ACCREDITATION
Mid-Term Report

October 2015

Submitted to:
The Accrediting Commission for Community and
Junior Colleges / Western Association of Schools and Colleges

PORTERVILLE
COLLEGE
100 East College Avenue
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PORTERVILLE COLLEGE

MIDTERM REPORT

Submitted by:
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Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2015
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CR1-4: Student Equity Plan data, sample
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CR1-6: Student Success & Equity Coordinating Committee charge
CR1-7: Achieving the Dream supplemental data
CR1-8: Community College Survey of Student Engagement (CCSSE), 2011 Key Findings
CR1-9: Community College Survey of Student Engagement (CCSSE), 2014 Key Findings
CR1-10: SSECC meeting minutes, March 18, 2015

College Recommendation 2

CR2-1: Strategic Plan, 2012-15
CR2-2: KCCD Strategic Plan, 2012-15
CR2-4: Strategic Plan: Common Measures
CR2-5: Integrated Planning, Assessment, and Action document
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District Recommendation 1

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DR4-6 Kern Community College District- Decision Making Survey -2013
DR4-7 Kern Community College District- The Elements of Decision Making Flowchart 2014-15
DR4-8 Kern Community College District- Improving Trust at KCCD Report on Focus Groups and a Survey Spring 2015
DR4-9 Kern Community College District- Draft of The Elements of Decision-Making Flowchart (June 2015)
Certification of Institutional Mid Term Report

DATE: October 2015

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

FROM: Porterville College
100 E. College Avenue
Porterville, CA 93257

This institutional Follow-Up Report is submitted to fulfill the requirement from the February 11, 2013 ACCJC letter to the College president.

We certify that there were opportunities for broad participation by the campus community in the development of this report and we believe the report accurately reflects the progress made in responding to the recommendations of the October 2012 accreditation visiting team.

Sandra Serrano, Chancellor, KCCD

Dennis Beebe, Board President, KCCD

Rosa Carlson, President, Porterville College

Bill Henry, Accreditation Liaison Officer

Stewart Hathaway, President, Academic Senate

Levern Butler, President, CSEA
Statement of Report Preparation

On February 6, 2015, the College President received a letter from Dr. Barbara Beno, President, Accrediting Commission for Community and Junior Colleges (ACCJC) indicating that at its meeting on January 7-9, 2015 the Follow-up Report submitted by Porterville College was reviewed and found that the College had resolved all deficiencies. The next report required from the College would be the Midterm Report in fall 2015.

The Vice President of Academic Affairs (VPAA) who serves as Accreditation Liaison Officer was designated as the coordinator for the Midterm Report.

The Accreditation Steering Committee was convened on Tuesday, February 17, 2015 to begin discussion and planning for the preparation of the Midterm Report. This committee included representation from faculty, classified, and administrators of campus governance committees. The original co-chairs of the Standard committees of the Self-Evaluation that related most closely to the recommendations the College had to respond to were assigned the responsibility to provide progress reports for their respective responses. The responses to the District recommendations were assigned to the Vice Chancellor, Educational Services, who worked with District staff and the lead person at each college to formulate the District responses.

A faculty member who had previously served on accreditation visiting teams assumed the responsibility to serve as the editor of the report to ensure consistency in titles, names, and content. The progress in the development of the Midterm Report was discussed in the College Council (CC - formerly the College Learning Council), Academic Senate, and Enrollment Management committees. A preliminary draft was submitted to the CC at its May 4, 2015 meeting, which was the last meeting of the academic year.

The final report was reviewed and approved at the September 8, 2015 meeting of the CC then sent to the Board of Trustees for approval. A subcommittee of the Board reviewed and discussed the report prior to the meeting in which the report was to be approved. At its meeting on September 10, 2015, the KCCD Board of Trustees officially approved the Follow-Up Report. The report was then sent to the ACCJC as required.


