

Preview

Status: Draft

Details

College

Porterville College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

Project Director

Primavera Arvizu

Vice President

parvizu@portervillecollege.edu

(559) 791-2218

Responsible Person

Primavera Arvizu

Vice President

parvizu@portervillecollege.edu

(559) 791-2218

Approvers

Chancellor/President

Claudia Habib Dr

President

claudia.habib@portervillecollege.edu

(559) 791-2316

Awaiting Submittal

Academic Senate President

Miles Vega

mvega@portervillecollege.edu

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Academic Divisions updated their 2-year plans spring 2020. As of summer 2020, a catalog of careers and salaries project was completed to present to the academic divisions in early fall 2020 to connect major clusters to careers and salaries. As of fall 2020, all 2-year program plans were updated from each division and placed on a 2-year plan template with the new college logo. All 2-year plans have been placed in one centralized location on the college website. All outdated 2-year plans were removed from the college webpages. The new Pirate Maps webpage was updated and included the 2-year plans. The mapping workgroup completed short paragraph descriptions on each of the major clusters. The college worked with a coach, Dr. Al Solano from Continuous Learning Institute and with the Foundation for California Community Colleges Guided Pathways Regional Coordinator in developing next steps in the Pirate Maps process.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The first Pirate Maps Inquiry Completion Team was launched fall 2020. One of the tasks is to embed the second phase of the 2-year plans with milestones including career and salary information for students. Next Steps include:

- Develop Marketing and Communication material for first two major clusters. The Pirate Maps Inquiry Completion Team are working on: People-ology and Educating the Future.
- Update People-ology and Educating the Future Major Clusters second phase of the 2-year plans.
- Pirates Maps Entry Orientation Team will focus on incorporating a major/career assessment as part of the CCCApply application.
- Once the Pirate Maps Inquiry Completion Team is complete with the second phase of the 2-year plans with milestones then the Entry Orientation team will incorporate career/major cluster information in the Student Orientation.
- Launch the second Pirate Maps Inquiry Completion Team focusing on the following major clusters: SySTEMS and Taking Care of Business

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 - Fall 2021

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Aligning the information in a pathway format for students. The college would also like to provide career assessments.

Support Needed - Detail

Support needed in aligning the careers with the major clusters with marketing/communication in providing a seamless flow for students. Would like to learn how to incorporate career assessments when students apply through CCCApply.

Type(s) of Support

- Regional training
- On-campus/individual training
- Technology support

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

As of summer 2020, major cluster career and salary information was collected and located in a central repository for Division Chairs to review with the academic divisions. The Pirate Maps webpage with the 2-year plans was launched fall 2020. The website includes Career Coach for students. Career coach provides students the skills they need to be competitive in today's economy. Career Coach shares a vision of a better future by exemplifying exceptional leadership, advocacy, and support on behalf of the community colleges. The software includes career assessments, the ability to browse careers/programs, and to build resumes. The Pirate Maps website was launched and includes career and salary information for students including the current 2-year plans.

The Promise Program launched a summer bridge program summer 2019. Major/career workshops were provided specifically to the promise cohort students. The promise students complete a workshop services, event, and activities all year.

The College provides the following two courses for students:

- STSS P106: Personal and Career Exploration
- INST P-152: College & Career Readiness

The INST P-152 courses are offered in the dual enrolled category with local high schools and the Adult School.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Develop Marketing and Communication material for first two major clusters the Pirate Maps Inquiry Completion Team are working on: People-ology and Educating the Future.
- Update People-ology and Educating the Future Major Cluster second phase of the 2-year plans.
- Academic Divisions Complete Certificate pathway plans.
- Pirates Maps Entry Orientation Team will focus on incorporating a major/career assessment as part of the CCCApply application.
- Update SySTEMS and Taking Care of Business second phase of the 2-year plans
- Have the Academic Divisions along with the Counseling Division review current 2-year plans

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021-Fall 2021

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

As of fall 20, the new Pirate Maps webpage was built and went live. The Pirate Maps Marketing and Communications workgroup led that project incorporating version one of the 2-year plans as well as linking to careers and salaries through Career Coach. The mapping resources on the page include: Guided Pathways Electronic toolkit, K-12 Community College Crosswalk, Career Pathways, Bringing Student Voices to Guided Pathways Inquiry and Design, Using Failure to Generate Innovation, etc. The first Pirate Maps Inquiry Completion Team launched fall 20 focusing on two major clusters: People-ology and Educating the Future. The team is represented of Administration, Faculty, and Classified. One of the team's tasks is to align the second phase of the 2-year plans with milestones. Career information will be included as links.

There is also information required to post by federal regulations regarding gainful employment. The Job, Entrepreneur, and Career (JEC) Center provides additional information such as jobs, internships, information on starting a business, major and career resources, information for employers, JEC workshops/events, career assignments, and information on the Resource Center. Students also have the option on enrolling in the following student success courses:

- STSS P106: Personal and Career Exploration
- INST P-152: College & Career Readiness

There are several internship opportunities provided with internal and external partners. An example of two are below:

The Access to Careers and Employability (ACE) Program is an initiative that provides persons with disabilities a path to employment utilizing a variety of tools and resources. Current college students and recent college graduates are eligible to participate in the ACE program. The ACE Program is a partnership between the Workforce Investment Board, American's Job Center of California and Post-Secondary Educational Institutions.

