported by the District Office of Institutional Research and Reporting, which provides data on district-wide metrics, dashboard support, and leadership to the three colleges.

Other Improvement Areas Noted Throughout the ISER					
Improvement Area	Standard	Outcomes/ Progress	Additional Plans/ Timelines	Responsible party	Evidence
Clear and consistent communication of degree and certificate requirements (ISER pg. 135)	IIC6	This has improved and the College intends to fully integrate into all relevant processes and documents.	Monitor and adjust as necessary	Curriculum Committee, Enrollment Management Committee, Catalog Workgroup, Office of Instruction, Student Services	[EVID-5.21] [EVID-5.22] [EVID-5.23] [EVID-5.24] [EVID-5.25]

Porterville College has fully immersed itself with Guided Pathways and therefore is keenly focused on ensuring consistent communication that clarifies and supports learning goal attainment. Various operational areas coordinate all public-facing communication to ensure consistent messaging of degree and certificate requirements. For example, the Catalog Workgroup includes, among others, the Public Information Officer, the Curriculum Committee chairperson, and the Curriculum Technician to ensure the catalog always matches curriculum which in turn matches all website documentation or marketing material.

Additionally, the College has recently begun utilizing DegreeWorks to offer a single portal for counselors, faculty, and students to track real-time progress toward academic goal attainment. Over the next year the College will also implement Program Mapper to better relate not only academic program requirements but also two-year sequences and transfer pathways.

Additionally, the College is providing activities and training during FLEX activities, is intentionally and regularly communicating information about online policies and resources, has created an online teaching handbook, and instituted weekly training seminars conducted by faculty and for faculty called “Quick Tips for Teaching Success.” To ensure that faculty are aware of distance education policies and resources, the College communicates them through the Canvas resource page, through emails, and division visits from the Educational Media Design Specialist, and through various relevant committees.

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement #1:

Recommendation 1: “In order to increase effectiveness, the team recommends that the College develop a formal, systematic, and comprehensive plan to better document and communicate its assessment activities in its promotion of student success.”

Status: Completed

The Outcome Assessment Cycle as followed by the Outcomes Committee (OC) refers to the process of assessing outcomes, analyzing the results, and making informed decisions based on the findings. The outcome assessment process is cyclical and is a method to close the loop in outcomes assessment. The committee has representation from all divisions which allows these committee representatives to act as a liaison to their respective divisions. The changes made to produce better outcomes assessment and implementation of changes based on assessments are detailed fully in *Reflection on Improving Institutional Performance: Student Learning Outcomes* section. Following is a summary of who assesses, where discussions take place, and how each outcome fits into the Outcomes Database, the repository for all courses that is mapped to the Outcomes and the rotation date. [EVID-6A.01]

The Outcome Database contains the following outcomes with assessment:

- Student Learning Outcomes (SLO)- are reviewed at Adjunct Orientation and during Flex Day. Both full-time and part-time faculty assess SLOs either at division meetings or in smaller cohorts to report to their OC representative. Those faculty implement changes based on assessments in their own courses. [EVID-6A.02, EVID-6A.03, EVID-6A.04, EVID-6A.05]
- Program Learning Outcomes (PLOs)- are outlined in instructional division program reviews. The PLOs are assessed using summative assessments such as: multiple choice exams, hands-on projects, and written essays. Divisions discuss these at division meetings or special outcomes assessment days. The information collected on these evaluations will refine future class offerings, textbook choices, and assessments. [EVID-6A.06, EVID-6A.07, EVID-6A.08]
- Service Area Outcomes (SAOs)-are also outlined in non-instructional program reviews. SAOs are often assessed via student surveys. The information collected is used to improve the services provided by non-instructional areas to the students. [EVID-6A.09, EVID-6A.10]
- General Education Learning Outcomes (GELOs)- are reviewed in monthly Curriculum Committee meetings with divisions contributing to assessment. [EVID-6A.11, EVID-6A.12]
- Institution Learning Outcomes (ILOs)- are reviewed and adjusted in College Council. [EVID-6A.13]

Response to Recommendations for Improvement #2:

Recommendation 2: “In order to meet the Standard and Commission Policy on Distance Education and Correspondence Education, the team recommends the College review and revise its existing processes to ensure that faculty teaching online courses consistently provide regular and substantive interaction with students.”

Status: Completed

As evidenced in the Follow Up Report (September 24th, 2019) and confirmed during the interview, the College responded to the Commission’s recommendation by revising its policy on regular and effective contact, instituting weekly checks in online classes to verify compliance, and instituting a requirement that faculty have online training before being assigned to an online section. [EVID-6A.14, EVID-6A.15]

Additionally, the College is providing activities and training during flex week, intentionally and regularly communicating information about online policies and resources, has created an online teaching handbook, and instituted weekly training seminars conducted by faculty and for faculty called “Quick Tips for Teaching Success.” To ensure that faculty are aware of distance education policies and resources, the College communicates to them through the Canvas resource page, through emails, and division visits from the Educational Media Design Specialist, and through various relevant committees. [EVID-6A.16, EVID-6A.17, EVID-6A.18, EVID-6A.19, EVID-6A.20, EVID-6A.21]

Kern Community College Board Policy 4B3 states that faculty shall initiate contact with students at least twice a week. The Regular and Effective Contact Policy for Porterville College, updated in February 2019, includes this requirement and offers additional guidance of ways this might be accomplished. To ensure a record of compliance, faculty who initiate contact outside of the Canvas LMS are required to document that contact through another method. The policy also includes guidelines for facilitating regular and effective contact between faculty and students and between students. [EVID-6A.22, EVID-6A.23, EVID-6A.24]

To ensure the College policies are being followed, the Academic Senate, faculty union, and administrative leadership agreed to weekly “checks” of faculty-student contact in online courses. These checks are conducted by the Educational Media Design Specialist (a classified staff member). If a faculty member is not meeting the policy, the specialist sends an email reminding them of the policy and offering assistance. [EVID-6A.25]

The Regular and Effective Policy stipulates expectations but does not describe interventions in the case of non-compliance. Primary constituent groups have agreed that if the reminders and support from the Educational Media Design Specialist are not effective, the Distance Education Committee will be notified and will work with the instructor. If a course is still not in

compliance, it will be referred to the appropriate dean for further action. The Vice President of Instruction is also kept informed of the results of the checks.