College and District Recommendations

College Recommendations

College Recommendation 1: Expand Use of Data and Formalize Data Analysis

In order to improve its planning process the team recommends that the College expand the use of its available qualitative and quantitative data and formalize the data analysis process at both the program and institutional level. While the team found evidence that the College is using the results of data analysis in its program level and institutional planning processes, the link between data analysis and planning should be made more explicit. (Standards I.B, I.B.1, I.B.2, I.B.3, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2e, II.A.2.f, II.B.3, III.A.6, III.B.2.b, III.C.2).

Progress in Addressing Recommendation:

The College was using data at a substantial level in 2012, but has expanded that effort through several initiatives.

The 2012-15 strategic plan (CR1-1), adopted shortly after the visit, focused the college on the use of data, specifically targeting three projects: 1) a research study using the California Community Colleges Chancellor’s Office student success data to elicit factors that contribute to student success, 2) the Community College Survey of Student Engagement (CCSSE), and 3) the district-wide climate survey. Of the two surveys, CCSSE was first conducted in the spring of 2011 and repeated in 2014; the climate survey was conducted in the fall of 2011 and again in the fall of 2013. Both surveys will be repeated on a three-year cycle thereafter.

The College is following up these initiatives with a new strategic planning effort, more explicitly coordinated with the district-wide KCCD Strategic Plan (CR1-2). A new College Strategic Plan is being drafted at this time. It will include a set of common measures that are being tracked district-wide with college-designed goals and objectives regarding how to address these measures. Common measures are applied to student success, equity, access, community connections, and organizational effectiveness.

Other planning efforts undertaken by the College have made extensive use of data as well. Prominent among these is the recently adopted Student Equity Plan (CR1-3). This plan uses a series of data metrics, broken down by demographic categories, to determine where equity gaps lie and set goals about how to address them.

The College joined the Achieving the Dream (ATD) network in 2013 (CR1-5). Achieving the Dream is a national organization focused on the improvement of community college success rates and the use of data and evidence in college decision-making. Through this effort, the Student Success and Equity Coordinating Committee (SSECC) was established (CR1-6). This committee oversees student success efforts throughout the college and is a subcommittee of the College Council, the main participatory governance and planning committee on campus.
The ATD project has greatly expanded the College’s use of data at all levels, program and institution-wide. Through the ATD project, a series of disaggregated measures was compiled and widely discussed throughout the campus (CR1-7). The College also now established a Data Team, a subcommittee of the SSECC that is focused on the detailed examination of college data. This team, chaired by the district Associate Director of Institutional Research and Reporting, includes several faculty from a variety of disciplines. The team examines data and forwards recommendations to the SSECC for consideration.

Among the data discussed during the past two years in the Data Team are the ATD supplemental data (CR1-7), Student Equity Data compiled for a state initiative on equity and success (CR1-4) and data from the 2011 and 2014 Community College Survey of Student Engagement (CR1-8, CR1-9). These discussions have led to a number of recommendations that have been or are being considered by the SSECC and other groups on campus (CR1-10).

While data use was extensive at the time of the visit in 2012, it has expanded substantially since that time and is both more formal and focused.

Conclusion:

The College has completed this recommendation. Data use is integrated and ongoing throughout the campus.

Future Plans for Sustaining Improvement:

The only limitations on our use of data are time and technology. The KCCD centralized its institutional research function in 2013, but the KCCD Associate Director of Institutional Research and Reporting (formerly the campus researcher at PC) continues to serve on some Porterville College committees and works with faculty and management at the College and across the District to expand the use of data.

The District’s data warehouse software, Oracle Discoverer, will soon need to be replaced. A district-wide team is currently examining options for its replacement. The new software system that will be chosen will likely be more robust, providing expanded capacity throughout the district; however, there will be an interim adjustment period during which the College may struggle to achieve the expected service.

