



PORTERVILLE COLLEGE



**ACHIEVING
THE DREAMSM**
COMMUNITY
COLLEGES
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Implementation Plan

2014

Porterville College

Achieving the Dream Planning Implementation Plan

OUR MISSION:

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.

In support of our values and philosophy, Porterville College will:

- Provide quality academic programs to all students who are capable of benefiting from community college instruction.
- Provide comprehensive support services to help students achieve their personal, vocational and academic potential.
- Prepare students for transfer and success at four-year institutions.
- Provide courses and training to prepare students for employment or to enhance skills within their current careers.
- Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.

Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

OUR VALUES:

Porterville College's core values define the character of the institution and are active ingredients in all that the College does. Through our commitment to these values the College can better serve and be more responsive to its students, staff, and community:

- Collaboration - working together to encourage input and dialogue in a collegial and cooperative manner.
- Respect - treating each other with respect, trust, and dignity.
- Innovation - nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
- Accountability - continuously assessing where we are as a College and to assume responsibility for all that we do.
- Participation - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

OUR PHILOSOPHY:

In support of our mission and values, Porterville College will base its decisions and actions upon the following beliefs:

- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- The College staff will provide the best service possible to its students in order for them to meet their individual academic or vocational goals.
- The College will encourage innovation, creativity, and new ideas and will support professional development opportunities for its staff.
- As an integral part of the community, the College will interact with and be responsive to local business and industry.

As an integral part of the Kern Community College District, the College will participate in and be actively involved with all district-wide committees and governance structures.

INSTITUTIONAL CONTACTS:

Dr. Rosa F. Carlson

President

100 E. College Avenue

Porterville, CA 93257

559 791-2316

rcarlson@portervillecollege.edu

Bill Henry

Vice President, Academic Affairs

100 E. College Avenue

Porterville, CA 93257

559 791-2307

bhenry@portervillecollege.edu

Val Garcia

Vice President, Student Services

100 E. College Avenue

Porterville, CA 93257

559 791-2459

val.garcia@portervillecollege.edu

1. Principles Assessment Survey

The survey was administered.

2. Reflection of the Principles Reflection Survey

There was some confusion as to who was to complete the survey prior to the Fall 2013 Kickoff, so it was only completed by a small number of people. Therefore, we are not currently doing a comparison, but rather looking at the results from Spring 2014.

There was some question regarding survey validity because more than a third of the College's respondents were students, who, for many questions, have no reliable way of knowing how to answer. Nonetheless, the Student Success Coordinating Committee, or the ATD Core Team, examined the results and felt that it was mostly a fair reflection of where the College currently stands. In its review, the team largely focused on questions for which there was a larger than usual number of responses of 1 and 2 in the five point scales. Overall however, the team noted a large number of respondents chose the 'increasing' option for many questions, suggesting a positive outlook on the college's direction.

The survey results show that the college is committed to a student success agenda. In the first series of questions, the results were almost uniformly positive, with only the question about reports to the board showing a large number of negative responses.

The second series of questions largely focused on capacity and the results were mixed. About a quarter of respondents thought that IT capacity was inadequate and almost half said the same about IR capacity. Other questions showing a significant number of negative responses include those on disaggregating cohort data and using surveys and focus groups.

Results were mostly positive regarding engagement of faculty and other interest groups, with some exceptions. There were more negative responses to the questions about adjunct involvement, student participation, and external stakeholders.

There were mixed results on the next set of questions. Among the areas of concern are scaling up pilot programs, professional development, orientation for new faculty and staff, and training on the use of data and research. The results of these last two sections have led to some discussion about orientation and integration of new faculty and staff at the college.

Questions on equity generated mostly positive responses with the exception of the question regarding staffing reflecting the demographics of the community. The demographics of the community have changed very quickly in recent years.

3. Data Analysis

The College examined data on each of the five Achieving the Dream (ATD) data elements, attempting to stick as close to the ATD definitions as possible. In that analysis, we desegregated data by the following demographic characteristics:

- Placement level
- Gender
- Age
- Ethnicity & gender (combined)
- Enrollment status (full or part-time)
- Unit load
- Financial Aid status
- Participation in EOP&S
- Percentage of Distance Ed taken in first term
- Educational Goal
- Matriculation Components - A California term for the following items:
 - Assessment
 - Orientation
 - Seen a counselor
 - Completed a student education plan
- Number of matriculation components completed in first term (0-4)
- Declared Major
- Attempted English in First Term
- Attempted Math in First Term

This data, along with ATD policy documents and other ongoing student success conversations at the college, led to the consideration of other data as well. Among the data examined so far are the following (not a comprehensive list):

- CCSSE survey data from 2011 (we are currently participating for a second time)
- Course success rates based on late/on-time registration
- Course success rates for by academic standing and unit load
- Assessment testing/prerequisite data for math and English as well as their impact on other subjects.

