

# **CORE OF THE CORE TASKFORCE**

**Summer 2020 Recommendations**



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## TASKFORCE – INSTITUTIONAL PLANNING

The Report from the 21st-Century Commission on the Future of Community Colleges suggests that community college leaders must ask themselves what legacy they want to leave for the next generation of community college students. Is it a community college of the 1970s? Or should a new model be introduced which ensures that community colleges effectively serve the students of today and tomorrow?

Figure 3. Framework of Institutional Responses Needed to Move Community Colleges Ahead

Move From	Move To
A focus on student access	A focus on access and student success
Fragmented course-taking	Clear, coherent educational pathways
Low rates of student success	High rates of student success
Tolerance of achievement gaps	Commitment to eradicating achievement gaps
A culture of anecdote	A culture of evidence
Individual faculty prerogative	Collective responsibility for student success
A culture of isolation	A culture of collaboration
Emphasis on boutique programs	Effective education at scale
A focus on teaching	A focus on learning
Information infrastructure as management support	Information infrastructure as learning analytics
Funding tied to enrollment	Funding tied to enrollment, institutional performance, and student success

The anticipated funding reductions to community colleges are cutting to the core of the core in the academic and support services provided to students. Change is on the horizon for community colleges. Therefore, the *Core of the Core Taskforce* (Taskforce) is examining operational niches and economic projections to prepare the college for these changes.

### Guiding Principles

The Taskforce goal is to “see new ways” of providing academic and support services to students by looking beyond the current environment through a “new set of eyeglasses”. This will ensure that Porterville College continues to provide academic opportunities for students and prospective students.

### Vision

The Taskforce’s vision is to structure the college to be a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of lifelong learners.

### Mission Statement

The Taskforce’s mission is to create a comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the global community. The college furthers student learning and responds to the educational needs of our diverse population and regional economy. The college serves as an educational leader, contributing its resources to the intellectual, cultural, wellness, and economic vitality of the region. Recognizing that learning is a lifelong journey, the task force strives to provide opportunities for intellectual enrichment, psychological and physical well-being of all community members who can benefit.

## Priorities

The committee recommended creating informed and clear pathways.

1. Significantly increase transfer and completion of certificates and degrees
2. Enhance and diversify the college's academic offerings through the lens of Guided Pathways
3. Provide learning and support services, eliminate achievement gaps, ensure equity to enhance student success
4. Create programs and services that address state and local priorities
5. Respond effectively and responsibly to workforce development needs by preparing students to obtain gainful employment
6. Enroll matriculated students that are informed of the college's educational opportunities and pathways



## CHILD DEVELOPMENT BACKGROUND

In 2009, the District renegotiated with CSEA the salaries of the Child Development Center's (CDC) instructional staff. Porterville College (PC) inherited through negotiations staff with substantial tenure from the Delano Center (25 + years). Therefore, PC has many more employees who have a long history with the district and therefore are at a much higher salaries. The renegotiated salaries were phased in over a three year period and were completed in 2012-2013.



Porterville College Child Development Center has a highly respected program throughout Tulare County Early Childhood Education programs. The program advocates for families, children, and the child development profession. Unfortunately, California's anticipated economic challenges and budget crisis will impact child development centers statewide. The state's reimbursement rate and operating costs are factors contributing to the budget shortfall. Current, detailed program budget information and workload data indicate that additional cost modifications are necessary to eliminate general unrestricted subsidies.

## Center Programs

In 2012, Porterville's Child Development Center (CDC) had three (3) on campus and one (1) off campus classrooms offering Infant, Toddler, and Preschool services for college students. PC discontinued the offsite infant care program (Date Street) at Porterville College in spring 2013. Due to the deferred Delano Center CDC modular unit relocation, continued facility rental expenses, insurance, and child to staff ratio, the program costs substantially exceeded the projected state reimbursement. The offsite toddlers (2 year olds) were to be transitioned to the on-campus program. The displaced infant/toddlers staff resulting from the program discontinuance were offered involuntary transfers to Bakersfield College.