List of Evidence:

CR1-1: Strategic Plan, 2012-15
CR1-3: Student Equity Plan
CR1-4: Student Equity Plan data, sample
CR1-5: Achieving the Dream web site
CR1-6: Student Success & Equity Coordinating Committee charge
CR1-7: Achieving the Dream supplemental data
CR1-8: Community College Survey of Student Engagement (CCSSE), 2011 Key Findings
CR1-9: Community College Survey of Student Engagement (CCSSE), 2014 Key Findings
College Recommendation 2: Make Integration Among Plans More Explicit

In order to improve its planning process, the team recommends that the integration among plans at the program level, institutional level, and district level be made more explicit. Although the team found evidence suggesting that the various plans are related and that resource allocation are tied to the planning process, the link among various plans and their hierarchy should be more clearly documented. (Standards I.B.3, III.A.6, III.B.2b).

Progress in Addressing Recommendation:

The College implemented a new Strategic Plan (CR2-1) in 2012, shortly after the accreditation visit. This plan is based in large part on the research and data compiled by the Strategic Planning Committee. The improvements this new Strategic Plan had over the previous one was that it linked each goal in the Plan to those in the KCCD Strategic Plan, developed earlier in the year (CR2-2).

This year, the College is taking this Plan a step further. The College and the District are working together to compile Strategic Plans that will be more fully integrated. The KCCD Strategic Plan (CR2-3), contains a set of common measures (CR2-4), tracked for each college in the District. In addition, a set of goals and objectives has been established for the district as a whole. At the College level, specific targets, strategies, and actions are being developed that are designed to meet the goals and objectives. This new Strategic Plan is expected to be completed by fall 2015.

Also in 2012, the College developed a document called “Integrated Planning, Assessment, and Action” (IPAA) that was designed to describe the entire college planning process, including the staff and committees involved, each planning document utilized, and how these committees, staff, and documents work together as a whole (CR2-5).

There have been two developments during the past two years that will necessitate an update of this document. First, the College restructured its committees during the 2013-14 academic year, disbanding the Strategic Planning Committee and transferring its functions to a new Student Success and Equity Coordinating Committee (SSECC). However, as of spring 2015, as committee restructuring was being finalized, it was determined that there is still value in keeping the Strategic Planning Committee, so it is being re-formed after the brief hiatus. Though that committee will again take charge of college-wide planning, the new committee structure, in particular the new SSECC, will need to be integrated into the documented process.

In addition, two plans mandated by the State that the College must now complete, i.e. Student Equity Plan, and Student Success and Support Program Plan (SSSP), have impacted the College’s planning processes.
The College recently completed the Student Equity Plan (CR2-6) which is the first it has developed in over a decade. This plan will be updated on a regular basis according to timelines and processes determined by the State. The Student Equity Plan includes a detailed data analysis of gaps in student success across a variety of demographics and will be fully integrated into college planning. Equity planning is one of the functions of the Student Success and Equity Coordinating Committee (CR2-7).

The other new plan mandated by State legislation - the Student Success and Support Program (SSSP) Plan (CR2-8) - describes the College’s programs, many of which formerly fell under the category of matriculation, related to supporting students such as assessment, orientation, counseling, and the development of Student Education Plans (SEPs).

Both of these new plans will be updated on an ongoing basis and will be integrated into the IPAA document. In addition, the College expects to update the IPAA document during the 2015-16 academic year. In order to evaluate the understanding of and support for the College’s planning process, a Strategic Planning Survey is conducted on a three-year rotating cycle. The 2012 survey showed substantially increased understanding of the planning process and belief that the process was improving (CR2-9). The survey will be conducted again in fall 2015.

**Conclusion:**

The College has completed this recommendation. The planning process on campus is better understood and more integrated, both internally and with the district-wide planning process.

**Future Plans for Sustaining Improvement:**

In the 2015-16 academic year, the College will adopt the new Strategic Plan and develop processes for tracking its progress. The College will also update the Integrated Planning, Assessment, and Action document to fully reflect changes in the past three years, in addition to conducting the Strategic Planning Survey in the fall of 2015 on its regular cycle.