The Workforce Innovation and Opportunity Act (WIOA) is an adult program that serves individuals and assists employers meet their workforce needs. Enabling workers to obtain good jobs by providing them with training opportunities. Using funds allocated to our local area, individualized career and training services are provided to adults who are recipients of public assistance, low-income individuals, and individuals are basic skills deficient. WIOA is a partnership between American's Job Center, Adult Education Programs and Post-Secondary Institutions.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Incorporate milestones into the second phase of 2-year plans.
- Include career/salary information within 2-year plans.
- Begin to organize first two major clusters into the College Catalog.
- Pirates Maps Entry Orientation Team will focus on incorporating a major/career assessment as part of the CCCApply application.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021- Fall 2021

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The current 2-year plans were reviewed by all academic divisions then posted on the new Pirate Maps webpage with the new college logo. The Pirate Maps website launched fall 2020 highlighting the 2-year plans and Career Coach. All outdated plans posted throughout Porterville College's website were removed and centralized on the Pirate Maps page. A Pirate Maps link was placed in other locations on the college website.

Summer 2020, a small team created a centralized repository of career and salary information per major cluster. The Academic Divisions then reviewed fall 2020. This prepared the work for the first Inquiry Completion Team.

The first Pirate Maps Inquiry Completion Team was formed and launched fall 2020. The team members represent all constituents while focusing on phase two of the 2-year plans. This first team is focusing on two major clusters: People-ology and Educating the Future.

The College is in the process of transitioning to a virtual catalog, ELumen. The catalog will have live links and will be easier to update through the online queuing approval system.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Academic Divisions will create/update certificate pathway plans.
- Pirate Maps Inquiry Completion Team will create second phase of the 2-year plans to include milestones. This team will be focusing on two major clusters: People-ology and Educating the Future.
- Milestones will include career and salary information per major cluster.
- A second Pirate Maps Inquiry Completion Team will launch spring 2021.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 - Fall 2021

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The Math Division continues to collaborate with local high schools to ensure a seamless transition into transfer level courses at PC. All students entering PC are placed into a transfer level math course based on their desired pathway and high school GPA. There has been a limited review of success rates based on the new multiple measures placement chart implemented in fall 2019. Preliminary success and retention rates in transfer level courses showed increases, but due to Covid-19 it is difficult to make inferences based on only one full, uninterrupted semester of implementation. Covid-19 has placed unintended barriers to success that are not reflective of the pathways developed for students.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Continue to review the data for each semester to determine equity gaps in mathematics program.
- Implementation of a MESA program to increase student engagement and success in STEM courses.
- Development of a STEM & Literacy Center that will enable students to have a specialized place on campus focused on students passing gateway mathematics and English courses and entering into STEM fields.

Term and Year

Fall - 2020

Term - Detail (optional)

2020-2021

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The Job, Entrepreneur, and Career (JEC) Center is working to integrate on to each degree and certificate programs webpage a Career Coach API plug-in that displays related career and economic data to assist students in making informed decisions when exploring and choosing majors.

When completing new student orientation students will be directed to take a 60 question Career Coach Assessment to align their interest with their educational and career goals.

Host industry specific events, job and career fairs bringing together students and industry partners to expand students' knowledge of career opportunities.

Entry/Enrollment Services team conducts Career and Major Exploration Workshops with the high school seniors before they complete the CCCApply application. This helps the student to make an informed decision on their application.

Career and Major exploration workshops will be offered to other grades such as middle schools and high school freshmen, sophomores, and juniors. This was requested by the high schools since they do not have Career Center on the high school campuses.

Students are notified of next steps that outline the matriculation steps, receiving priority registration, and other important information/deadlines. A Cognos report shows incomplete matriculation steps for students.

Educational Advisors conduct presentations on Career/Major exploration during various STSS classes for those instructors that submit a request. We would like Career/Major exploration presentations to be conducted in all sections during the first two weeks of the semester. Many freshman students are still undecided on their major or what their long-term career goals are.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Coordinate with Porterville College web content editor to integrate Career Coach API into each degree and certificate program page.
- Integrate Career Coach Assessment into the onboarding process.
- In Progress as of Fall 2020-the advisors will be trained on new presentation methods/branding beginning in December 2020 to be more uniformed and consist with messaging about PC.
- The Career and Major exploration workshops will be implemented in fall 2021.
- The students being notified of next steps of the matriculation steps is in-progress.
- The Career/Major exploration workshops embedded within the STSS classes is In-progress. We would like for all STSS instructors to allow Career/Major exploration presentations during the first two weeks of the semester.

Term and Year

Fall - 2020

Term - Detail (optional)

Fall 2021

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Students need to have the opportunity to explore careers before selecting a major.

Support Needed - Detail

Develop and/or provide career assessments and fold the process into onboarding and next steps for students.