Additionally, the on-campus programs staff were reclassified and had salary reductions. The Associate Teacher positions were converted from 30 hour/10 month to 19 hour fluctuating hourly positions. Also, the Program Manager and Department Assistant III positions were recommended to be reclassified from 12 to 11 months. However, the restructuring savings were partially offset by the Program Manager and Department Assistant III off-campus salaries being transferred to the on-campus program.



In spring 2016, PC explored strategic directions for strengthening its campus child care center. The Institute for Women's Policy Research (IWPR) compiled information on child care centers at three California community colleges: Skyline Community College, Grossmont Community College, and LA Valley College. Research included conversations with Tina Watts, Child Development Services Coordinator for Skyline's Child Development Center, and Marni Roosevelt, Director of LA Valley's Family Resource Center, in addition to the IWPR's desk research. Also, the IWPR provided information on state-based funding opportunities potentially available to Porterville. The IWPR's recommendations were reviewed and some implemented. For example, the CDC received \$25,000 in funding from the Quality Rating and Improvement System (QRIS) Grant Program.

### **Program Review Mission Statement**

The mission of the Porterville College Child Development Center (CDC) is to provide support and encouragement to families through Child Care services as they continue in their academic endeavors. The CDC provides college students in Child Development and related disciplines the opportunity to observe current child development theories in action. Also, the CDC provides practicum students and student workers the opportunity to gain hands on experience in the field of Child Development. The program is responsive to the needs of the community with priority given to Porterville College students.

### **Service Area Learning Outcomes**

1. Enrollment in the Child Development Center will be at least 70% of capacity each semester.
2. Child Development center staff will achieve competency through professional development training to meet the expanding requirements issued by the State concerning classroom environment, developmentally appropriate activities, and each child's learning and development.
3. Porterville College Child Development lab students will demonstrate knowledge of the State's assignment tool Desired Results Developmental Profile (DRDP)

### **Analysis of Current Performance**

A program review has not been completed by the Child Development Center in the past so there were no previously set goals to report on. Using the California's Environment Rating Scale for preschool classrooms, the preschool classroom scored an average of 6.75 out of a possible 7. Based on information from the spring 2017 parent surveys, 91% of the parents are very satisfied

with the overall quality of the program. A resource area has been set up in each classroom of community resources to refer parents/students to services that offer encouragement and understanding of the challenges they may face.

Porterville College CDC has a highly respected program throughout Tulare County Early Childhood Education programs. The program advocates for families, children, and the child development profession. The enrollment at the CDC fluctuates from semester to semester, so each semester the Center strives to maintain the highest level of enrollment possible within the guidelines of the state's eligibility guidelines. Based on the declining enrollment of Porterville College students' children, the CDC needs to increase the opportunities of the community to utilize the childcare services offered at the Center. Community outreach will be strengthened through social media and community advertising.

### Fiscal Information

<b>Net Beginning Balance-July 1, 2019</b>		<b>0</b>
INCOME		
8190	Other Federal Revenue	30,000
8621	Children's Center	428,671
8860	Interest	
8871	Fees	
8901	Other	
8981	Interfund Transfers In	142,929
8982	Intrafund Transfers In	
TOTAL INCOME & BEGINNING BALANCE		601,601
EXPENDITURES		
1000	Certificated Salaries	
2000	Classified Salaries	336,304
3000	Benefits	231,144
4000	Supplies	25,336
5000	Services and Maintenance	1,330
6000	Site Improvement/Equipment	675
7000	Other Outgo	6,811
7201	Intrafund Transfers	
7312	Intrafund Transfers	
TOTAL EXPENDITURES		601,601
<b>Ending Balance-June 30, 2019</b>		<b>0</b>

The CDC staff salaries & benefits are 94% approximately of the operating budget. In spring 2020, the CDC staffing, enrollment, and family pay status were the following:

Employee Number	Position
PMN012- Full time	Director (Spring 2020 retirement)
PMC054 - Full time	Department Assistant III
PMC177	CDC Teacher
PMC179	CDC Teacher
PMC181	CDC Teacher
PMC083	CDC Assistant
PMC175	CDC Associate Teacher

- Toddlers: 18 – 36 months (7 children enrolled)
- Preschool:  $\geq$  3 years (9 children enrolled)
- All the children were enrolled full-time and two families paid fees.