**List of Evidence:**

CR2-1: **Strategic Plan, 2012-15**
CR2-2: **KCCD Strategic Plan, 2012-15**
CR2-4: **Strategic Plan: Common Measures**
CR2-5: **Integrated Planning, Assessment, and Action document**
CR2-6: **Student Equity Plan**
CR2-7: **Student Success & Equity Coordinating Committee Charge**
CR2-8: **Student Success and Support Program (SSSP) Plan**
CR2-9: **Strategic Planning Survey, fall 2012**
College Recommendation 3: Include and Analyze Disaggregated Data in Program Review

To meet Standards and improve its planning process, the College’s program review should include disaggregated indicators of success, using indirect measures such as grades, retention, and persistence along with direct assessment of course level and program level student learning outcomes (Standards II.A.1, II.A.1.a, II.A.2, II.A.2.a, II.A.2.d, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.A.6.a, II.A.6.c).

Progress in Addressing Recommendation:

The College is continually making changes to its program review processes and procedures, including the data used by programs. A number of changes had been made in order to address this recommendation in the past three years.

First, the College added demographic data to its program review data template and revised both the template itself and program review forms used by both instructional and non-instructional programs. Student success measures were disaggregated by course delivery method (face-to-face vs. distance education). In addition, disaggregated student success measures were available via the College’s data warehouse through a variety of reports.

Next, the College added disaggregated student success measures such as course retention and success rates to the data template provided by the Institutional Research Office and including these in the 2013-14 program review cycle. These have been continued for the 2014-15 cycle, though the data template has been adjusted somewhat. Currently, demographic measures on the template include gender, ethnicity, and age. Others measures may be considered at a later date and a wide variety of demographics are available upon request. These disaggregated data are provided at both the division and subject level. Course success and retention rates are disaggregated by course delivery method as well. (CR3-1, CR3-2)

Because the number of degrees and certificates in most programs is very small (typically fewer than 10 per major), these are not provided in a disaggregated data as each group would be very small. But the data are available on request via the KCCD data warehouse. The Career and Technical Education division, completing program review during the 2014-15 academic year, is using such data. (CR3-3)

The revised program review template has been created for use by all three colleges within the Kern Community College District (KCCD). The template includes these data but also makes other adjustments requested by the colleges. This template will be used by all Porterville College programs and the data will be made available at both the division and subject level. If programs need additional data on a disaggregated basis that is not included in the standard template, it is usually available via the District’s data warehouse and ad hoc requests of the Institutional Research office.

In addition to program review, the College is committed to using disaggregated student achievement and success data throughout its planning processes. In 2013, the College joined the Achieving the Dream (ATD) project, a national organization focused on the improvement of
community college success rates and the use of data and evidence in college decision-making. One of the tenets of the ATD initiative is the systematic use of disaggregated student cohort data throughout the College’s decision-making process. Through this initiative, the College has collected and is using student success data disaggregated on a number of variables, including gender, ethnicity, age, major and educational goal, unit load, and a number of student choices and behaviors determined in the literature and in our practice to have an impact on student success (CR3-4).

The College also recently completed a Student Equity Plan (CR3-5) in which a series of student success measures will be tracked on several demographics such as gender, ethnicity, age, disability, and economically disadvantaged status (CR3-6). These data are being examined and the College is determining the next steps to take to address disproportionate impacts that are found in the data.

Conclusion:

The College has completed this recommendation. Disaggregated data are provided on an ongoing basis throughout the program review process and are used in other areas of the college planning processes as well.

Future Plans for Sustaining Improvement:

These efforts are only part of the College’s ongoing efforts to address demographics differences using disaggregated data. Program review is only one part of the College’s planning process and through ATD, the Student Equity Plan currently being drafted, and other efforts, the College plans to address gaps identified in disaggregated data and narrow them to the extent possible. In addition, the College is examining methods, including new software, of addressing new requirements in recently revised standards.