Type(s) of Support

- Regional training
- Technology support

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

At scale

Progress to Date**Progress to Date Implementing Practice**

Language Arts and Mathematics division continue to review innovative ways to engage students in gateway courses. Both divisions have created co-requisite courses that enable all students to take transfer-level courses with just in time remediation to assist students throughout the course. In addition, the Learning Center offers Writing Mentors, Math Mentors, Peer & Embedded Tutors, PASS Leaders and PC Tech Navigators which provide academic support services to students who are struggling. The PC Tech Navigators is a new program that was developed to assist students that are struggling with the technology and software for online courses. The PC Tech Navigators are able to walk the students through their technology and software concerns on a peer-to-peer basis. Embedded Tutors and PASS Leaders are embedded into courses to provide tutoring and group study sessions throughout the length of the course. Both Language Arts and Mathematics Divisions have been collaborating with the high schools to increase dual enrollment offerings and create pathways from high school to college.

Timeline for Progress to Date**Term and Year**

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Next steps: English alignment meetings with local high schools to create a community focused on assisting underprepared students to be college-ready.

Implementation of a MESA program to increase student engagement and success in STEM courses.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021- Fall 2021

Support

No support requested

Practice 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. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The Math Division offers co-requisite courses that are paired along with their transfer-level courses. The co-requisite courses provide just in time remediation to academically underprepared students. The Math Division utilizes Math Mentors, PASS Leaders and Peer Tutors to provide learning support services to students who need additional assistance to complete their mathematics courses. Currently, plans are in development to create a STEM & Literacy Center on campus to have a specialized location for students to receive assistance from academic support services. The college implemented and currently uses a Multiple Measures Placement Chart to place all students into a transfer level Math course during their first year at Porterville College. The Mathematics Division Chair and Mathematics Curriculum representative worked with counselors to ensure student placement was appropriate to students' transfer or career path. All students are placed into a transfer level math course based on their desired pathway and high school GPA.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Implementation of a MESA program to increase student engagement and success in STEM courses

Development of a STEM & Literacy Center that will enable students to have a specialized place on campus focused on students passing gateway mathematics and English courses and entering into STEM fields.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021- Fall 2021

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The Language Arts Division currently only offers transfer-level courses for English. To assist underprepared students, the Language Arts Division offers co-requisite English P101AX, which provides just in time remediation support, and have about 10 sections each semester at various times to accommodate students' schedules. The Title V grant will bring a STEM & Literacy Center to Porterville College. The Language Arts Division continues to offer assistance with writing assignments through the Learning Center; this includes Writing Mentors and Peer & Embedded Tutors.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continue to provide training to counseling and advising team about placement model for English courses.

Development of a STEM & Literacy Center that will enable students to have a specialized place on campus focused on students passing gateway mathematics and English courses and exploring career opportunities.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021- Fall 2021

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

At scale

Progress to Date**Progress to Date Implementing Practice**

The Learning Center continues to develop programs focused on assisting students through their educational journey. Currently, Porterville College students have access to Writing Mentors, Math Mentors, Peer & Embedded Tutors, PASS Leaders, PC Tech Navigators and STAR-CA Tutors. The two newest programs that were developed were the PC Tech Navigators and the STAR-CA Tutors. The PC Tech Navigators provide front-line support for PC students that need technology and/or software assistance. This peer-to-peer support is expected to decrease the amount of technology anxiety students have when taking online courses and allow students to focus more on the learning the content than the technology and software issues. The STAR-CA Tutor program is in collaboration with 9 other California Community Colleges and is focused on sharing tutoring services amongst a consortium of colleges so that students have access to tutoring services for subjects and time frames that we do not have available. In addition, students have access to research assistance and free textbooks through the PC Library and Lending Library programs.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Research reading apprenticeship programs to see if it can be integrated into existing academic support programs on campus

Development of a STEM & Literacy Center that will enable students to have a specialized place on campus focused on students passing gateway mathematics and English courses and exploring career opportunities.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021-Fall 2021

Support

No support requested

Practice 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.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The College continues to have a robust Dual Enrollment Program with all feeder high schools. There are continuous discussions around the framework and alignment with high schools on sustainable approaches to support and enhance successful transition between secondary and post-secondary. There were approximately 35 dual enrolled sections being offered fall 2020 and 43 sections for spring 21. A College level Statistics course is being offered as a dual enrollment course at the high schools this spring 20 term as well as beginning to offer the CSU golden four:

- Oral Communication
- Written Communication
- Critical Thinking
- Mathematics/Quantitative Reasoning

The College continues to provide The Fast Track to College program. The program has provided opportunity for high school students to earn college credit while still in high school, get a head-start on college education and career readiness, provide seamless transition into college and career options, and save on tuition and relates costs.