Much of this data confirmed what we already suspected; other results were a bit surprising. Among the more important findings were the impact of policies such as late registration and the completion of matriculation components early in a student's pathway toward their goals. The extent to which these findings represent a causal relationship is not clear, but the college is looking at ways to tighten policies.

We also found some demographic differences among the ATD data and CCSSE data, which we are working on addressing.

The College has not conducted recent focus groups or additional qualitative research, but likely will as the various initiatives progress.

4. Engagement

ENGAGEMENT OBJECTIVE	COMMUNICATION	ISSUES RESOLVED
1. Educate and get buy-in from college community on Achieving The Dream goals and values	<u>Met with Key Stakeholder Groups:</u> 1.1.a. Academic Senate 1.1.b. Division Chairs 1.1.c. Classified Unit 1.1.d. CLC 1.1.e. Core Team Meeting 1.1.f. District Meeting of Core Team Members 1.1.g. PC ASB- Student Organizations	The ATD Core group attempted to educate and update the key stakeholder groups on campus about ATD and how it is a part of the college's greater student success effort.
	<u>Kickoff ATD During Flex Day:</u> 1.2.a. Student Success as the agenda 1.2.b. Student Voices 1.2.c. Visuals of Students 1.2.d. Rolling out data with measures for ATD (ARC data and current data pulls) 1.2.e. Message- "Year of Inquiry"	The ATD Core group educated and updated the key stakeholder groups on campus about ATD and how it is a part of the college's greater student success effort.
	1.3.a. Expanded the original ADT Team to include other campus leaders.	The expansion created greater dialogue regarding student success.
	1.4.a. Identified a "Task Force" within the expanded ADT Team to work with the data coach and data teams within the District.	The Data team examined, disaggregated, and shared PC data with the ATD Core group. The inquiry by the data team led to the formation of the Student Success Taskforce, the ESL Workgroup and the Probation/Disqualified Student Workgroup.
2. Engage community members in diagnosing causes of problems.	<u>Achieving the Dream Success Cycle:</u> 2.1.a. Agenda was developed by ATD Core Team Members 2.1.b. Data was presented, prepared and disaggregated by District IR /ATD Data Subgroup 2.1.c. The established Taskforce "drilled down" data and made recommendations based on their discussions. 2.1.d. Taskforce gave their recommendations to ATD Core Team to examine the recommendations for viability and overlapping. 2.1.e. ATD Core team brought information to the College Learning Council for their information and consideration.	Educated and updated the key stakeholder groups on campus about ATD and how it is a part of the college's greater student success effort. Attempted to define "Student Success" at Porterville College and the college's success priorities.

Priorities

Priority 1

NAME & DESCRIPTION	DATA ANALYSIS THAT SUPPORTS THE RETIONALE FOR THIS PRIORITY	RELEVANCE TO STRATEGIC PLAN & STUDENT SUCCESS AGENDA	RELATED INTERVENTIONS PROPOSED IN THE IMPLEMENTATION PLAN
Implement policy changes to improve student success.	<ul style="list-style-type: none"> • ARC Report data on student progress and achievement • Disaggregated success rates for basic skills students • Disaggregated retention rates for basic skills students • Disaggregated persistence rates for basic skills students 	<ul style="list-style-type: none"> • Identify, apply and assess best practices for student success 	<ul style="list-style-type: none"> • Changes to the procedures for students on probation or dismissal status

Priority 2

NAME & DESCRIPTION	DATA ANALYSIS THAT SUPPORTS THE RETIONALE FOR THIS PRIORITY	RELEVANCE TO STRATEGIC PLAN & STUDENT SUCCESS AGENDA	RELATED INTERVENTIONS PROPOSED IN THE IMPLEMENTATION PLAN
Redesign the basic skills program to assist in moving students through the sequence more quickly.	<ul style="list-style-type: none"> • ARC Report data on student progress and achievement • Disaggregated success rates for basic skills students • Disaggregated retention rates for basic skills students • Disaggregated persistence rates for basic skills students 	<ul style="list-style-type: none"> • Identify, apply and assess best practices for student success 	<ul style="list-style-type: none"> • Create an accelerated option in math and English for basic skills students • Redesign an ESL program that parallels the English basic skills sequence and leads to transfer level English.