List of Evidence:

CR3-1: Program review data for 2014-15 cycle, division Social Sciences
CR3-2: Program review data for 2014-15 cycle, subject Anthropology
CR3-3: Career & Technical Education program review, 2014-15
CR3-4: Porterville College Achieving the Dream Supplementary Data
CR3-5: Student Equity Plan
CR3-6: Student Equity Plan Data

________________________________________________________________________
College Recommendation 4: Meet with Advisory Boards on a Regular Basis.

*To improve, the College should meet with its advisory boards and Career and Technical Education partners on a regular basis and systematically identify competency levels and to develop measurable student learning outcomes (Standards II.A.2.b, II.A.5).*

**Progress in Addressing Recommendation:**

Porterville College actively participates in combined advisory boards with Porterville Unified School District (PUSD) Pathways *(CR4-1).*

There are currently 10 linked learning pathways in the PUSD. Each of the following pathways has an advisory board made up of industry, community, and education partners.

1. Academy of Finance
2. Academy of Health Sciences
3. Multimedia and Technology Academy
4. Academy of Engineering
5. Academy of Performing Arts
6. Academy of Digital Design and Communication
7. Law, Justice and Education
8. Emerging Agricultural Technology
9. Environmental Science
10. Alternative Energy Resource Occupations,

Porterville College Career and Technical Education faculty, along with other discipline faculty and administration, serve on all 10 of the above advisory boards *(CR4-2).* This active participation combines the efforts of post-secondary and high school goals to identify competency levels and develop measurable student learning outcomes. The combined advisory boards between PUSD and Porterville College provides an opportunity for increased awareness and collaboration, capitalizing on shared resources, support, and expertise with business/industry, and improved opportunities for the transition and preparation of students from K-12 to college and careers.

These advisory boards meet monthly and are part of the Porterville Pathways P8 Coalition *(CR4-3).* The goals and objectives of this coalition are to:

- Function in an advisory capacity to the PUSD superintendent and the Board of Education
- Work to rally support from the community for the PUSD Pathways and Linked Learning approach
- Act as mentors to the individual pathway advisory boards and makes recommendations regarding the development and expansion of each individual Pathway Advisory Board.
- Provide input into current and potential future pathway programs, curriculum, activities, teacher training, and budget.

The P8 Coalition membership consists of representatives from industry, colleges and universities, community leaders and educators.
The advisory boards are working cooperatively toward the development of new industry specific curriculum, modification and/or updating existing curriculum, and integration of student learning outcomes to streamline the curriculum pathway from high school to community college.

**Conclusion:**

The College has completed this recommendation.

**Future Plans for Sustaining Improvement:**

The College will continue to be an active partner in the Pathways Coalition and will meet regularly with the advisory boards.

**Evidence:**

- CR4-1: PUSD Pathways program information
- CR4-2: PUSD Pathways advisory board membership
- CR4-3: P8 Coalition information

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**College Recommendation 5: Conduct Research to Assure Quality in the Distance Education Program**

*In order to assure the quality of its distance education program and to meet Standards, the team recommends that the College conduct research and analysis to ensure that courses offered in a distance education mode and related student and learning support services be of comparable quality. (Standards II.A.1, II.A.1.a, II.A.1.b, II.A.2, II.A.2.d, II.A.6, II.B.1, II.C.1)*

**Progress in Addressing Recommendation:**

Porterville College offers a variety of distance education courses in either the online or hybrid format. The distance education courses offered each semester comprise approximately 9% of the overall course schedule. This percentage has remained consistent over the last four to five academic years.

In response to this recommendation, the College conducted research on the success and retention rates of students in both traditional and distance education courses (CR5-1). This research study found that students are far more successful and have a much higher retention rate in traditional classes. In some cases the College is experiencing more than a 20% gap in its success rates when comparing its distance education to traditional courses (CR5-2). The College recognizes the importance of achieving much higher success and retention rates within all of its distance education programs and has implemented a Distance Education Committee to work with faculty
to develop strategies to close the identified gaps between the traditional and distance education programs.