Through the CAPP grant fall 20 in partnership with three local high schools, the following courses were offered “Get Focused, Stay Focused” which were provided to Freshmen students within the CAPP cohort. The course is an articulated course established by an MOU with the college. The semester-long course in 9th grade marks the beginning of a 10-year educational plan for student. For one of the partner high schools, the course is a “mandatory elective” for all freshmen. The course includes units on:

- Finding your personal passion and professional/career possibilities
- Choosing the right college or career pathway
- Budgeting/Finances
- Employment

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college will approach improvement and expansion of dual enrollment in the following key areas:

Through the college’s strategic planning process, we will solidify and formalize institutional goals for dual enrollment scale of adoption. Processes will then be applied to effectively address those goals.

The college will strengthen communication and support structures to local high schools to better guide prospective students and inform of pathway acquisition and completion. This will include counseling, pathway alignment, and substantive modifications management, so as to improve efficiency and accuracy.

The goal is to have a 4% annual growth for dual enrollment sections and enrollment. There were 41 dual enrolled sections in 2016-2017 and 52 sections in 2019-2020. The 2021-2022 goal is to serve 1,463 high school students.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021-Fall 2021

Next Steps Toward Implementing Practice at Scale

The CAPP Extension Grant Phase II will continue to provide seamless transitions for students from high school to community college that are mutually beneficial to both systems as they move forward with student-centered local and

state initiatives. The grant will address equity, partnership, and sustainability.

Term and Year

Fall - 2021

Term - Detail (optional)

Spring 2021 - Spring 2022

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

All Counselors and Educational Advisors utilize the DegreeWorks tool to check students' progress, degree audit, and percentage completion in their identified major. This fall 2020, the platform was updated and a trainer from Ellucian spent time with the team reviewing the new look and updates. Several DegreeWorks completion reports were created as well as scribe training provided to the leads. The following DegreeWorks were created:

- PC DW GE Area Completion Detail Report
- PC DW GE Area Completion Summary
- PC DW Percent Complete Report
- PC DW SEP Course Demand Report
- PC DW SEP Summary Report
- PC DW SEP Tracking Report

Three Educational Advisors conduct 45-unit completion campaigns to reach out to students near completion and schedule appointments with students to discuss degree completion and courses needed. A Cognos report is used as a tool that is divided amongst the three advisors. We are also going to begin meeting with the CTE division, lead counselor, lead advisor and administration to begin a new certificate marketing campaign (spring 2021).

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Spring 2021:

- Focus on specific student populations for Counselors and Advisors to focus on and monitor/specific Case Management
- Counselors/Advisors to utilize Navigate and student campaigns to promote grad checks
- Remind students to attend Be Grad Ready workshops to assist them with completion of their degree petitions on time
- Use new DegreeWorks completion report to monitor students' progress towards completion (training scheduled for spring 2021)

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 - Fall 2021

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Educational Advisors conduct 45-unit completion campaigns to reach out to students near completion and schedule appointments with students to discuss degree completion and courses needed. We use a Cognos report that is divided amongst the three advisors. We are also going to begin meeting with the CTE division, lead counselor, lead advisor and administration to begin a new certificate marketing campaign (spring 2021).

Once a student submitted their degree evaluations, the evaluator reviews and determines any deficiencies. If a student has any deficiencies, the evaluator forwards the degree evaluation letter to an educational advisor who then promptly contacts the student for course registration the following semester. We have continued with the CSEP campaigns and Degree Works and Navigate are being utilized.

Be Grad Ready Workshops have been very helpful to students and are offered monthly. The workshops have had heavy attendance during peak deadlines for graduation evaluation form submission for spring.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to create Navigate appointment campaigns, Navigate appointments, use Navigate Progress Report campus wide, Navigate Communication/Messaging, create a calendar plan of what other capacities of Navigate will be introduced to maximize usage and provide training, continue to provide training for Degree Works for counselors and advisors as needed, Videos for students on Degree Works, Navigate, and Early Alert.

Continued student contacts from Educational Advisors and Counselors for grad check appointments and follow up services to keep students on track for completion of their programs.

- Remind students to attend Be Grad Ready workshops to assist them with completion of their degree petitions on time
- Use new DegreeWorks completion report to monitor students' completion (training scheduled for spring 2021)
- Schedule Grad Check appointment
- Continue to provide training for Degree Works for counselors and advisors as needed, Videos for students showing how to use Degree Works.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 - Fall 2021

Next Steps Toward Implementing Practice at Scale

- Continue to create Navigate appointment campaigns, Navigate appointments, use Navigate Progress Report campus wide, Navigate Communication/Messaging, create a calendar plan of what other capacities of Navigate will be introduced to maximize usage and provide training, create videos to show students how to use Navigate.
- Continue to offer MyDegreePath workshops for students to attend.

Term and Year

Summer - 2021

Term - Detail (optional)

Spring 2021 - Fall 2021

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Early Alert Program transitioned from SARS ALERT to the Navigate system and continued to provide services using the new system by Fall 2019.