PROPOSED INTERVENTIONS

NAME:

Changes to the procedures for students on probation or dismissal status	
DESCRIPTION	ACTION
The Probation/Disqualified Student Workgroup has met regularly throughout the Spring semester. The goal of the workgroup was to identify barriers to student success within the current procedures for probation/disqualified students. The following is an update of their progress.	Streamline procedures for disqualified students. Currently, disqualified students meet with a designated counselor, and the current procedures do not adhere to Board Policy, including the discontinuance of the Disqualification committee. The procedure for students to reapply for admission needs to be revised, streamlined, and communicated to the rest of the counselors.
	Limit probation 1 and continued probation students to 12 units. Currently, these students can enroll in up to 19 units. Reducing the number of units they are able to take, while still allowing them to be full-time students will assist them in completing these units successfully.

Status: Active

Start Academic Year: 2014 - 2015

Intervention Type: Equity; Early Alert; Internal Policy Review and Revision

Content Area: Student Success

Target Population: Academically Unprepared; Other

Target Gender: All

Target Ethnicity: All

Target Race: All

Target Population Served by PC: Probation/Disqualified students

Proportion of Key Target population Served: Not Available

Target ATD Success Indicator: Successful completion of developmental instruction; Enrollment in and successful completion of the initial college-level or gateway courses in Math and English

Related Priorities: Priority 2

Internal/External Resources Needed:

- Online probation workshop to allow student prep before one on one counseling.
- Increase Early Alert counseling hours or provide extra duty days for winter/summer intersession counseling.
- Purchase SARS software integration (SARS Alert purchased with C6/Basic Skills and other modules in WFSN grant).
- Establish Student Coaches (Presidential Leadership Completer).
- Create counseling/admissions “how to” instructional media using screen casting software (Sarah Phinney has software).

Anticipated Implementation Challenges:

- The dissemination of the new procedures appears to be the greatest challenge to implementation of this intervention.

NAME:

Basic Skills Math and English Acceleration
DESCRIPTION
<p>During The Year of Inquiry, the Math and English departments have begun to examine various ways to strength the basic skills program at Porterville College. The method each group has agreed to complete this priority is acceleration. Below is a brief description of the acceleration courses Math and English have envisioned.</p> <p><u>English:</u> This is an accelerated basic skills course that provides students the opportunity to successfully complete developmental English and accelerate to English P101A after one semester. This course is aligned with the college’s Achieving the Dream goal of increasing student success through providing Basic Skills students with an accelerated pathway to transfer level courses. (Effective Spring 2014)</p> <p><u>Math:</u> This is an accelerated course that allows students to successfully complete the developmental math sequence in one semester, combining a 5-unit Pre-Algebra course and a 5-unit Elementary Algebra course into one 6-unit course. Students will be eligible to complete the math graduation requirement in 2 semesters, completing 11 units instead of 15. This course is aligned with the college’s Achieving the Dream goal of increasing student success through providing Basic Skills students with an accelerated pathway to transfer level courses. (Effective Spring 2015)</p>

Status: Active

Start Academic Year: 2014 - 2015

Intervention Type: Equity; Course Redesign; Scheduling; Learning Community; Mentoring

Content Area: English; Math; Student Success

Target Population: Academically Unprepared

Target Gender: All

Target Ethnicity: All

Target Race: All

Target Population Served by PC: Basic skill Math and English students

Proportion of Key Target population Served: Not Available

Target ATD Success Indicator: Successful course completion; Persistence from one term to the next

Related Priorities: Priority 1

Internal/External Resources Needed:

- Summer workshop for low performing students (use of facilities, instructional staff, staff to administer challenge)
- Revitalize PC Connect (kick off at Senior Day and campus staff buy-in/participation)
- Parent Workshop (Financial Aid, Athletics, Admissions)

Anticipated Implementation Challenges:

- Members of the curriculum committee or the district might not quickly accept innovative curriculum changes.
- Counselor and student understanding of the benefits of an accelerated course.

