



State of the College

2016-2017

by

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President



submitted

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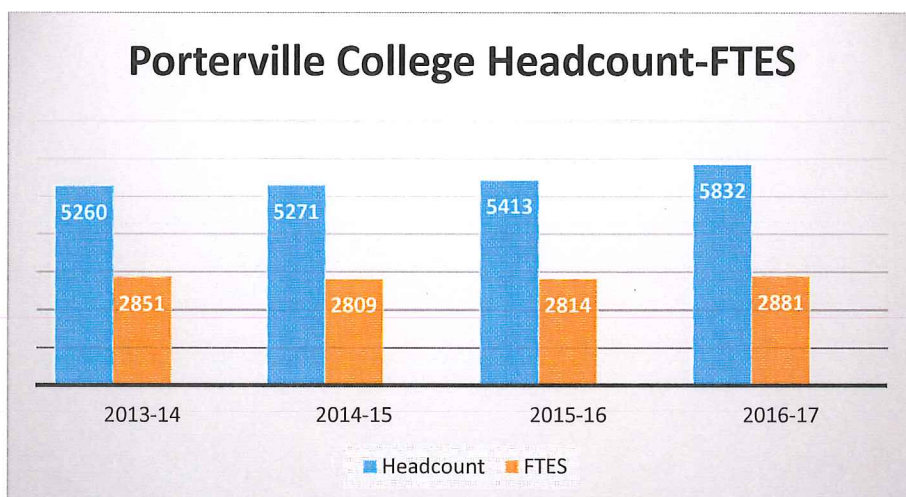
Introduction

Porterville College is in a state of transition and facing significant change. With the recent retirement of President Carlson, three members of the administrative executive team are temporary; interim President, acting Vice President of Academic Affairs, and acting Dean of Instruction. The interim and acting administrative positions were filled from existing campus administration and faculty which enables the campus to continue moving forward in preparing for the upcoming accreditation visit in fall 2018.

Under the direction of Vice President Sam Aunai, the college has completed its draft of the accreditation self-study. The report is being reviewed and final editing will be complete early spring 2018. The campus accreditation visit is scheduled for October 1-4, 2018.

Porterville College has implemented a variety of strategies and processes that enable us to remain flexible while adapting to the continuing changes in state and local resources. College staff and faculty are constantly strategizing to maximize resources while providing the best educational experience possible for our students. Our focus is two-fold: meeting the needs of the students we serve and staying within the parameters of our allocated budget while remaining compliant with state regulations (50% law and 75/25 faculty ratio).

The annual headcount for Porterville College continues to show growth. The headcount in 2016-17 was 5,832 generating 2,881 FTES compared to 2015-16 which was 5,413 generating 2,814 FTES. While the headcount has shown growth, the FTES generated has not kept pace. This is due to more students enrolling yet taking fewer classes, a reflection of our local changing economy.



KCCD Institutional Research and Reporting: College wide Trend Data 2017-18

Porterville College cannot rely on educational centers or inmate education to grow enrollment or FTES as the college does not have access to either. However, the college is expanding FTES

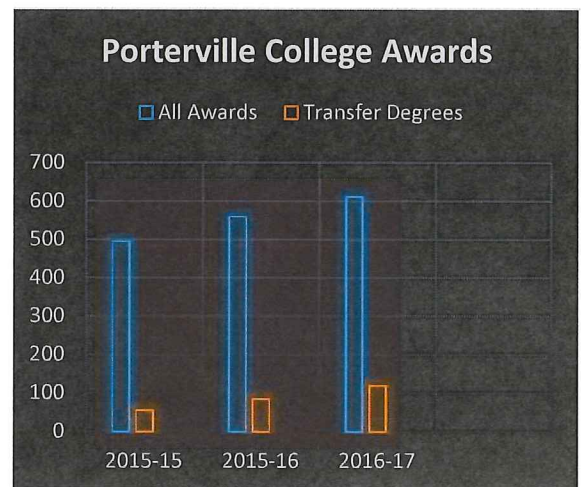
through the dual enrollment program with the local high schools and moving classes to off-site locations in Richgrove and Earlimart, and Porterville Adult School. The college continues to target a minimum 2% growth each year which is reflected in the course schedule and annual FTES target.