The College is providing training and other professional development for online faculty. Before being assigned to an online or hybrid class, a faculty member must complete two required training courses “Kung Fu Canvas” and “Introduction to Online Teaching and Learning” or receive permission for completing a similar course from another college. A resource page that includes the distance education standards, Canvas resources, and professional development opportunities is provided through the Center for Instructional Technology on Canvas. [EVID-6A.26]

The curriculum approval process for online classes has been updated to clearly define expectations for regular and effective contact and how those expectations will be met. It now explicitly requires an addendum that addresses how online instruction will ensure regular and effective contact between instructors and students and among students. [EVID-6A.27]

To further refine online teaching practices and as part of its participation in the Online Education Initiative, the College has faculty submit a qualifying course to Peer Online Course Reviewee (PC-POCR). The College has invested in faculty review of the courses who give feedback to the submitting faculty to ensure alignment with the California Virtual Campus – Online Education Initiative (CVC-OEI) Online Course Design Rubric. Through this internal feedback cycle, the faculty will make modifications to the course to bring to into alignment. The course then goes through review by the Online Network of Educators (@ONE) and if @ONE finds any part not aligned, the instructor makes the necessary modifications until @ONE confirms it is fully aligned. Three (3) courses completed the CVC-OEI Course Exchange and ten (10) are undergoing review in spring 2022. The courses are quality badged after a thorough review through the PC Peer Online Course Review process using the OEI rubric. [EVID-6A.28, EVID-6A.29]

Reflection on Improving Institutional Performance: Student Learning Outcomes

Student Learning Outcomes (Standard II.B.2) “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

What are the strengths of the process that help the college to improve teaching and learning?

As noted in Recommendation 1, Porterville College takes a collaborative approach to improving teaching and learning with all the interested parties involved and the assessment of outcomes done by the group capable of making changes based on the assessments. The Outcomes Committee’s (OC) mission is to facilitate the Outcome Assessment Cycle (collect, analyze, identify, implement) as it is applied to all areas of college outcomes: Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Service Area Outcomes (SAOs), General Education Learning Outcomes (GELOs), and Institutional Learning Outcomes (ILOs) representatives, at the division level, give consistent direction and tracking and maintain a consistent assessment schedule. [EVID-6B1.01]

In the past, the Outcomes Committee has been tasked with assessing the GELOs and its attempts to do so have been fleeting and unfruitful. A big part of the problem is that the GELOs needed to be assessed by the group overseeing Porterville College’s general education program and not the committee that is supposed to assist faculty in that assessment. In giving responsibility of assessing GELOs to the Curriculum Committee, the members then need to review the summary, discuss it at a meeting, and decide if changes need to be made to the way the GELO is taught, assessed, the wording/meaning of the GELOs itself, and/or the course SLOs that are mapped to that GELO. Then the Curriculum Committee will develop an action plan and submit an “Outcome Cycle Rotation Completion Form.” [EVID-6B1.02]

The program review process has been refined to include clear metrics on reporting program and student-level outcomes. Both have been components of program reviews but recent updates to the forms and rubric clarify the process and expectations for reporting outcome assessment and changes made to courses and programs. New program review forms were rolled out in fall 2021 as optional for the 2021-2022 academic year and will be required for 2022-2023 program reviews. Program reviews are submitted on a three-year cycle. Also helpful is the inclusion of the Outcomes Coordinator in the Curriculum Committee Technical Review meetings, which ensures faculty get early SLO feedback in any curriculum process. Additionally, the Outcomes Coordinator has joined the Strategic Planning Committee which oversees the initial approval of program reviews so SLOs, PLOs, and SAOs can be directly discussed between knowledgeable parties before College Council approval of Program Reviews. [EVID-6B1.03]

To improve outcomes assessment, the Outcomes Committee has simplified the process of outcomes assessment by removing multiple steps and forms that were confusing and lacked efficiency. This halted work because assessors lacked clarity on how to complete the cycle. The Outcomes Committee has simplified the training process and created a Canvas page with access

to all parties that includes tutorials, division-specific information, and links to extensive and broad outcomes assessment resources. [EVID-6B1.04]

To further support assessment work a group of faculty and administrators together with the Building Capacity for Change team through Achieving the Dream developed a plan for a Teaching Innovation Center that supports teaching excellence and student success to develop quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success. [EVID-6B1.05, EVID-6B1.06]

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

In housing assessment of GELOs and ILOs in the appropriate committees, Porterville College has refined the assessment of those outcomes. SLOs are similarly on track, but the next focus needs to be on PLOs. There is room for growth on PLOs and how they relate to classroom and instructional strategies. Assessment cycles were delayed during the Covid-19 pandemic significantly affecting the timing of the assessment cycles and consequently there are some limited delays. In addition, some programs have no full-time faculty which makes it difficult to evaluate outcomes, maintain, the cycle, and proves a challenge for a division chair to oversee if the PLOs fall outside of the expertise of the division chair. However, an opportunity for growth is to identify dedicated time, collaboration opportunity with peers, and dedicating a day each semester for all faculty to focus on assessment.