NAME:

Redesign an ESL program that parallels the English basic skills sequence and leads to transfer level English.
DESCRIPTION
The ESL Workgroup has identified a number of obstacles to ESL students at Porterville College: <ol style="list-style-type: none">1) ESL students are not taking the ESL assessment;2) Many ESL students are not enrolling in ESL classes (and not succeeding in non-ESL classes);3) Students who do enroll in ESL classes are prolonging their stay at the college and thereby placing at risk their financial aid and the successful completion of their goals;4) Non-ESL students are being enrolled in ESL classes;5) We are underserving the large number of community members who would like to improve their English skills and seek further education at Porterville College. The Redesign of ESL is intended to overcome obstacles. That redesign needs to be based upon an up-to-date assessment and understanding of the needs of the students we serve, as well as potential students we might be able to serve. In addition, any redesign must include as much flexibility and opportunity for acceleration as possible.

Status: Active

Start Academic Year: 2014 - 2015

Intervention Type: Equity; Course Redesign; Scheduling; Learning Community; Mentoring

Content Area: English; Math; Student Success

Target Population: Academically Unprepared

Target Gender: All

Target Ethnicity: All

Target Race: All

Target Population Served by PC: Hispanic Academically Underprepared Students

Proportion of Key Target population Served: Not Available

Target ATD Success Indicator: Successful course completion: Persistence from one term to the next

Related Priorities: Priority 1

Internal/External Resources Needed:

- ESL Instructor and adjunct staff
- Increase market & outreach (Non-credit matriculation)

Anticipated Implementation Challenges:

- Members of the curriculum committee or the district might not quickly accept innovative curriculum changes.
- Community might not understand the benefits of ESL.

7) Institutional Policy Change:

Intervention	Policy Change	Action
<p>1. Changes to procedures for probation/disqualified students.</p>	<p>1.1. Limit probation 1 and continued probation students to 12 units. Currently, these students can enroll in up to 19 units. Reducing the number of units they are able to take, while still allowing them to be full-time students will assist them in completing these units successfully.</p> <p>1.2. Streamline procedures for disqualified students. Currently, disqualified students meet with a designated counselor, and the current procedures do not adhere to Board Policy, including the discontinuance of the Disqualification committee. The procedure for students to reapply for admission needs to be revised, streamlined, and communicated to the rest of the counselors.</p>	<p>1.1. & 1.2. Develop Probation and Disqualification Student Guide. It is essential for student success that they have a good understanding of what being on probation or disqualified means for them. They also need to have a clear understanding of the steps they need to take.</p> <p>1.1. & 1.2. Once completed these changes will be submitted to the counselors and managers within student services for review. Then, the VPSS for final approval</p>
<p>2. Basic Skills Math and English Acceleration</p>	<p>2.1. Allow high unit courses to be taught for the purposes of moving students through the basic skills sequence more quickly.</p>	<p>2.1. Submit Course Outline of Record to the Curriculum Committee.</p>

8) Evaluation Plan:

There are three proposed initiatives in the plan:

- 1) Changes to procedures for probation/disqualification students,
- 2) Creation of an accelerated option in Math and English for basic skills students,
- 3) Redesign of the College's ESL program.

The probation changes will likely take place in 2014-15. There are several small changes to policies and procedures that should help students get back on track more quickly. This should result in fewer students on probation as well as quicker return to good academic standing. This will be measured through course success rates, percentages of students on probation and GPAs of those students. We may also do some cohort tracking of students at different levels of probation to see if the policy changes lead to fewer students moving to the next level.

The acceleration pilot programs in math and English will progress separately. Progress on this initiative will be measured through the state Scorecard data, which tracks progression. However, because that is a six-year cohort measure, some momentum points may also be tracked. The Office of Institutional Research will work with Math and English faculty on a variety of smaller data points as well.