- Discussion of the transition began spring 2018
- Communicated and tested the new system with faculty in the spring and summer 2019
- The Early Alert Navigate system became available for faculty to use by summer 2019 (soft launch)
- Launch of the new system was fall 2019
- Morning and Afternoon Session: Faculty & Early Alert Staff Meet & Greet were provided to introduce faculty to the new system on September 16, 2019
- Received faculty feedback and communication continued among instructional faculty, administrators, Director of Equity and Education Services, EAB Strategic Leader, Early Alert advisor and counselor though out the fall 2019 term
- Early Alert staff brought up questions and ideas to the EAB representative throughout fall 2019

Changes with the Transition from SARS ALERT to the Navigate System:

- Students are not notified of the referral when faculty submit the referral
- Students are notified of the referral by the Early Alert advisor during the first contact via phone, email and/or via a Navigate appointment campaign
- Faculty can track the referrals by accessing the Navigate Case Notes made by the Early Alert staff regarding each referral submitted and receive an email of the referral outcome when cases are closed

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Spring 2021:

- Counselor and advisor will present at the Adjunct Orientation and Provide Zoom trainings
- Continue to communicate with faculty via email/phone calls/Canvas messages and link to website
- Make changes to Early Alert website: Step-by-Step Handout/Videos/Zoom Trainings Links
- Create Student Early Alert
- Appointment Campaigns
- An additional advisor will assist with Early Alert referrals for the first contact and phone calls during peak time

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 - Fall 2021 Continue to evaluate, make changes to the program, and use Navigate to a greater capacity to maximize the use of the system.

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The services which are provided to students who are unlikely accepted into the limited-access program are the following provided by an Educational Advisor:

- Comprehensive review of policies, procedures, eligibility requirements for specific programs of interest
- Review of student's academic history and provide guidance on ways they can improve their chances in future applications to the program
- Collaborate with the student to create a course schedule or place of action to continue working towards their educational and career goals
- Career Advising: overview of related career paths in relation to healthcare or CTE depending on the student's career interests
- Provide appropriate resources on both online and in-person services available on/off campus e.g., CalWORKs, Tutoring, JEC Center, Employment Connections, etc.

-Encourage the student to explore and research other interests or related career field using new tools and resources they have acquired

-Promote continuity of support with students by encouraging them to keep the assigned Educational Advisor updated via online or in-person advising on any progress or set-backs they experience.

In 2019-2020 there were 474 students who had selected the Nursing Associate degree as their major and 65 students who selected Registered Nursing as their major. Only 20 students are selected into the Nursing program annually.

Counselors complete health career explorations with students considering majors in nursing and psych tech.

Health Career students not selected into the nursing or psych tech programs were referred to counseling.

The Health Careers division shared detailed information on other major/careers for students not selected for Nursing and Psych Tech programs.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Health Careers director and/or faculty advisors, educational advisors will attend Students Services meetings once a semester.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 - Fall 2021

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The college is in the process of transitioning to an updated scheduling tool which promises significant improvements. Included in this tool are robust reporting and analysis features that permit evaluation of conflicts in student schedules and optimizations to improve student capacity to complete a course of study in the shortest time.

The Enrollment Management Committee used several standing meetings to discuss and strategize specific course scheduling, adding sections, and selecting instructional modalities to ensure students can access the necessary courses for completion. Long-term, multiple-semester considerations were integral to the planning.

The quantity and discipline selection of Dual Enrollment course offerings were deliberated across several committees, divisions, and the Academic Senate. Consequently, those offerings and proposed offerings were strategically selected based upon student need and the course integration within programs of study.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Scheduling, course section offerings, and instructional modalities will consistently be discussed and strategized in Enrollment Management Committee meetings. Once DegreeWorks and Ad Astra are fully functional the analyses of previous semesters will be integrated into ongoing planning.

The Enrollment Management Committee will consider how the current pandemic crises has impacted student learning and instructional modalities and evaluate how previous assumptions have been permanently disrupted. These disruptions will figure strongly into all aspects of enrollment management for the foreseeable future.

The Strategic Planning Committee will evaluate Dual Enrollment goals

Term and Year

Fall - 2020

Term - Detail (optional)

Fall 2020 - Fall 2021

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The Outcomes Committee has implemented a new defined cycle in all aspects of outcomes assessment. The faculty and staff members complete an assessment form listing the outcome, assessment method, results, evaluation of the results, and plan for improvement. Relevant faculty and staff then discuss the assessments, evaluate overall results, consider the plan for improvement, and create a plan for adjusting the method of reaching the outcome or changing the outcome altogether. The committee focused on PLOs (each division is attempting to implement a system that works well for its faculty, disciplines, SLO (assessment methods, etc.), closing the loop (especially the mindset of a never ending assessment cycle and eliminating the idea that assessments are “finished”), and providing resources to make the process more user-friendly and intuitive (such as a Canvas page and help videos).

During spring 2020, the SLO Coordinator provided an SAO 101 training to all Student Services program leads reviewing developing and assessing SAOs.

A Canvas Outcomes page was created fall 2020 for each division. Each division has its own page with a link to the SLOs to be collected for the term, SLO timeline, and the SLO Assessment Results Report Form for that division. This centralizes the process and organizes the information. The Canvas Outcomes page includes the Porterville College Outcomes Handbook, SAO Tutorial, A Guide to Developing Service Area Outcomes, Outcome Cycle Rotation Completion Forms, and a handout outlining tips on creating an SAO.