Another growth opportunity is to increase regular and strategic professional development opportunities especially for adjunct faculty. This will ensure that more faculty understand assessment and are impactful in the process. Additionally, there is inconsistent representation on the Outcomes Committee, where some divisions do not have a dedicated representative. Academic Senate is actively working to address this.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

There are many examples where improvements have been made based on outcomes assessment data. A writing center was created in 2018 as a direct result of assessment of Institutional Learning Outcome #1, “Use language and other modes of expression appropriate to the audience and purpose.” The writing center was transitioned using Title V Grants into a dedicated Literacy Center in 2021. [EVID-6B1.07]

A Flex Day presentation on critical thinking across disciplines was a result of ILO #2, Cognition: Think independently, creatively and critically to analyze, synthesize, and evaluate ideas and information,” assessment plan. The purpose of the presentation was an introduction on how to integrate assignments/activities across curriculum by sharing best practices in the classroom. [EVID-6B1.08]

Institutional Learning Outcome #4 states, “Apply knowledge of diversity and multicultural competencies to promote equity, social justice, and civic engagement in our communities.” As a result of assessment in College Council in spring 2021, voter awareness was expanded for the campus community. All incoming first-year students through the PC Promise Program can register to vote and are given presentations on many other social issues. Additionally, the College is working to create and/or identify student clubs related to social and cultural responsibility and provided training to students through the Associated Students of Porterville College (ASPC). [EVID-6B1.09]

Business Administration identified in the SLO assessment that instruction needed to more intentionally define ethics to help students better achieve the outcome relating to students being able to explain the role of social responsibility in an organization. [EVID-6B1.10]

Assessment of the SLO by Administration of Justice identified an opportunity to change their primary method of assessment of the outcome. It was decided the complexity of the assignment was likely interfering with the ability to accurately determine if students were learning the outcome. [EVID-6B1.11]

The Spanish instructors recognized through PLO assessment that students needed more direct instruction time with grammatical tenses in the first two sequential courses. [EVID-6B1.12]

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college’s schedule?

In areas where assessment may be falling behind, the College, mostly through the Outcomes Committee, is researching new avenues for solutions, scheduling workdays to get back on schedule, issuing reminders, and using the Program Review process to encourage timely assessment and improvement. The Outcomes Committee is in collaboration with peer institutions to learn additional tactics for better engagement, tracking, and implementation of documenting assessment. The committee members are also kept informed through a state-level list-serve.

In the fall of 2021, the Career and Technical Education (CTE) division participated in an inaugural “outcomes fest” where a day was set aside, with members of the outcomes committee, to revitalize the course and program level outcomes and complete the assessment cycle. This helped the division to revise their PLOs and some SLOs using backward design making the process more beneficial in the future. This pioneering event can be replicated by other divisions with time scheduled for completion on a bi-annual basis. [EVID-6B1.13]

A Teaching Innovation Center was proposed in the fall of 2021 with the strategic intent of maintaining the outcome cycle. The center was presented to the Academic Senate, and upon approval of the Senate will be presented to the Enrollment Management Committee and College Council; it is up for consideration for approval in spring 2022. This center will become a place to integrate outcomes assessment into high-impact teaching and learning strategies as well as serve as a hub for cross-college communications. [EVID-6B1.14]

Reflection on Improving Institutional Performance: Institution-Set Standards

Overview

For some time, the College established Institution-Set Standards each year as the annual report was due, reviewing it quickly before the deadline. During the 2020-21 academic year, the College was determined to begin a more systematic approach that both adhered to the letter and spirit of the accreditation standards and linked the Institution-Set Standards and Aspirational goals to the College's planning process and long-term goal-setting.

The process was discussed in the Accreditation Committee and forwarded to the Strategic Planning Committee for a serious and thorough discussion. That group produced a deliberate process, with options that were discussed and adopted by College Council on April 5, 2021. The new process reviews the past five years of data for each of the areas included in the ACCJC Annual Report and establishes a mean for each data point, with the Institution-Set Standard for most set to one standard deviation below the mean. After some discussion, the aspirational goals were set to be two standard deviations above the mean, a point that allowed the College to adhere to its practice of establishing goals that are "ambitious, but achievable." There are some exceptions to the setting of both the ISS and aspirational goals. For example, the employment rates were set according to Perkins guidelines, and as some of the licensure exam pass rates are already very high, aspirational goals of 100% were set where two standard deviations above the mean would have been higher than 100% and thus impossible. [EVID-6B2.01, EVID-6B2.02, EVID-6B2.03]

The process agreed to also establishes a practice in which this data will be reviewed and updated each year prior to the ACCJC annual report due date. Any data points falling below the Institution-Set Standards will be referred to the Office of Instruction for review. Any falling below for two consecutive years will lead to a written report and plan for remediation. The first full implementation of this process was conducted prior to the 2021 Annual Report and the first update was for the 2022 Annual Report. In that update, the College has not fallen below any of the Institution-Set Standards and is on track for significant progress toward aspirational goals set in 2021. [EVID-6B2.04, EVID-6B2.05]

Institution Standards: Course Completion

Reporting Years since Comprehensive Review

	2019	2020	2021	2022
Institution Set Standard (ISS)	70%	70%	71.6%	72.5%
Completion Rate (previous academic year)	74.5%	76.6%	73.9%	72.9%

Current Aspirational goal: 76.8%

Comments: Course success rates have dropped a bit during the Covid-19 pandemic, but have not fallen below the College's institution set standards. Generally, they have been rising in recent

years because of a focused effort to narrow the gap between face-to-face courses and online and hybrid courses.

Institution Standards: Certificates Awarded

Reporting Years since Comprehensive Review

	2019	2020	2021	2022
Institution Set Standard (ISS)	87	87	72	74
Certificates	104	130	84	110

Current Aspirational goal: 148

Comments: The number of certificates awarded has fluctuated due to changes in program offerings and pandemic-induced program suspensions. The College had to curtail some program offerings that could not be provided remotely during the pandemic and/or for which faculty were unavailable. The College has not fallen below the institution set standard and is implementing Guided Pathways programs, hoping that getting students into their programs and providing clear pathways to completion will improve the College’s outcomes.