Porterville College is recognized as a Leader College by Achieving the Dream (ATD). Utilizing ATD's Institutional Capacity Framework has provided PC with a comprehensive approach to institutionalizing data driven decision making. This approach has fostered a student-focused culture that provides vision for the student success initiatives including Student Success and Support Program (SSSP), Student Equity, Basic Skills, and Basic Skills Student Outcomes and Transformation (BSSOT). PC has shared its programs success at ATD state and national conferences highlighting how integrating student services and academic affairs is influencing the persistence and retention rates of our students. The recognition by ATD as a Leader College and the request to present a workshop is a direct reflection of the work the college has done towards student success and completion.

The success of these initiatives are demonstrated through the consistent increase in the 2014-15 thru 2016-17 awarding of degrees and certificates. The college has also shown a steady increase in the number of transfer degrees issued during the same period.



KCCD Oracle Discoverer: Success-Retention

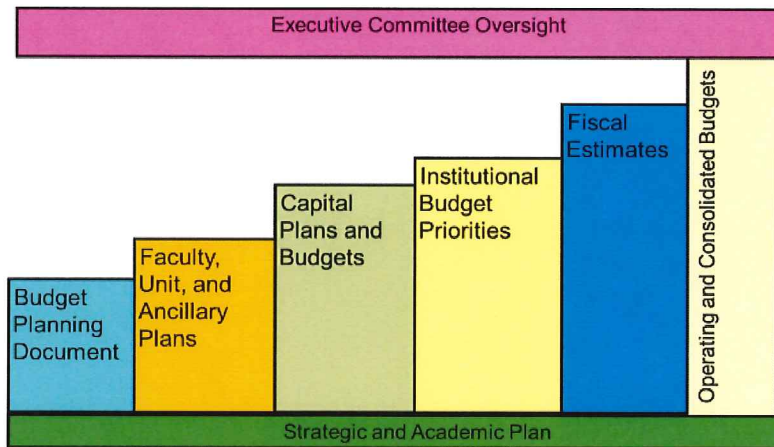


KCCD Oracle Discoverer: Awards byType

Strengths and Accomplishments

Administrative Services

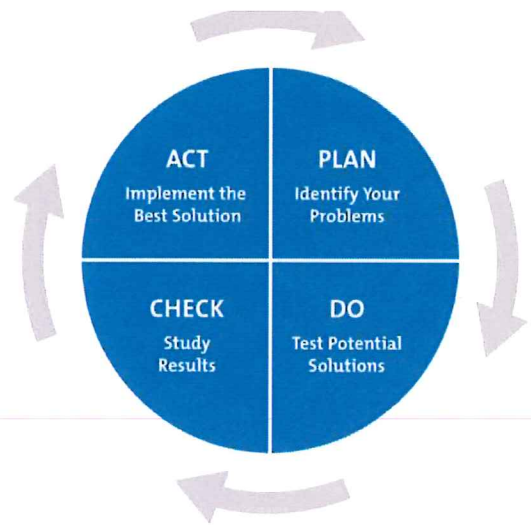
Achieving Financial Integration



Source: Society for College and University Planning: Integrated Resource and Budget Planning at Colleges and Universities

Porterville College is in a strong financial position having a healthy reserve and adequate operating funds. Planning and development of contingency plans against potential fiscal threats are key to PC maintaining its fiscal health. The campus continuously seeks opportunities to foster an integrated budgeting process to optimize resources. This is not intended as a cost-savings measure but as a focused approach to appropriate and deliberate resource allocation. Diligent strategic planning enables the college to better understand its financial objectives to sustain a high level of fiscal efficiency. This effort adds transparency to the financial data driven decision-making processes. This process is based on the *plan-do-check-act* method for control and continual improvement. Learning occurs in a social context at PC, and we must ensure that we have facilities that encourage that interaction. Utilizing this approach, PC has ongoing enrollment management conversions (reviewing course sections, census enrollment, FTES, FTES/FTEF, retention, success, etc.) regarding how to best serve the students and community. A campus space-utilization audit was completed in the fall and the campus is considering next steps.

Figure 1: The Continuous Loop of "Plan, Do, Assess, Act"



Meanwhile, we continue to invest in our existing buildings. With consideration of pedagogies and the learning environment, PC installed new wayfinding signage, completed 10 classroom modernizations (new desks, chairs, and flooring) and has a theater refurbishment scheduled for winter 2017.