Porterville College was one of forty-four colleges statewide that participated in a satisfaction survey initiated by the California Community College Chancellor’s office of students who were enrolled in at least one distance education course in the fall 2012 (CR5-3). One hundred and eleven (111) students from Porterville College participated in the survey and the results were broken into disaggregated data such as ethnicity, age, and gender. The results were reviewed by campus administration and provided to the Distance Education committee and related planning committees on campus for review and discussion.

As part of the College’s efforts to improve the overall planning and quality of its distance education program, the College decided to pilot a student assessment tool called SmarterMeasure. (CR5-4) This assessment tool measures a student’s individual potential for success within an online program prior to being fully committed to a distance education course. This new form of measurement would provide the College with valuable information about the student’s potential for success and allow the counselors and faculty the opportunity to guide the student to a program that will better meet the student’s individual attributes related to success. The College believed SmarterMeasure could significantly improve the College’s overall success and retention rates within the distance education program.

SmarterMeasure was made available in both the fall and spring semesters of 2013. The use of the tool was voluntary with forty students participating. After review of the data, the Distance Education Committee felt the assessment tool was somewhat cumbersome for the students and took too long to complete. It was decided to examine other assessment tools that may be available.

The College recognizes that the distance education students may struggle to find the resources they need within the colleges online environment. This has been identified as a potential roadblock to success that may impact the overall retention rates in the College’s online programs. With that, the College implemented a “distance education student mentor/tutor program” (CR5-5) in the spring 2014 term. This effort was designed to mirror as much as possible the tutoring/mentoring program available to students who are taking face to face classes on campus.

The distance education student mentor/tutor program is housed in the College Learning Center via a computer and dedicated phone. It provides an area for a distance education student to send an email requesting assistance from a peer mentor. The peer mentor has the ability to call students and assist them via an internet-enabled computer with their specific question. The program focuses on processes or related issues within the online environment. Subject matter questions will be forwarded to the appropriate subject matter mentor/tutor, if one is available. The College feels this program will be a valuable part of the overall process of improving the success and retention rates of its distance education programs as well as providing equitable services across both traditional and distance education programs.

The current faculty evaluation process for online instructors requires that students in online courses be sent a survey that allows them to assess the instructor and provide input regarding the
course. District-wide, the return rate of these surveys is extremely poor in spite of multiple requests being made to students to complete the survey. The KCCD Vice President’s Leadership Team has begun discussions regarding how to improve the response rate of online evaluations. Various survey instruments are being reviewed that may improve this process and discussions are ongoing. Since evaluation surveys are part of the contractual faculty evaluation process, further discussions within negotiations will need to take place before a new evaluation instrument can be implemented. The issue was addressed, but not resolved, during the negotiations process in spring 2015.

Conclusion:

The College has completed this recommendation; however, review and analysis of research and other data will be ongoing to ensure courses and support services are of comparable quality.

Future Plans for Sustaining Improvement:

The Distance Education committee will continue to research assessment tools for online students and the on-line peer mentor/tutors will allow distance education students to have the same peer mentor/tutor support that traditional students have. The College anticipates that these efforts will help to improve the overall success and retention rates of courses offered in distance education. In addition, discussions have begun in terms of overall planning of distance education courses across the disciplines rather than only within the divisions separately. The VPAA is leading the effort to improve the overall planning of our distance education program and is working with the division chairs to establish criteria for the planning and coordination of online course offerings across the disciplines. Rather than working in silos, the divisions have begun to cooperatively plan, discuss, and coordinate online offerings.

The VPAA will work in close coordination with the Distance Education committee to continue to evaluate the College’s overall online efforts through the examination of data. Continued review of assessment tools and the implementation of the online mentor/tutor program are initial steps in the ongoing process of offering courses in distance education and to ensure that related student and learning support services are of comparable quality.