Institution Standards: Associate Degrees Awarded

Reporting Years since Comprehensive Review

	2019	2020	2021	2022
Institution Set Standard (ISS)	414	414	403	470
Degrees	502	696	837	678

Current Aspirational goal: 917

Comments: The College has made substantial progress in degree completion in recent years, due largely to changes in remedial education that began nearly a decade ago. First remedial offerings were streamlined, reducing course sequences, then eliminated remedial instruction altogether in favor of corequisite support that includes supplemental instruction, tutors and mentors in math and English, and an early alert program. The College hopes to continue improvements through Guided Pathways implementation. The College has met the institution set standards and are increasing, not only the number of degrees awarded, but the 3-year completion rate.

Institution Standards: Transfers

Reporting Years since Comprehensive Review

	2019	2020	2021	2022
Institution Set Standard (ISS)	248	248	355	267
Transfers	260	324	318	395

Current Aspirational goal: 413

Comments: The College’s progress on transfer mirrors the progress made in degree completion. The biggest reason for the continued improvement is the changes made to remedial instruction. Again, the College hopes to continue improvements through Guided Pathways implementation. The institution set standards have been met and are increasing, not only the number of students who transfer, but the 3-year transfer rate.

Institution Standards: Licensure Exam Pass Rates

Reporting Years since Comprehensive Review

		2019	2020	2021	2022
Registered Nursing	Institution Set Standard (ISS)	90%	90%	83.9%	83.9%
	Pass Rate	95%	100%	78%	94.4%
Psychiatric Technician	Institution Set Standard (ISS)	70%	75%	60.0%	63.2%
	Pass Rate	68%	86%	87%	88.6%
Emergency Medical Technician	Institution Set Standard (ISS)	60%	60%	48.6%	48.1%
	Pass Rate	60%	60%	48%	Not available

Current Aspirational goal: Registered Nursing: 100%, Psychiatric Technician: 92.6%, Emergency Medical Technician: 64.6%

Comments: Aside from a temporary decline in the registered nursing program in 2021, the College has generally met the Institution-Set Standards in licensure pass rates. Some rates are sufficiently high that that the aspirational goal was adjusted down to 100% because the established method (two standard deviations above the mean) would have put the goal greater than 100%.

Institution Standards: Employment Rates

Reporting Years since Comprehensive Review

		2019	2020	2021	2022
Business and Management	Institution Set Standard (ISS)	NA	72%	73.2%	73.2%
	Job Placement	80.0%	83.3%	78.3%	68.2%
Engineering and Industrial Technologies	Institution Set Standard (ISS)	NA	72%	73.2%	73.2%
	Job Placement	89.7%	69.7%	84.9%	94.4%
Health	Institution Set Standard (ISS)	NA	NA	73.2%	73.2%
	Job Placement	91.9%	90.3%	92.5%	83.8%
Family and Consumer Sciences	Institution Set Standard (ISS)	NA	72%	73.2%	73.2%
	Job Placement	87.5%	83.3%	83.3%	76.3%

		2019	2020	2021	2022
Public and Protective Services	Institution Set Standard (ISS)	NA	72%	73.2%	73.2%
	Job Placement	80.8%	87.5%	86.1%	72%

Current Aspirational goals: Business and Management: 91.3%
Engineering and Industrial Technologies: 100%
Health: 97.1%
Family and Consumer Sciences: 91.6%
Public and Protective Services: 95.7%

Comments: Job placement data come from the Career & Technical Education Outcomes Survey (CTEOS) and between several fairly small programs and with limited response rates, data can be difficult to interpret. The College is currently above the Institution-Set Standards and will continue to improve. The Institution-Set Standards are set according to the College’s goal down to 100% because two standard deviations above the mean would have been impossible.

Summary

Many of these standards are equivalent or related to goals the College has established in its new Strategic Plan, which focuses on the goals of improving student success and narrowing equity gaps. In this plan, Porterville College seeks to improve both the number of students who complete (degrees, certificates, transfer) and the rates by which they do so. To that end, the College is implementing a variety of initiatives, the most encompassing of which is the Guided Pathways framework, around which most others reside. Through these initiatives, the College plans to improve student success, from onboarding through completion, then continually re-evaluate and establish new long-term goals to improve further. [EVID-6B2.06, EVID-6B2.07, EVID-6B2.08]

Institutional Reporting on Quality Improvements

Report on the Outcomes of the Quality Focus Projects

Quality Focused Essay #1: Outcomes

The Institutional-Evaluation Report highlights areas of strength, as well as, areas for improvement. The work with basic skills acceleration, multiple measures assessment placement, dual enrollment, and the Achieving the Dream (ATD) initiative are identified as particular strengths at Porterville College. The College, in response to the Institutional-Evaluation Report has also made significant improvements in terms of outcomes work. Particular progress that has been made in meeting the accreditation standard for outcomes includes the development of the Outcomes Handbook, the work of the Outcomes Committee (to review outcomes progress, plan for activities to be conducted, and assessment of the process), and formulation of an internal database for outcomes. The College has also added rigor and accountability to the assessment of its outcomes. Nevertheless, there is still work to be done with outcomes at Porterville College specifically service areas outcomes (SAOs) for non-instructional programs, general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). While the faculty and staff have primarily focused on the development and assessment aspect of outcomes, rather than on instituting remedies, the institution and review of remedies has been sporadic. Although the assessments have not yet been applied, the responsibility for assessing and reviewing the general education and institutional learning outcomes have been identified.

Objective: Faculty and staff consistently apply each step of the Outcomes Assessment Cycle within their respective courses and programs.

Desired Outcome/Result: Course and program outcome assessments are current; specifically, outcome assessments are being collected and analyzed, and actions for improvement identified and implemented.

Status: As outcomes assessment is a cyclical process, this is an ongoing project. As discussed thoroughly in the prior section, ILO and GELO assessment have been moved to College Council and Curriculum Committee, respectively. This allows for the assessment cycle to be completed by the group capable of making necessary changes to improve outcomes. Course and Program Outcomes are assessed at division and discipline levels, though since spring 2020 some assessment has fallen behind. Efforts at getting back on track are examined in the prior section of this report and include scheduling workdays for divisions to close the loop and use the Program Review process to encourage timely assessment and improvement.