Porterville College has joined the USC Race and Equity Center Equity Leadership Alliance. The Center hosts six intensive Equity Leadership Academies, each on particular aspect of equity. The Equity Leadership Academic modules focus on strategies and practical approaches. Instructors use contemporary cases of equity dilemmas and racial crises on community college campuses. Emphases is places on learning from sagas that have recently occurred elsewhere; learning how to get ahead of situation and reducing risk of crises; and learning actionable equity leadership strategies. All college constituent groups are invited to attend. Faculty rotate attendance. A Social Justice Taskforce has also been created on the college campus.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Provide Quick Tips for Online Success Returns to PC Faculty. Quick Tips for Online Success is a webinar-style presentation & chat series to assist faculty to improve their virtual classroom. The series is local, personal, it's with faculty peers, and it's their chance to be a part of the discussion. The series includes the following:

- Quick Tips for New Format, Old Problems
- A Deep Dive to Ensure Learning
- Quick Tips to Save Time
- Quick Tips Special: Canvas Makeovers
- Quick Tips for Open Education Resources
- A Deep Dive to Prevent Learning Loss

Continue to provide online teaching and learning support to faculty. Provide the Introduction to Online Teaching and Learning which is a four-week online workshop that included instructors to the major policies, regulations, guidelines, and accepted best practices for teaching fully online courses. An example of the topics reviews in the workshop include:

Term and Year

Fall - 2020

Term - Detail (optional)

Fall 2020 - Summer 2021

Next Steps Toward Implementing Practice at Scale

- Evaluate accessibility of online course content
- Develop rubric criteria
- Develop an outline for an online course using backward design
- Develop clear and supportive online policies

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

College Council is responsible for assessing Institutional Learning Outcomes (ILOs) while the Curriculum Committee is responsible for assessing General Education Learning Outcomes (GELOs). The Curriculum Committee has completed an assessment cycle for GELOs 1 through 4, but the progress halted due to the COVID pandemic as the committee dealt with the pressuring matters of distance learning addendums. College Council has completed an assessment cycle for ILOs 1 through 3 and is currently assessing 4 and 5.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue with GELO and ILO assessment timeline.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021- Fall 2021

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service

learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Most faculty have participated in professional development that addresses innovative teaching and learning. It's expanding into new ways to view to address learning. These efforts should increase and broaden strategies faculty use to anchor classroom learning to the real work. But the situation this year with the pandemic probably isn't going to allow us to see those chances in practice yet.

Multiple teaching online sessions were provided for faculty to teach online as professional development. The workshops included Kung Fu Canvas and Introduction to Online Teaching and Learning. There were also various topics related to online instruction in the form of a webinar provided to faculty as well.

All sociology courses, students are required to complete four hours of service learning where they volunteer their time meeting needs of the community. It must be something they are doing for the first time and the

service-learning requirement for each class must be different from any they completed for another sociology class. While doing the work, they complete a participation observations, collecting observation data while working. They write about their experience and connect it to course readings in their field journal (a 25-page project combining various data and integrative activities with a concluding essay). Students who major in sociology will have completed 20 total hours of service-learning at five different locations by the time they finish their degree. This is something that the PC Sociology ADT does that sets it apart from many others.

In 2019/20 approximately 87 internships opportunities were provided to students with internal and external partners and 79 work-based learning opportunities. In 2020/21, 48 internships were provided and 162 work-based learning opportunities. These opportunities range from CalWORKS, STEPS, ACE, BSAD 162 course, and WIOA. An example of an internship site is STEPS. The Tulare County Office of Education received STEPS funding. The provided an opportunity for 25 of the college's Disability Resource Center students under the age of 21 to be able to complete 30 hours of virtual workforce readiness and receive a stipend then places with a local organization for 190 hours of paid work-based learning.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College will strengthen and expand professional development that reinforces innovative teaching and learning. Included in these efforts will be resources that support service learning and work-based learning.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 - Fall 2021

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

Each division is attempting to implement a system that works well for its faculty, disciplines, SLO assessment methods, etc. All divisions are in some process of the PLO assessment cycle and have a timeline for the cycle.

A Canvas Outcomes page was created fall 2020 for each division. Each division has its own page with a link to the SLOs to be collected for the term, SLO timeline, and the SLO Assessment Results Report Form for that division. This centralizes the process and organizes the information. The Canvas Outcomes page includes the Porterville College Outcomes Handbook, SAO Tutorial, A Guide to Developing Service Area Outcomes, Outcome Cycle Rotation Completion Forms, and a handout outlining tips on creating an SAO.

This process is also embedded into the College's Program Review cycle. Each area documents that assessment is taking place on a regular basis, that the program is discussing those assessments, and that decisions about the future of the program are being made based on the results of the assessments. It is recommended for Instructional Programs to assess both course and program level outcomes. The Program Review cycle is every three years.

Timeline for Progress to Date**Term and Year**

Fall - 2020

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continue all assessment cycles. Begin to discuss and incorporate embedding the Guided Pathways framework into the Program Review process.