NET DEFICIT BY FUND	2019	2018	2017	2016	2015
FD400 - Food Program	0.00	(4,072.64)	0.00	(2,898.08)	(1,158.31)
CD002 - Toddler	(177,615.33)	(106,786.24)	(99,968.58)	(101,516.50)	(81,169.30)
CD004- Prescholl	(65,471.79)	(98,359.41)	(114,902.47)	(170,177.47)	(172,328.39)
Transfer to GU001	(243,087.12)	(209,218.29)	(214,871.05)	(274,592.05)	(254,656.00)

### **CDC Recommendation**

The 2012 *Core of the Core Taskforce* reviewed the financial condition of Porterville College. Change is on the horizon for community colleges. Understanding the uncertainty of the State's funding, the task force examined operational niches and economic projections to prepare the college for these changes.

The Taskforce proposed that the CDC program seek alternative funding sources and grants to eliminate the general unrestricted subsidy. Additionally, a thorough examination of the funding streams was recommended to focus on early education policy initiatives. Also, the taskforce encouraged services review as Tulare County's Headstart programs were terminating services and Pre-K programs emerged.

Discontinuing the Off-Campus Infant Program in 2012, restructuring the On-Campus Toddler Program in 2014, and utilizing the Child Care Bailout revenue to assist in offsetting deficits have resulted in some program savings.

Despite the salary cost saving measures, the CDC continues to require general unrestricted subsidies to balance the budget. The 2020 *Core of the Core Taskforce* recommends suspending the CDC program and working with Porterville Unified School District for possible alternatives after the COVID -19 recovery.

## ATHLETIC BACKGROUND



The Mission of Porterville College Athletics is to provide the opportunity for student-athletes to achieve personal excellence in both academics and athletics. The Department is committed to a competitive program that serves the interest of the student body and encompasses the ethical values and educational philosophy of the institution. The Department will demonstrate responsibility by complying with standards set by the California Community College Athletic Association (CCCAA), the Central Valley Conference (CVC) and other governing associations. Additionally, the actions of the Athletic Department will support the expressed Mission, Values, and overall objectives of Porterville College.

### Vision

Through programs that are competitive at the conference, regional, and state levels, the Department will aspire to exemplify PC's commitment to excellence and bring positive recognition to both the institution and the community.

### Statement of Philosophy

Athletics at Porterville College is a form of education through intense physical training, activities, and competition which are with full regard to values of fair play, teamwork, human growth and physical development. Since Athletics is a facet of the total educational programs offered at PC, Athletics strives for the same goals that give purpose to all the other learning experiences of the college and the development of students as responsible and contributing members of our global society.



Coaches have the responsibility to represent the educational values and standards of the college in all activities. In the development and refinement of the specific skills relevant to their sports, they will select and organize learning activities and opportunities that are consistent with the policies and practices of PC. The responsibility for implementing and operating these programs lies with the leadership and direction of the Athletic Director, chair of Kinesiology and senior management. The Athletic Department will reflect the philosophy, objectives and practices of the college. Athletics is an integral part of the overall college educational program, welcoming and encouraging the opportunity for full participation.

### Program-Level Outcomes

1. Student athletes and staff will demonstrate a thorough understanding of campus, conference (CVC) and statewide (CCCAA) intercollegiate athletic values and decorum standards.
2. Student athletes and staff will implement and demonstrate a comprehensive understanding of statewide academic eligibility standards.