Over the past year, PC focused on the many complex factors that contribute to the overall perception of safety on a college campus. The installation of LED lighting with Prop 39 funds has increased night visibility. Additionally, the camera and alarm systems upgrade expanded PC's surveillance capabilities. While continuing to invest in our institutional priorities, we are committed to supporting activities that foster a safe and secure learning environment.

Academic Affairs

Academic Affairs has continued its strong partnership with the local school districts in developing the dual enrollment program. Dual enrollment opportunities continue to gain momentum with the support of the faculty and staff at PC as well as the continued collaboration with our high school partners. The Dean of Instruction meets with the local high school principals and counselors monthly to discuss issues and develop opportunities with the dual enrollment program. These meetings help develop the processes and procedures for the program making the enrollment of students simpler.

Academic Affairs played an integral role in the integration of the Basic Skills, Equity, and SSSP plans. This integration braids resources and aligns common objectives to better serve and meet the needs of students. Instructional faculty, working with student services, implemented multiple measures in both Math and English providing another avenue for placement into college level courses. Both disciplines have also increased the number of summer bridge workshops to assist students with the goal of potentially moving from remedial to college level courses. Acceleration courses in Math and English continue to grow and enable students in remedial level courses to move to college level within the confines of a single semester. The acceleration program has helped Porterville College students reach college level at a much quicker rate. According to the 2017 Student Success Scorecard (California Community College Chancellors Office), Porterville College continues to lead the district in moving students from remedial English (PC 42.4%), (BC 30.8%), (CC 25.6%) and Math (PC 39.4%), (BC 28.8%), (CC 25.5%) to college level courses.

Academic Affairs has received a Hispanic Serving Institution (HSI) Title V Grant providing \$2.5 million dollars over a five-year period that will enable the college to develop a teacher education program. The program will help train future elementary teachers filling an employment need in California. Working with partners CSU Fresno and CSU Bakersfield, along with National University, Porterville College is positioned to help fast-track students to a career in education.

A strong partnership with the City of Porterville has provided the college with the opportunity to move both fire academy programs off-site which frees up much needed classroom space on campus. The academies have been moved to the fire training facility located at Porterville Fire Department Station Two. Utilizing a variety of funding resources, the college has partnered with the city in adding fire props and equipment providing our students with real world experience.

Health Careers continues to build on their strong partnerships with the healthcare community. A long standing relationship with Sierra View District Hospital has been critical in meeting staffing and equipment needs in multiple programs. The nursing program has recently undergone a significant curriculum revision which includes a major pedagogical shift from teacher-centered to student-centered active learning. Grant funding has provided the opportunity to update and upgrade our simulation lab with birthing simulation and medication administration system that replicates the hospital setting. Porterville Developmental Center (PDC) has been a viable partner with the Psych-Tech program. Funding resources PDC provides has enabled the program to add an additional cohort with additional staffing.

Athletics

The focus of Porterville College athletics is to prepare students to be **“students first and athletes second”** in order that they are more successful in their future lives. The athletic programs consist of five sports, four of which have adjunct head coaches. In the academic year 2016-2017, student-athletes achieved a combined grade-point average of 2.93, up from 2.70 in 2015-2016. In 2016-17, Athletics had 29 sophomores. Of those 29, 18 transferred to 4 year universities (62.1%). Of those 18, 14 received scholarships to continue as a student athlete (77.8%). In fall 2017, Porterville College approved the addition of 2 women’s sports – Cross Country and Tennis. When implemented, this will bring our offerings to 7 total sports.

Student Services

The Office of Student Services strives to enhance the educational experience of our students by providing support programs and services designed to empower students to attain their academic, personal, and life goals. These programs include CalWorks-Care, EOPS, DSP&S, and Financial Aid.

The programs within Student Services continue to focus their efforts on student access and success. They have developed strategies that have resulted in increased outreach efforts at the high schools and a system of reaching out to students who have applied to the college and not completed the enrollment process. They created a ‘transfer day’ where multiple colleges and universities were on campus making students aware of transfer possibilities and programs they offered. This first-time event was attended by PC students as well as selected high school students from the local area. DSP&S continues to work with students by providing necessary

accommodations. They are also active in providing staff development opportunities for faculty and staff regarding accommodation requirements and compliance. Students served by DSP&S have declined slightly from 2014-15 (273) to 2016-17 (246). Students served by Care/CalWorks have increased by 11% during the same period 231 to 260. EOPS has also increased the number of students served by 40% (499 to 791).