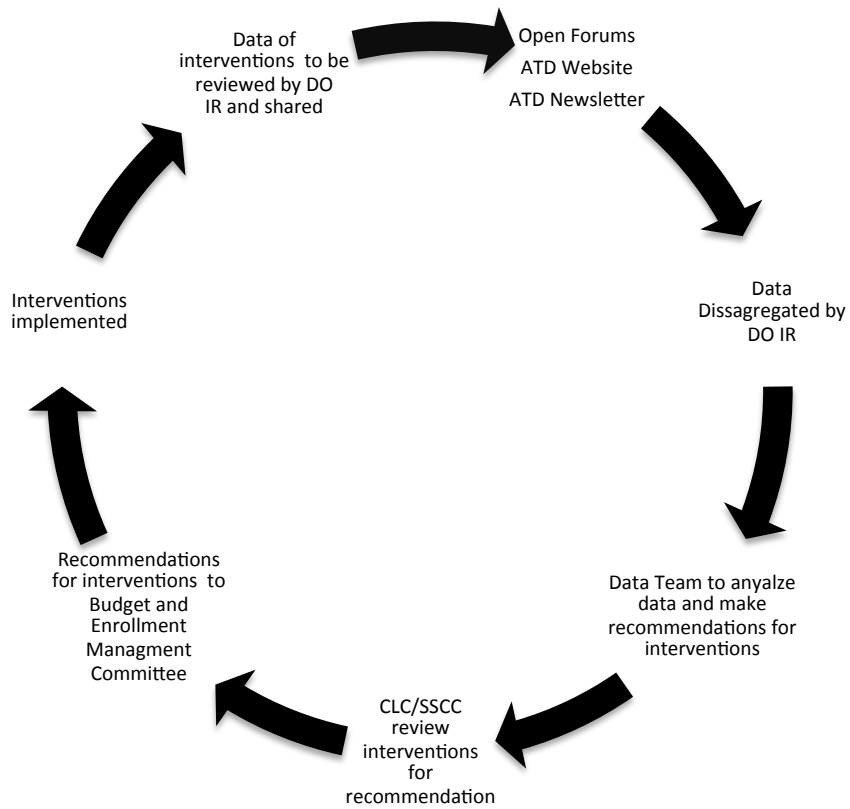
The College's ESL program is much smaller than community need would suggest. Because not all of the details are yet in place, the redesign of the program will likely be measured through a process evaluation for now to see how each component is established and whether any unintentional consequences are encountered. Data measures will likely be added at a later date, possibly (depending on the curriculum decisions) using state Scorecard data as well.

Evaluation Plan Logic Model

Intervention	Timeline for Implementation	Expected Outcomes	Evaluation Method / Data Sources
Changes to procedures for probation / disqualification students	2014-15	Improved success for probation students	<ul style="list-style-type: none"> • Course success rates of probation students will improve • % of students on probation/disqualification status will be reduced • GPA of students on various levels of probation will increase • Fewer students will move from probation 1 to probation 2, from probation 2 to continuing probation, and fewer to disqualification status
Create an accelerated option in Math and English for basic skills students		Faster progression through basic skills sequences	The main measure will be the Math and English remedial rate for the Scorecard of the California Community Colleges. Currently that rate is 24.4% for math and 32.3% for English (2014 report)
Redesign an ESL program that parallels the English basic skills sequence and leads to transfer level English		An ESL program that serves the needs of the community	Process Evaluation, possibly focus groups/discussions with stakeholders

Communication Plan:

Below is the Porterville Success Cycle, which illustrates how the priorities were developed and how they will be communicated to the Porterville College community.



9) Professional Development Plan:

Priority #1: Implement policy changes to improve student success.

Intervention #1: Changes to the procedures for students on probation or dismissal status.

Priority #2: Redesign the Basic Skills to assist in moving the students through the sequence more quickly

Intervention #2: Creation of an accelerated option for Math and English basic skills students.

Intervention #3: Redesign an ESL program that parallels the English basic skills sequence and leads to transfer level English.

Target Group	Knowledge	Application	Impact/Result
1.1. Counselors, Faculty and Administration	1.1. It is essential for counselors, faculty, and administrators to understand what being on probation or disqualified means for PC Students. The college community also needs to have a clear understanding of the steps students on probation need to take to attain good standing.	1.1.a. Introduce new procedures during “Flex Days.” 1.1.b. Early Alert Counselor to attend workshop on how to improve probation student success. 1.1.c. Early Alert Counselor will provide an update to the College Learning Council (CLC) on the progress of probation/disqualified students.	1.1.a. Attendees will have a clear understanding of the steps students on probation need to take to attain good standing. 1.1.c. The Early Alert Counselor will demonstrate a greater understanding of “best practices” associated with students who have probation/disqualified status. 1.1.c. Members of CLC will be engaged in the progress of students who have probation/disqualified status.
2.2. Math, English, Reading and ESL Faculty	2.2. It is essential for Math, English, and Reading Faculty to understand acceleration as an option for moving basic skills students through the sequence quickly.	2.2.a. Provide the opportunity for 5 instructors to attend the Acceleration Institute. 2.2.b. Provide the opportunity for various staff, faculty and administration to attend the Curriculum Institute. 2.2.c. Instructors who teach accelerated courses will provide an update to the College Learning Council (CLC) on the progress of students in accelerated sections of Math and English.	2.2.a. Attendees will demonstrate a greater understanding of “best practices” associated with acceleration. 2.2.b. Attendees will demonstrate a greater understanding of acceleration and its impact on the curriculum process. 2.2.c. Member of CLC will be engaged in the progress of students who are enrolled in an accelerated course.