Term and Year

Fall - 2020

Term - Detail (optional)

Fall 2020 - Fall 2021

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

The college recently partnered with the Central Valley Mother Lode Regional Consortium, LinkedIn Learning as a new e-learning resource available to students, faculty, staff, and administrators. LinkedIn Learning is an award-winning industry leader in online training, with a digital library of over 16,000 courses covering a wide range of technical, business, software, and creative topics. Professors have the ability to edit and create or share pre-existing learning paths and courses that are specific to their lesson plans that can be shared with their student for viewing. Once a learning path or course is completed then the individual earns a certificate of completion. An example of some of the courses include:

- Developing Critical Thinking Skills in Students
- Engaging Students in the Classroom
- Core Strategies for Teaching in Higher Ed

The Outcomes Committee has focused on Program Level Outcomes, closing the loop, and providing resources that make the process more user-friendly and intuitive. Each division is implementing a system that works for its faculty, disciplines, outside requirements, SLO assessment methods, etc.

Timeline for Progress to Date**Term and Year**

Spring - 2018

Next Steps**Timeline for Next Steps**

Next Steps Toward Implementing Practice at Scale

Continue providing Professional Development and with the assessment cycle.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 - Spring 2022

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

The sociology students complete a 25-page field journal in certain sociology courses, documenting various data collection activities like interviews, content analysis, field observations, service-learning and social action projects that differ for each class. Those completing the degree will have five such field journals to show.

Health Careers requires a portfolio for Psych Tech and the RN programs. The portfolio follows the students throughout the program and is used during job applications and interviews.

Portfolio: The purpose of the portfolio is to provide the student with quick access to important documents as well as to provide a place to showcase the student's achievements, learning and competencies. Students can expect to present the portfolio at the beginning of each clinical rotation, and during the clinical evaluation process. But, in order to meet the student's needs, the instructor may request the student to present the portfolio at any time. The portfolio consists of a binder in which the following items are kept:

- Copies of: Physical Exam
- TB Skin test or CXR]
- All immunizations
- AHA Healthcare Provider
- CPR Car AND Student Handbook
 - Safety Manual and copies of signature pages
 - Referrals/Learning Contracts/Conference Reports/Probations Forms
 - Program Skills Checklist and Student Self-Checklist for NCLEX Success
 - Completed Clinical Evaluation Forms

- Kaplan proctored exam results
- TEAS results

- The Art and Philosophy courses frequently have the students develop portfolios of bodies of work and are used to share with potential employers or clients.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Create a matrix of programs and/or courses which require portfolios and explore other opportunities for courses/programs to include.

Term and Year

Spring - 2021

Term - Detail (optional)

Spring 2021 - Spring 2022

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Porterville College has used CCSSE on a three-year cycle since 2011. The survey has been conducted three times so far, with the fourth occurring in spring 2022. We have found the survey results valuable in terms of college and program planning.

CSSE includes a Key Findings report that provide a quick summary college results and comparisons with the national cohort. Included is a list of our top five questions that show areas where we are ahead of the national average and the five questions with the lowest comparative engagement. Our data team uses the latter to generate discussion about possible changes. For example, we have noticed, in multiple survey cycles, that our students are less likely to read outside of assignments, so we have created initiatives to encourage reading.

The student-faculty report is used to generate discussion among faculty about differences in perceptions and behaviors and possible interventions.

We have found the survey results useful in providing indirect evidence of our progress toward meeting Institutional Learning Outcomes. For example:

- Our ILO #2 is Cognition (critical thinking). We found that questions 11d, 5b, 5c, 5d, 5e, and 5f were relevant to that Outcome and we were able to provide data comparing PC responses to those questions with other small colleges and with the entire CCSSE cohort.
- Our ILO #3 is Information Competency (research skills). We found that questions 4b, 4c, 4d, 4f, and 4g were relevant to that Outcome and we were able to provide data comparing PC responses to those questions with other small colleges and with the entire CCSSE cohort.
- Our ILO #4 is Social and Cultural Responsibility (global citizenship). We found that questions that questions 9c, 10c, and 11f were relevant to that Outcome and we were able to provide data comparing PC responses to those questions with other small colleges and with the entire CCSSE cohort.
- We expect to do this with some of our other ILOs as well.

Some programs also use CCSSE results in program planning and implementation. For example, our Learning Center wanted data on whether students using the LC were more likely to engage in some specific behaviors that promote student success. We found that CCSSE had questions on both of those areas and we were able to provide them with data which they included in program review. These will likely be measured for progress each CCSSE cycle.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our next step in this area is clarifying our professional development program. Through our IEPI plan, we have begun work in developing a clearer vision for professional development. This includes:

- Improving our flex offerings
- Investing in software to track professional development
- Conducting equity and other retreats in which we examine data and brainstorm solutions
- And developing a separate budget for professional development.