The Veteran's Resource Center is in its third year and currently provides services to 155 students. The number of students served by the single full-time counselor continues to grow each semester.

General counseling is staffed by two full-time counselors, three adjunct counselors and three educational advisors. In 2015-16, they had a total of 7,410 student contacts. In 2016-17, these contacts increased to 7,897.

Human Resources

The accumulated Human Resources knowledge between the full-time HR assistant and the HR manager provides one of the greatest strengths to the campus HR department. As the HR staff continues to provide high-level customer service to the campus, confidence in the campus HR will improve. Improved service includes:

- Ability to provide Administration and Staff with information and reports in a timely manner.
- Answering questions at the campus level instead of employees contacting District HR.

A part-time team member was added to HR in August 2016. The addition of this position has allowed the department to process adjunct and classified hourly staff employments more efficiently, freeing up other staff members to devote more time to ensuring that employee payrolls are processed timely and accurately.

Information Technology

In the past year, I.T. has completed numerous projects. Some of the projects include:

- Installed and configured 72 new student computers in computer classrooms.
- Installed and configured 85 new student computers in student computer labs.
- Installed and configured 75 laptops for student use in carts and checkout.
- Coordinated with M&O on the installation of 132 campus security cameras.

- Installed a new campus high bandwidth 10GB network fiber backbone to help support the increased data traffic generated by the new security camera system.
- Worked with M&O on the networking of the new door lock system, configuration of system and creation of key cards.
- Installed three new copiers in Graphics, DRC and AC-121.
- Continued replacement of staff and faculty computers.
- Implementation of upgrading existing computers to new Windows 10 operating system.
- Continued replacement of staff and faculty phones with new ShoreTel phones.

The department has made great progress in improving the overall communication with the campus community regarding local and district-wide projects and upgrades.

Challenges, Threats and Areas of Improvement

Porterville College continuously struggles with the issue of growth (FTES) while not having access to Educational Centers or Penal Institutions in the surrounding area that would provide growth opportunities. The college is virtually landlocked with limited facilities and a total of six feeder high schools. As a college, we continue to search for innovative ways to meet our growth obligation.

The following items have been identified as current, some continuing, challenges that we are addressing:

- Limited adjunct pool in most disciplines.
- Lack of a professional development plan for faculty/staff that is coordinated across the disciplines.
- A student/counselor ratio that makes it increasingly difficult to provide adequate services.
- Lack of inter-district mail service which creates delays in services by HR and other departments.
- Lack of adequate or sufficient faculty in multiple discipline areas that is having a negative impact on the program and student success.
- Initiative overload and the feeling of being mandated to participate.

There seems to be continued confusion regarding the roles of individuals district-wide. Clarification regarding district and campus responsibilities is necessary if we are to move forward as a district. Clarification, then adherence to those roles and responsibilities as defined.

Opportunities and Institutional Priorities

The following have been identified as those items that could, or would, benefit Porterville College:

- Adjusting the staffing levels in Health Careers that would allow the programs to improve the pass rates in Psych-Tech and add a second cohort to the RN program.
- Reclassify positions within I.T. and reorganize to provide a better level of service to the campus.
- Improve existing, and institute new technology across the campus that will enhance the learning environment for our students.
- Create a system in which classroom usage/space utilization data is available and used for more efficient scheduling which may have a direct impact on enrollment/FTES.
- Reduce the number of adjunct coaches in our athletics program, adding to the full-time ranks. Adding a full-time head coach would improve the program as well as help the campus understand the value of intercollegiate athletics.
- Developing and implementing a staffing plan that will include professional development efforts that are coordinated across departments/disciplines
- Capitalize on opportunities through off-site and/or online delivery to support the needs of the community the College serves in an effort to promote college/higher education attainment and growth.

What Would I Attempt if I Knew I Couldn't Fail

I believe that there is a culture that exists that undervalues the importance of 'counseling' as well as intercollegiate athletics. Both are very important to the campus as well as the success of our students. If I didn't have budget and compliance issues, I would add to the general counseling corps as well as develop an administrative position within counseling that would provide an opportunity for professional development within the college. Adding another full-time coach to the athletics programs would provide the student-athletes better access to athletic staff, improve recruitment efforts and provide stability.