3. After meeting with an academic counselor to develop an academic educational plan student athletes who adhere to the educational plan will be on track to earn a certificate, graduate and/or transfer to four-year institutions within a predetermined time frame.

### **Program Analysis and Trends**

Intercollegiate Athletics continues to be one of the strongest academic cohorts on campus. We continue to provide educational opportunities to a diverse demographic who wish to use athletic competition as a means of furthering their education. In academic year 2016-2017, 5.2% of fulltime students at Porterville College were student-athletes. Student-athletes perform at a higher rate in many key areas and are held to a high academic eligibility standard in order to participate in intercollegiate contests. Additionally, student-athletes at



Porterville College are ambassadors for the college to the community and the state. They consistently represent our college in a positive light while competing on other community college campuses throughout the state. They are also active participants in many of our on-campus events, including Senior Day, College/Transfer Day and Job Fair, just to name a few. Most departments on campus employ at least one student-athlete in their area. Our student-athletes are extremely recognizable in the community. The athletes positively represent the college in the community while at the grocery store, gas station, or movie theater.

As of spring 2020 the area staff includes:

- 1 Athletic Director full time Educational Administrator
- 1 Certified Athletic Trainer full time Classified
- 1 Head Coach full time Faculty
- 4 Head Coaches part time Adjunct Faculty
- 8 Assistant Coaches part time Adjunct Faculty/Professional Experts
- 1 Assistant Coach Volunteer

On July 15, 2020 the CCCAA Board of Directors overwhelmingly approved implementation of its Contingency Plan, providing a return to intercollegiate athletics for the 2020-21 academic year that shifts all sports, including football, to the spring season. The Contingency Plan was among three potential scenarios approved by the Board in early June. Each plan was wholly dependent on which phase of reopening from the COVID-19 pandemic the state of California was in on the CCCAA's previously announced July 17 decision date. The return to athletics in January will only occur if it is safe to do so, a decision that will be guided primarily by state and local health guidelines.

Practice is scheduled to resume in mid-January 2021 and begin competition in February. Basketball, football, soccer, women's volleyball, water polo, wrestling, badminton, baseball, men's golf, softball, swimming and diving, tennis, track and field, and men's volleyball are scheduled to start practice in late March before commencing competition on April 10. All sports will have a 30% reduction in the maximum number of contests or competition dates that they are currently permitted and will also have regional postseason competition. Formats for the

postseason will be announced at a later date The CCCAA will not have state championships in 2020-21.