Below are specific status updates for each benchmark from the ISER:

#1. Engagement and discussions regarding outcomes cycles (collection, analysis, actions, implementation) are a standard aspect of division/department/areas meetings and reviews (on-going).

Discussions regarding assessments are regularly part of area meetings, notably College Council's discussion of ILOs which then disseminates throughout the various College areas. Additionally,

both instructional and non-instructional. SAOs and PLOs are part of the Program Review process and are discussed with the Strategic Planning Committee when each Program Review is brought before the committee. Prior to being in the program review, each step of the cycle would have been completed in each respective area, with a report written into the Program Review. Course SLOs are assessed by division or discipline area, though not in each division meeting. The Covid-19 pandemic delayed outcomes assessment but not all were completely on track before. Work is being made to bring “Outcomes fest” to each division to allow faculty dedicated time to close the loop on their assessment cycles. See the earlier section on *Reflection on Improving Institutional Performance: Student Learning Outcomes* for more detailed discussion of improvements. [EVID-6C.01, EVID-6C.02, EVID-6C.03, EVID-6C.04, EVID-6C.05, EVID-6C.06]

#2. Ease of inputting (and reviewing) data into the outcomes management or database system (on-going)

As mentioned in the section *Plans Arising from the Self Evaluation Process*, the Outcomes Committee is utilizing a Google Docs Database after thoroughly reviewing and dismissing the eLumen Assessment product. The College continues to use the Google Docs Database for inputting and reviewing assessment data. [EVID-6C.07]

The Outcomes Committee is continuously working on making the process as simple as possible with clear and consistent communication from the OC to division faculty through the division representatives.

#3. Linkage of course, program, general education (as appropriate), and institutional level outcomes data (on-going)

The Database demonstrates SLOs & PLOs linked to corresponding ILOs. When outcomes change, mapping of outcomes need to be updated. [EVID-6C.07]

#4. The Curriculum Committee will begin the work of assessing general education outcomes by end of fall 2018

Since the last Institutional Self Evaluation Report, as planned, Curriculum Committee has assessed all GELOs but one which will be assessed in the fall 2022. [EVID-6C.08, EVID-6C.09]

#5. The College Council will assess all of the institutional learning outcomes by the end of spring 2019.

College Council is assessing the last ILO in spring 2022 which will complete the cycle. [EVID-6C.10, EVID-6C.11]

Quality Focused Essay #2: Staff/Professional Development

Input from the Accreditation Steering Committee and feedback from the Flex Day Activity on January 12, 2018 also identified important programs that can be further enhanced at Porterville College. One area that the College is currently enhancing and enriching is staff and professional development. While the College encourages and continues to provide opportunities for staff development, it will more formally systematize and coordinate these programs.

Objective: Develop and implement staff/professional development plan that is coordinated and supported for faculty, classified staff, and management.

Desired Outcome/Result: Faculty/staff/management will be able to participate in staff/professional development activities to support personal and professional growth.

Activity a) Develop a staff/professional development plan b) Implement a staff/professional development that is coordinated and supported c) Provide a semester long new faculty orientation program.

Status: This is an ongoing project. Professional development opportunities for faculty have been extensive. However, the focus of much of the most recent professional development has been for faculty on online teaching and learning due to the Covid-19 pandemic and transitioning the College to online learning. The immediate focus was on upskilling faculty who traditionally did not teach online to ensure effective and high-quality learning for the students. The College's Center for Instructional Technology, in coordination with the Distance Education Committee, immediately scaled up efforts and offerings of online instructional trainings. Non-instructional staff also received training on relevant technological tools in the shift to remote work. [EVID-6C.12, EVID-6C.13, EVID-6C.14]

The Staff Development Committee was reconstituted in 2018 to lead these activities and throughout 2019 and spring 2020 the College engaged with Institutional Effectiveness Partnership Initiative (IEPI) to refine a more comprehensive and sustainable professional development plan. However, the semblance of professional development being systematic across all groups was lost in the reaction to the pandemic. Consequently, non-faculty, including classified staff and management, have seen fewer professional development options which have been less strategic and more reactive to opportunities that have presented themselves.

To recover a strategic focus on professional development for all constituent groups Academic Senate and college administration began working with Achieving the Dream to develop solutions. Achieving the Dream coaches assisted a team of faculty and administration with developing a plan for a comprehensive Teaching Innovation Center that not only coordinates professional development but acts as a sustainable, consistent, and comprehensive resource for all instructional staff. [EVID-6C.15, EVID-6C.16, EVID-6C.17]

Below are specific status updates for each benchmark from the ISER:

#1 Staff development survey administered (by end of fall 2018) –

This was completed spring 2018 and the results were disseminated to the Staff Development Committee and the college community. [EVID-6C.18]

#2 Staff/Professional Development Plan developed (by end of spring 2019)-

The Staff Development Plan 2018-2021 was developed with final revisions completed February 27, 2019. [EVID-6C.19]

#3 Resources are reviewed and identified to provide staff-professional development opportunities (on-going)

Professional development requests have been formalized through the program review process by adding it as a resource request. This has enabled instructional divisions and non-instructional areas to bring attention to their needs and request funding to materialize them. The Staff Development Committee will need to be properly reinstated to provide more regular review and support strategic and systematic professional development opportunities. [EVID-6C.20, EVID-6C.21]

#4 College is able to bring training and other learning events to the campus (on-going)

Various faculty also participated in trainings by Achieving the Dream, IEPI, The Charles A. Dana Center, EAP, University of Southern California, RP Group, Enrollment Management Academy, Community College Research Center (CCRC), and Cambridge West covering topics as general as “effective online teaching” to as specific as “engaging with dual enrollment students.” Strategic enrollment management, equitable instructional strategies, and online instructional accessibility, were additional topics expanding faculty and staff professional development. [EVID-6C.22, EVID-6C.23, EVID-6C.24, EVID-6C.25, EVID-6C.26]

Additionally, a group of faculty created and continues a project called QuickTips for Teaching Success. This webinar series offers 20-30 minute interactive presentations designed to assist in the transition to online learning but have now expanded into other relevant topics as the College returns to campus. [EVID-6C.27, EVID-6C.28, EVID-6C.29, EVID-6C.30]

#5 General engagement in staff-professional development opportunities (on-going)

As mentioned above in #4, faculty and staff have had many opportunities to engage in professional development provided by groups both outside and inside the campus.