Under the leadership of the VPAA, the Enrollment Management (EM) committee, which includes the faculty chairs from all of the divisions as well as representatives from Student Services, will also plan and better coordinate the overall distance education courses efforts across the disciplines. The various distance education elements examined by the divisions includes the appropriateness of the discipline or subject area for the online environment, the demand for the course and possible similar offerings within other disciplines and even within the district, and whether the instructor has received training in instructing online courses. Distance Education is a standing item on the EM committee agenda to ensure continued planning and coordination of online courses across disciplines.

List of Evidence:

CR5-1  Retention and Success by Demographics
CR5-2  Gap in Porterville College 2011-2012 Courses
College Recommendation 6: Identify a Suitable Math Assessment Instrument

_In order to improve, the team recommends the College move expeditiously to find a suitable math assessment instrument that accurately measures student preparation and aligns with the mathematics curriculum (II.B3.e)._

**Progress in Addressing Recommendation:**

Porterville College is currently participating in the “Central California Community Colleges Committed to Change (C6) grant (CR6-1). This grant required embedding remedial math and English instruction within certain courses and included an assessment test that was necessary to meet the grant’s requirement. The McCann firm was selected to provide a common assessment that was to be used by each college in the region. Since McCann’s process to develop and implement a common assessment was becoming rather slow, the Natural Science and Mathematics Division began the process in 2013-14 of reviewing placements tests from various sources. Accuplacer was chosen as the College’s placement test for mathematics. Porterville College has already been using Accuplacer for placement in English courses, so adopting the mathematics portion of the assessment was rather seamless. In addition, Accuplacer is being used at Bakersfield College allowing cut-off scores to be adopted for its initial utilization (CR6-2).

**Conclusion:**

The College has completed this recommendation. Students are now being placed into mathematics courses based on assessment scores that have been matched to appropriate prerequisites for all math courses.

**Future plans for Sustaining Improvement:**

The math faculty will continue to review placements and cut-off scores to improve placements. As new courses are developed, appropriate placement scores will be developed. Course outlines of record are being amended to reflect the new prerequisites as determined by placement cutoff scores.

**List of Evidence:**

CR6-1: C6 grant
CR6-2: Accuplacer cut-off scores
College Recommendation 7: Fully Integrate Human Resources Planning into the Planning Process

In order to meet Standards related to planning for human resources, the team recommends that the College assess its future human resource needs and fully integrate the results of the assessment into its institutional planning process. Furthermore, the team recommends that the College determine its professional development needs and assess the efficacy of its professional development efforts on a regular basis (III.A.5, III.A5.a, III.A.5.b, III.A.6).

Progress in Addressing Recommendation:

An annual “Integrated Staffing Plan” was developed to evaluate the human resources requirements for Porterville College. The organization of this plan includes coordination with the Academic Senate, CSEA, and Administrative Council. The Staffing Plan is utilized campus-wide and is assessed and reviewed yearly to comply with the needs of the College. Committees and related groups are brought together through the Staffing Plan to better coordinate the needs of the College as each academic year approaches.

Porterville College continues to utilize a program review process that “provides the grassroots basis of the College’s planning and resource allocation process….This provides an opportunity for each program to review data on its program regarding its relationship to institutional effectiveness, as well as helping to evaluate the program’s strengths and weaknesses and set goals for improvement… the program review process is used to provide input into each of the planning, budgeting, staffing, and resource allocation processes of the College.” Previously described in the 2013 Institutional Self-Evaluation Report, this process emphasizes the substance with which the College utilizes the review process when developing the Staffing Plan. This permits continual improvement and increased effectiveness within each program as the College looks to the future.