CCCAA COVID-19 WORKING GROUP									
CONTINGENCY (FORMER PLAN D - MODIFIED)									
Moves Cross Country and Women's Golf to the Spring									
CCCAA Sports	Contact Level	Normal/COVID-19 Term of Competition	Practice Start Date	Competition Start Date	Conference Competition End Date	Regional PC Start Date	Season End Date	Maximum Number of Contest/Dates/Games Currently Permissible	70% of Season
<b>Early Spring</b>									
Basketball	Full-contact	Fall/Spring	1/18/21	2/5/21	4/6/21	4/10/21	4/17/21	28 Contests + 2 scrim.	20 + 2 scrim.
Cross Country	Non-contact	Fall/Spring	1/18/21	2/5/21	4/6/21	4/10/21	4/17/21	8 Contests	6
Football	Full-contact	Fall/Spring	1/18/21	2/13/21	4/6/21	4/10/21	4/17/21	10 Contests + 1 scrim.	7 + 1 scrim.
Women's Golf	Non-contact	Fall/Spring	1/18/21	2/5/21	4/6/21	4/10/21	4/17/21	19 Contests	13
Soccer	Full-contact	Fall/Spring	1/18/21	2/5/21	4/6/21	4/10/21	4/17/21	22 Games	15
Women's Volleyball	Minimal	Fall/Spring	1/18/21	2/5/21	4/6/21	4/10/21	4/17/21	24 Dates	17
Water Polo	Full-contact	Fall/Spring	1/18/21	2/5/21	4/6/21	4/10/21	4/17/21	18 Dates	13
Wrestling	Full-contact	Fall/Spring	1/18/21	2/5/21	4/6/21	4/10/21	4/17/21	15 Dates	11
<b>Late Spring</b>									
Badminton	Minimal	Spring/Spring	3/27/21	4/10/21	6/12/21	6/16/21	6/23/21	19 Dates	13
Baseball	Minimal	Spring/Spring	3/27/21	4/10/21	6/12/21	6/16/21	6/23/21	40 Games + 2 scrim.	28 + 2 scrim.
Beach Volleyball	Minimal	Spring/Spring	3/27/21	4/10/21	6/12/21	6/16/21	6/23/21	12 Dates	8
Men's Golf	Non-contact	Spring/Spring	3/27/21	4/10/21	6/12/21	6/16/21	6/23/21	19 Contests	13
Softball	Minimal	Spring/Spring	3/27/21	4/10/21	6/12/21	6/16/21	6/23/21	40 Games + 2 scrim.	28 + 2 scrim.
Swim & Dive	Non-contact	Spring/Spring	3/27/21	4/10/21	6/12/21	6/16/21	6/23/21	11 Meets	8
Tennis	Minimal	Spring/Spring	3/27/21	4/10/21	6/12/21	6/16/21	6/23/21	26 Dates	18
Track & Field	Non-contact	Spring/Spring	3/27/21	4/10/21	6/12/21	6/16/21	6/23/21	13 Contests	9
Men's Volleyball	Minimal	Spring/Spring	3/27/21	4/10/21	6/12/21	6/16/21	6/23/21	21 Dates	15
WG Recommendation as of July 8, 2020									

Due to the COVID-19 pandemic and due to access and learning issues related to online course offerings, the six units in the last full-time term requirement will not be applied for 20-21 eligibility certifications.

- The six-unit rule will NOT be applied for any eligibility determinations made during the 2020-21 academic year.
  - Multi-sport student-athletes or student-athletes in sports that go over two terms will also NOT need to present six units between terms. The cumulative 2.0 GPA rule still applies.

### Athletics Recommendation

The California Community College Athletic Association (CCCAA) has suspended all competition for fall 2020 and moved fall sports to spring 2021. All sports will have their schedules reduced by 30% and include an abbreviated championship format. Additionally, most conferences are limiting competition within the conference to dramatically reduce travel. A significant portion of expenditures in Athletics comes from travel, paying sports officials, and utilities and other costs associated with competition. Consequently, PC anticipates a significant reduction in overall expenditures within Athletics.

Additionally, the Kinesiology faculty position with potential coaching duties was temporarily placed on hold and not filled. PC continues to support student athletes, their academic success,

and their continuing goals. Coaching, mentoring, and counseling are essential aspects of the student-athlete experience and will continue unimpeded. Therefore, the 2020 *Core of the Core Taskforce* recommends that the Budget Committee and College Council continue to review the program for fiscal and operational efficiencies but suggests no specific changes at this time.

#### DEPARTMENT & DIVISION DISCUSSION SCHEDULE

Topic	Taskforce Leader(s)	Expert	Date/Time
Administrative Services	Arlitha	John & Todd Randy Rowles (DO) Joe Grubbs (DO)	August
IT, Print Shop, Public Info	Arlitha/Vern	Roger/Felisa	September
Student Services Categorical & Grants	Primavera/Erin	Program Directors	Fall 2020
Student Services Counseling	Primavera	Patty/Miles/Erin	Fall 2020
Student Services AR/Financial Aid	Primavera/Erin	Tiffany	Fall 2020
Instruction & Instruction Support	Thad/Miles	Division Chairs Deans/Judy/McKenna	Fall 2020