#6 New ideas are considered and implemented to support student learning and success (ongoing)

The Quick Tips series has been the most organic professional development offered, giving faculty much needed support while teaching continued online and provided an environment for faculty to remain connected to each other while teaching from home. It arose from the need to support faculty who were required to quickly shift to online instruction. As programs submit new requests every three years in their program reviews, professional development activities will continue to be sought by faculty and staff for supporting student learning and success.

Academic Senate has approved a proposed model for faculty professional development, including the call for a standing Senate subcommittee for faculty professional development. [EVID-6C.29]

Quality Focused Essay #3: Program Maps-Course Sequence/Schedules

Program Maps-Course Sequence/Schedules: Porterville College's Guided Pathways Plan focuses on clarifying course sequences for programs of study and creating predictable schedules so students will know what they need to take, plan their course schedules accordingly, and make informed decisions (about course/program requirements, completion, transfer to university, and/or careers). The overarching goal is to ensure students attain their personal, professional, academic, and/or career goals in a timely manner.

Objective: Clarify course sequences for programs of study and create predictable schedules to enable students to: a) Know which courses to take, b) Plan their course schedules, and c) Understand their requirements for completion.

Desired Outcome/Result: Students will be able to understand and make informed decisions concerning course schedules for their program of study.

Status: This is an ongoing project with an anticipated completion date of Summer 2022, now expanded to include Program Mapper, a detailed visual course guide. By the spring and summer of 2020, two-year plans for each program were submitted to the Office of Instruction, but due to some inconsistencies and errors, a new process of revision began in the 2020-21 academic year that included the formation of 'inquiry completion teams' to initially revise and update the 2-year plans and incorporate milestones and career and salary information. [EVID-6C.32, EVID-6C.33, EVID-6C.34, EVID-6C.35]

Under the guidance of the current Guided Pathways committee co-chairs, the 'metamajors' were finalized in spring 2021 under the name 'Academic and Career Pathways', and a new template was developed to standardize the information for each 2-year plan that will function as a stand-alone document and is compatible with the templates for the Program Mapper software requirements. Although work on the pathways and program maps has been part of the Guided Pathways committee (formerly Pathways to Success and Equity), faculty, staff, and administration have remained informed about the work through a combination of email updates, presentations at other campus committees, and regular Flex presentations. [EVID-6C.36]

Guidance on the implementation of program maps, academic and career pathways, and linking them to outreach and onboarding efforts has been facilitated by work with Dr. Al Solano over the past two years, as well as participation in the CCRC Summer Institute – Guided Pathways at Rural Colleges: Using Data to Launch Large-Scale Reform, June 14th-24th 2021. The work with CCRC and Dr. Solano was brought back to campus for a 1-day retreat on July 1st, 2021, the Porterville College Onboarding Retreat. Most recently, the College has also participated in an effort through CVHEC and UC Merced to develop program maps between the College's programs and UC Merced's programs as an effort to bring more students from the College's service area to the closest UC campus. [EVID-6C.37, EVID-6C.38]

Below are specific status updates for each benchmark from the ISER:

#1 Program requirements are clearly identified in applicable print/digital publication (annually reviewed)

Program requirements are identified in the catalog and will be available on the College website after the restructuring of the site around the Academic and Career Pathways is finalized later this

year. Initial two-year plans were posted on the website two years ago, but inconsistencies and inaccuracies prompted their removal. These are now all going through revisions under the oversight of the current Guided Pathways Faculty Coordinator and reviewed for accuracy by division chairs and division-assigned counselors. Once finalized, these will be posted on the College website. Now that the new Guided Pathways committee includes the former Outreach Committee chair, the Guided Pathway co-leads work directly with the Director of Communication & Community Relations and Dean of Student Success and Counseling. Additionally, the promotion of the updated program maps will be part of the Guided Pathways committee's goals for 2022. [EVID-6C.39, EVID-6C.40, EVID-6C.41, EVID-6C.42] Currently the College is in the process of implementing Program Mapper, a customized visual representation of a college's catalog and program requirements that will be incorporated into the College's website and presentation of programs, organized by Academic and Career Pathways - groups of similar or related programs that are designed to help students select a program of study and speed their progress towards completion. Students will also find, along with program requirements, information on occupations and careers commonly associated with each program, including typical wages and labor market demand for California. Each academic and career pathway allows students to explore a set of program maps that will show a semester-by-semester path from program entry to completion. The implementation is expected to be complete in Summer 2022. Next steps include data cleaning, program map authoring, faculty review, and then launching the site. [EVID-6C.43]

#2 Faculty/staff are familiar and aware of the program requirements in their respective disciplines and fields of study

Each division previously went through two-year plan-making exercise and developed maps collaboratively, but errors and inconsistencies revealed that additional guidance was necessary to ensure faculty understood the process and requirements of effective and clear program maps. From this the 'Guided Pathways Academy' developed, and has completed two iterations – first in August 2021, and then again in March and April 2022. The academy provides a holistic perspective on program management under the Guided Pathways pillars. New faculty will be encouraged to participate in future iterations to ensure familiarity, and a 'Guided Pathways Handbook' is being developed as a resource to all faculty as well. [EVID-6C.44, EVID-6C.45, EVID-6C.46, EVID-6C.47, EVID-6C.48]