<p>2.3. English, Reading and ESL Faculty</p>	<p>2.3. It is essential for ESL, English, and Reading Faculty to engage in discussions and investigations that will lead to the redesign of ESL.</p>	<p>2.3.a. Provide the opportunity for ESL, English and Reading faculty to attend the California State Chancellor's Student Success Conference.</p> <p>2.3.b. Provide the opportunity for ESL, English and Reading faculty to attend the California Academic Development Education Conference (CalADE).</p>	<p>2.3.a. Attendees will demonstrate a greater understanding of innovative ESL program models.</p> <p>2.3.b. Attendees will demonstrate a greater understanding of ESL program models and their connection to other basic skill course offerings.</p>
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10) Sustainability Plan:

- The priorities established through Achieving The Dream will be sustained by incorporating them into the college planning process.

11) Priority Work Plans:

Priority 1: Implement policy changes to improve student success					
Intervention #1: Changes to the procedures for students on probation or dismissal status					
Measurable Yearly Indicators:					
<ul style="list-style-type: none"> The number of students on probation or dismissal status will decrease by 2% a year. 					
Work Plan Action Steps	Y1	Y2	Y3	Y4	Lead Staff
Probation/Dismissal Workgroup to meet, review and recommend policy changes.	X	X	X	X	Work Group
Increase Early Alert Counselor hours	X				VPSS
Develop counselor notes for working with probation and disqualified students	X				Work Group
Revise the Student Success Contract and Petition for Readmission	X				Work Group
Expand online counseling to include probation students.	X				VPSS
Priority 2: Redesign the basic skills program to assist in moving students through the sequence more quickly.					
Intervention #2: Basic Skills Math and English Acceleration					
Measurable Yearly Indicators:					
<ul style="list-style-type: none"> The annual successful course completion rate for accelerated students will increase by 3%. Fall-to-Fall retention rate of accelerated students will increase by 3% each year. At least 75% of involved faculty and staff will be satisfied or highly satisfied with the accelerated program development. 					
Work Plan Action Steps	Y1	Y2	Y3	Y4	Lead Staff
Complete COR's for accelerated English & Math	X				English/Math Faculty
Attend workshops on acceleration	X	X	X	X	English/Math Faculty
Attend basic skills Initiative Meetings	X	X	X	X	English/Math Faculty
Priority 3: Redesign the basic skills program to assist in moving students through the sequence more quickly.					
Intervention #3: Redesign an ESL program that parallels the English basic skills sequence and leads to transfer level English.					
Measurable Yearly Indicators:					
<ul style="list-style-type: none"> Improvement rates for ESL students will increase by 2% annually. At least 75% of involved faculty and staff will be satisfied or highly satisfied with the redesign of the ESL program. 					
Work Plan Actin Steps	Y1	Y2	Y3	Y4	Lead Staff
Complete COR's for new ESL courses	X	X			ESL Workgroup
Attend workshops on acceleration	X	X	X	X	ESL Workgroup
Attend Basic Skills Initiative Meetings	X	X	X	X	ESL Workgroup

12) Additional Information:

Below is a list of priorities and interventions, which were identified by the Student Success Coordinating Committee (SSCC). These priorities will be embedded within the Student Success Support Program (SSSP) Implementation Plan and the PC Equity Plan. Additionally, the SSCC will use the priorities and interventions below to:

1. Assist in the development of the Student Services program review; and
2. Help frame discussions during the campus budget allocation process.

Priority #1: Implement policy changes to improve student success

Interventions:

Implement Mandatory Matriculation
End Late Registration

Priority #2: Redesign Basic Skills programs to assist students in moving through sequences more quickly.

Interventions:

Diagnostic Assessment

Pre-Assessment Workshops/Summer Bridge

First Year Experience

Priority #3: Evaluate and improve existing student support programs (based on both literature-based best practices and evaluation of what we are currently doing).

Program to be Evaluated	Lead
Library	TBD
Early Alert	TBD
Supplemental instruction	TBD
Tutors	TBD
Writing Mentors	TBD
Math Mentors	TBD
JEC Center	TBD
Pirate's Leadership Society	TBD



***Memory is rooted in the past;
Greatness is defined by your future.***