In addition to these, we have conducted occasional staff development surveys in the past and have evaluated our offerings in some terms. In spring 2021, we plan to systematize this effort, creating a professional development survey that will be conducted every three years as part of our regular survey cycle. This survey is planned for fall 2021. This effort had been planned for 2020, but was delayed with the pandemic.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

We also plan to continue to participate in CCSSE. We were in the midst of survey administration in spring 2020, but had to halt due to the pandemic. Our survey administration will likely resume in spring 2022, and we will resume participation every three years thereafter.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student focus groups

Engagement Efforts - Details

The Porterville College Office of Institutional Research conducted a pair of focus groups on March 5, 2020. These groups focused on a set of questions, previously discussed with various groups on campus, including student services and Data Team, that were designed to elicit specific feedback on questions that the college is currently experiencing and attempting to address in its students success and equity work.

The first focus group had a total of eight participants and the second four. Both groups went well and gathered important information, though the former seem to be a richer discussion (focus groups are usually 6-12 participants, so only four is a rather small one). There were four main substantive questions in the focus groups, though two others were included for introduction and summary.

The focus group participants were engaged and highly appreciative. Multiple group members expressed this and the desire to participate further.

Course Alignment

The college is in the process of transitioning to an updated scheduling tool (Ad Astra) which promises significant improvements. Included in this tool are robust reporting and analysis features that permit evaluation of conflicts in student schedules and optimizations to improve student capacity to complete a course of study in the shortest time.

The Enrollment Management Committee used several standing meetings to discuss and strategize specific course scheduling, adding sections, and selecting instructional modalities to ensure students can access the necessary courses for completion. Long-term, multiple-semester considerations were integral to the planning.

Scheduling, course section offerings, and instructional modalities will consistently be discussed and strategized in Enrollment Management Committee meetings. Once DegreeWorks and Ad Astra are fully functional the analyses of previous semesters will be integrated into ongoing planning.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 CCRC SOAA CCC updated 4-3 0-19 submitted to State Chancellor's Office.pdf	Self-Assessment	2/7/2020, 11:05:29 AM	N/A

Success Story (Optional)

Story: AB 705 Implementation

Title

AB 705 Implementation

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Primavera Arvizu	Vice President	prarvizu@portervillecollege.edu	(559) 791-2218

Challenge

The challenges included the following in implementing AB705:

- the current landscape and assessment practices were changing
- aligning English and Math to AB705 requirements
- student support for AB705 implementation
- needs identified to support the field with aligning English and math to AB705 requirements

Success Story

An AB705 bill was signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill required that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

During 2017-2018, multiple measures was used heavily when placing students into courses. At the time, multiple measures did include the AccuPlacer assessment test. Approximately 90% of the incoming students were placed by utilization of multiple measures. The College had worked with high school districts on a consent to release form to allow high school transcript access to the College counselors from the high schools. This allowed the College counselors to have direct access to the high school students' transcripts to provide recommendation of courses.

Multiple measures for Porterville College's dual enrollment population were created with the launch in spring 2019. The College's English division developed co-requisite courses to compliment the transfer English level course. During spring 2019 term the College offered a limited number of sections of current one-level below transfer level English. The Math division also discussed support courses and the different paths students can take with transfer level courses with high school grade point averages.

In fall 2020, 77 California community colleges offered 90-100% of their English introductory sections at the transfer level, up from 54 colleges the year before. Porterville College was at 100% implementation. In math, 17 colleges offered 90-100% of their introductory sections at the transfer level, up from 9 colleges the last year. Porterville College was a 100% implementor.

In English, PC requires students with a high school GPA below 1.9 take the corequisite course (English 01AX) at the same time that they take transfer-level composition (English 101A). If a student placed into the corequisite elects to take the stand-alone course, we ask the student to sign a waiver that explains what the corequisite course is and why it is recommended for the student. We are also offering an alternative transfer-level composition course, English 101L, which takes a gradual approach to composition. Regardless if a student chooses to take English 101A, English 101A with English 01AX, or English 101L, upon course completion, he will have satisfied his college composition requirement in a single semester.

In math, we have placed students based on their major. A student can choose our STEM, business, teacher, or non-STEM pathway. All students will take a transfer-level math class, though depending on high school GPA and previous course work, we may place a student into a corequisite as well.

Outcomes

In fall 2019, 100% of math and English courses at PC were transfer-level. Transfer-level English Composition (English 1010A) increased enrollments by 607 students from fall 15 to fall 19 and success rates increased by 349 students. Successful completions of college composition and statistics more than doubled. Transfer-level math (Math 122) increased enrollments by 323 students from fa 15 to fall 19 and success rates increased by 177 students. Success rates in Trigonometry went up 29% from fall 15 to fall 19.

Success rates in the PC English 101A courses fall 2019 was 62.3%, without a corequisite 65.8%, and with a corequisite 51.3%. Success rates in math 122 courses in fall 2019 was 60.2%, without a corequisite 70.1%, and with a corequisite 44%.

Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✗ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✗ Increase the percent of exiting CTE students who report being employed in their field of study
- ✗ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✗ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



California
Community
Colleges



2021 © California Community Colleges
NOVA Site Version: [4.28.12-4-ga0fc7948e](#)