While the simplest two-year plans to create were for the transfer degrees, as they already align clearly with California State Universities (CSUs), new progress is being made on aligning pathways to ease transfer to the closest University of California (UC) school, UC Merced, in collaboration with the Central Valley Higher Education Consortium (CVHEC). Maps have been created, reviewed by counselors and the Guided Pathways faculty lead, and submitted for review by UC Merced for mathematics, Spanish, business administration, biology, chemistry, sociology, political science, philosophy, anthropology, social science, English, and engineering. Alignment is made possible by collaborative work between discipline expert faculty, counselors, the Guided

Pathways co-leads, the Articulation Officer, Office of Instruction, and CVHEC and UC Merced. This process will be scalable to other programs and to other UCs and CSUs. [EVID-6C.49, EVID-6C.50, EVID-6C.51, EVID-6C.52, EVID-6C.53, EVID-6C.54, EVID-6C.55, EVID-6C.56]

#3 Program two-year schedules are available online to students (by end of fall 2018)

As discussed more thoroughly under Benchmark #1 for this Quality Focus Project, two-year plans were initially posted but subsequently removed to update the template, remove errors, and ensure consistency. It is estimated they will again become accessible online in Summer 2022, alongside Program Mapper implementation.

#4 Annual course offerings are visible online (2019-2020 academic year)

The Enrollment Management Committee is currently evaluating the feasibility and required resources to create and publish a full-year course schedule for the College. With enrollment trends currently uncertain, this may be more of a challenge than anticipated. [EVID-6C.57, EVID-6C.58]

Institutional Reporting on Quality Improvements

Fiscal Reporting

See KCCD and Porterville College's most recent Annual Fiscal report is included. The College is meeting all its fiscal goals, and Financial Aid default rates are within acceptable rates for community colleges. KCCD and Porterville College are not on enhanced fiscal monitoring. [EVID-6D.01]

Appendix-Evidence

Report Preparation

- EVID-4.01 Accreditation Committee Agenda - 9.9.2021
- EVID-4.02 KCCCD Board of Trustees Accreditation Subcommittee - 3.6.2022
- EVID-4.03 College Council minutes - 3.21.2022
- EVID-4.04 College Council minutes - 4.18.2022
- EVID-4.05 College Council minutes - 5.2.2022

Plans Arising From the Self Evaluation Process

- EVID-5.01 College Council minutes - 4.5.2021
- EVID-5.02 Accreditation Institution Set Standards and Stretch Goals Presentation to College Council - 4.5.2021
- EVID-5.03 GELO Proposal to Curriculum Committee
- EVID-5.04 GELO Proposal Presentation to Curriculum Committee
- EVID-5.05 Curriculum Committee minutes - 2.22.2022
- EVID-5.06 ILO Assessment Presentation to College Council
- EVID-5.07 College Council minutes - 4.4.2022
- EVID-5.08 KCCCD Apportionment Distribution Model
- EVID-5.09 End-of-year Budget Committee Report - 4.30.2019
- EVID-5.10 Student Centered Funding Formula Overview Presentation - Fall 2019
- EVID-5.11 Districtwide Budget Committee agenda - 12.13.2019
- EVID-5.12 Districtwide Budget Committee agenda - 3.13.2020
- EVID-5.13 Pathways to Success and Equity Committee minutes - 4.02.2019
- EVID-5.14 College Council minutes - 2.01.2020
- EVID-5.15 College Council minutes - 4.05.2020
- EVID-5.16 Outcomes Database
- EVID-5.17 Staff Development Plan
- EVID-5.18 Center for Teaching and Learning Proposal

- EVID-5.19 Teaching Innovation Center Proposal
- EVID-5.20 Porterville College Organizational Chart - Fall 2021
- EVID-5.21 Program Review – Admissions and Records 2021
- EVID-5.22 Program Review – Counseling and Advising 2021
- EVID-5.23 College Catalog 2022-2023
- EVID-5.24 Enrollment Management Committee minutes - 10.11.2021
- EVID-5.25 Center for Instructional Technology Canvas site
- EVID-5.26 Center for Instructional Technology – Professional Growth
- EVID-5.27 Distance Ed Addendum – Course Workflow
- EVID-5.28 Local POCR Process
- EVID-5.29 Distance Education minutes – 5.08.2019

Institutional Reporting on Quality Improvements: Response to Recommendations for Improvement

- EVID-6A.01 Outcomes Database
- EVID-6A.02 Flex Day Schedule - Fall 2021
- EVID-6A.03 Adjunct Orientation Agenda - Spring 2022
- EVID-6A.04 Adjunct Handbook 2021
- EVID-6A.05 Outcomes Committee minutes - 2.23.2022
- EVID-6A.06 Program Review Handbook 2019
- EVID-6A.07 Program Review – Natural Sciences 2022
- EVID-6A.08 Program Review – Mathematics 2022
- EVID-6A.09 Program Review – Office of Instruction 2022
- EVID-6A.10 Program Review – Library 2022
- EVID-6A.11 Curriculum Committee minutes - 2.22.2022
- EVID-6A.12 Curriculum Committee minutes - 11.09.2021
- EVID-6A.13 College Council minutes - 12.06.2021
- EVID-6A.14 Follow-up Visit Team Report - 9.24.2019
- EVID-6A.15 Regular and Effective Contact Policy

- EVID-6A.16 Flex Agenda Fall 2019
- EVID-6A.17 Start Term Letter for Distance Education classes Spring 2022
- EVID-6A.18 Online Teaching Handbook 2019
- EVID-6A.19 Center for Instructional Technology Canvas page
- EVID-6A.20 Quick Tips for Teaching Success Website
- EVID-6A.21 Quick Tips for Teaching Success Metrics
- EVID-6A.22 KCCCD Board Policy 4B3
- EVID-6A.23 KCCCD Procedure 4B3
- EVID-6A.24 Regular and Effective Contact Policy
- EVID-6A.25 Academic Senate minutes - 2.06.2015

Institutional Reporting on Quality Improvements: Reflection on Improving Institutional Performance: Student Learning Outcomes

- EVID-6B1.01 Outcomes Committee website
- EVID-6B1.02 Proposal to Curriculum Committee to assess GELOs
- EVID-6B1.03 College Council minutes - 10.04.2021
- EVID-6B1.04 Outcomes Committee Canvas site
- EVID-6B1.05 Achieving the Dream Building Capacity for Change application
- EVID-6B1.06 Teaching Innovation Center Proposal
- EVID-6B1.07 Implementation Plan for ILO #1
- EVID-6B1.08 Implementation Plan for ILO #2
- EVID-6B1.09 Implementation Plan for ILO #3
- EVID-6B1.10 BSAD 101 Outcome Assessment
- EVID-6B1.11 ADMJ 121 Outcome Assessment
- EVID-6B1.12 Spanish AA-T Outcome Assessment
- EVID-6B1.13 CTE Outcomes meeting - 10.27.2021
- EVID-6B1.14 Center for Teaching and Learning Proposal

Institutional Reporting on Quality Improvements: Reflection on Improving Institutional Performance: Institution Set Standards

- EVID-6B2.01 College Council minutes - 4.05.2021
- EVID-6B2.02 ISS Table 2021
- EVID-6B2.03 ISS and Stretch Goals Presentation to College Council 2021
- EVID-6B2.04 ACCJC Annual Report 2021
- EVID-6B2.05 ACCJC Annual Report 2022
- EVID-6B2.06 PC Strategic Plan 2021-2024
- EVID-6B2.07 Guided Pathways Presentation Fall Flex 2021
- EVID-6B2.08 Guided Pathways Presentation Spring Flex 2022

Report on the Outcomes of the Quality Focused Projects

- EVID-6C.01 College Council minutes - 12.06.2021
- EVID-6C.02 College Council minutes - 4.04.2022
- EVID-6C.03 Adjunct Orientation Agenda - Spring 2022
- EVID-6C.04 Program Review Handbook
- EVID-6C.05 Program Review – Natural Sciences
- EVID-6C.06 CTE Outcomes event - 10.27.2021
- EVID-6C.07 Outcomes Database
- EVID-6C.08 Curriculum Committee minutes - 11.09.2021
- EVID-6C.09 Curriculum Committee minutes - 2.22.2022
- EVID-6C.10 College Council minutes - 10.04.2021
- EVID-6C.11 College Council minutes - 4.02.2022
- EVID-6C.12 Center for Instructional Technology – Professional Growth offerings
- EVID-6C.13 Classified Professionals Series Summary
- EVID-6C.14 Classified Professionals training
- EVID-6C.15 AtD Building Capacity for Change application
- EVID-6C.16 Center for Teaching and Learning Proposal
- EVID-6C.17 Teaching Innovation Center Proposal

EVID-6C.18 Staff Development Survey results

EVID-6C.19 Staff Development Plan 2018-2021

EVID-6C.20 Program Review – Language Arts

EVID-6C.21 Program Review – Natural Sciences

EVID-6C.22 Guided Pathways session with Dr. Al Solano

EVID-6C.23 Classified Professionals Series Summary

EVID-6C.24 Quick Tips – All Workshops Summary

EVID-6C.25 Guided Pathways Onboarding Summit

EVID-6C.26 Enrollment Management Committee minutes - 11.08.2021

EVID-6C.27 Quick Tips for Teaching Success website

EVID-6C.28 Quick Tips for Teaching Success – All Workshops Summary

EVID-6C.29 Quick Tips for Teaching Success metrics

EVID-6C.30 Just Equations: Solving for Equity in Practice – featuring Quick Tips

EVID-6C.31 Academic Senate Flex Requirement Proposal

EVID-6C.32 Pirate Maps Flex Presentation – Fall 2020

EVID-6C.33 Guided Pathways Flex Presentation – Fall 2021

EVID-6C.34 Guided Pathways Flex Presentation – Spring 2022

EVID-6C.35 Pirate Maps Flex Presentation – Spring 2020

EVID-6C.36 Pirate Maps Flex Presentation – Fall 2020

EVID-6C.37 Guided Pathways session with Dr. Al Solano

EVID-6C.38 Guided Pathways Onboarding Retreat Presentation

EVID-6C.39 Guided Pathways committee website

EVID-6C.40 Pathways for Success and Equity Committee minutes – 9.15.2020

EVID-6C.41 Pathways for Success and Equity Committee minutes – 12.01.2020

EVID-6C.42 Guided Pathways Committee Charter – 1.27.2022

EVID-6C.43 Guided Pathways Flex Presentation – Spring 2022

EVID-6C.44 Guided Pathways Academy Schedule

EVID-6C.45 Guided Pathways Academy planning notes

- EVID-6C.46 Guided Pathways Academy Introduction
- EVID-6C.47 Academic and Career Pathways
- EVID-6C.48 Guided Pathways Communication Plan
- EVID-6C.49 CVHEC & UC Merced Pathways Informational Convening – Summer 2021
- EVID-6C.50 UC Merced Pathways Leaders Meeting – October 2021
- EVID-6C.51 UC Merced Pathways alignments to Porterville College
- EVID-6C.52 UC Merced Pathways maps to Porterville College
- EVID-6C.53 PC to UCM Transfer Map – Anthropology
- EVID-6C.54 PC to UCM Transfer Map – English
- EVID-6C.55 PC to UCM Transfer Map – Management and Business Economics
- EVID-6C.56 PC to UCM Transfer Map – Spanish
- EVID-6C.57 Enrollment Management Committee minutes – 9.13.2021
- EVID-6C.58 Enrollment Management Committee minutes – 1.24.2022

Fiscal Reporting

- EVID-6D.01 ACCJC Annual Fiscal Report 2022