A program review is utilized by all non-instructional departments and academic divisions on a three year cycle. The review is an assessment tool for addressing staffing needs within the respective departments or divisions. The established process must include the required components to obtain final approval; the Budget Committee evaluates the program review and its impact on the overall budget; and the College Council (formerly the College Learning Council), the large participatory governance committee on campus, reviews and provides the final approval. Once final approval has been obtained, the program reviews are included on the Institutional Research Office website. An additional procedure has been added to the program review process plan to improve and expand the utilization of the information obtained, and project the needs of the College in the future. This additional action ensures better institutional organization, and development, when forecasting for potential changes.
The manager of the campus Human Resources (HR) office commences a process which includes an analysis of the completed program reviews that have been posted on the Institutional Research Office website (CR7-1). The review process includes the withdrawal of data and information in relation to staffing needs, as well as information that assists HR to detect the areas for current and future staff training and potential development. In addition to staffing needs, information relating to professional development areas are also included in the staffing plan, to highlight and emphasize support areas needed for our current staff. The program review material that relates to staffing is categorized according to constituency group, i.e. faculty, management, and classified, and then included in the Staffing Plan.

At the end of the spring 2013 term, HR initiated the practice of examining the submitted program reviews for the past two years, and then evaluated the College for current or future human resources demands and obligations (CR7-2). Upon completion of this process, the data was communicated to the VPAA and the Director of Administrative Services for review and approval prior to incorporating the information into the Staffing Plan. The plan was discussed, reviewed and approved in the College Council and then distributed to the related governance and planning committees to be utilized in their specific proposed areas. The Staffing Plan has also been a tool within the Budget Committee to determine the prioritization of pertinent associated expenditures. This process continues to be an asset to the College and will be implemented consistently to comply with campus needs.

On April 11, 2013, a professional development survey was dispersed college-wide to assess the current services to staff and to gauge areas requiring improvement. (CR7-3) The information obtained from the survey was appropriated and applied into the HR planning matrix. This matrix is continually updated and integrated into the future HR departmental needs at the College and district-wide. The survey has introduced an opportunity to visualize potential opportunities for growth and advancement within HR. The collected data initiates the review and planning process when implementing revisions and innovative fortuity.

A survey requesting input on professional development activities was incorporated within the HR survey that was conducted April 11, 2013. (CR7-3) The Staff Development Committee, which had been dormant for several years, was re-activated in January 2013 and new members were added. (CR7-4) The first task of the committee was to evaluate the campus professional development needs and the effectiveness of the College’s professional development efforts. Additional guidance and assistance is available through membership with the California Community College Council for Staff and Organizational Development, and has been beneficial with obtaining information regarding future training events.

During the April 24, 2013 meeting, the comprehensive results were assessed by the Staff Development Committee (CR7-6). The comprehensive results were presented to all staff during the Flex Day activities (CR7-7) in August 2013. Based on the survey responses, in fall 2013 the committee began scheduling and planning various activities for the staff that continues to be implemented consistently throughout the College. The committee continues to coordinate with HR to implement the usage of “Brown Bag Lunch and Learns” and other workshops to facilitate training opportunities at minimal or no cost to the College (CR7-8).
Following each professional development activity, evaluations are conducted to measure the effectiveness and significance of the information presented during the training. These evaluations are reviewed and considered by the Staff Development Committee when determining further workshops or training topics. The Staff Development Committee continues to develop ongoing training and utilizes the survey data as a guide for future topics.

In an effort to enhance district-wide HR planning, the KCCD HR office synchronized the development of a District “EEO/Diversity Plan” (CR7-9) based on the plan from the State Chancellor’s Office. The plan was presented to the Board of Trustees and approved during the fall 2013 term. The District revitalized the KCCD Equal Opportunity and Diversity Committee to implement the plan and make recommendations to the District and colleges in terms of staffing and other related matters. The College will use this plan and other HR-related documents in its overall human resources planning.

**Conclusion:**

The College has completed this recommendation.

**Future Plans for Sustaining Improvement:**

The VPAA, the Director of Administrative Services, and the campus HR manager will annually coordinate the development and dissemination of the Integrated Staffing Plan to ensure HR is an integral aspect of college-wide planning. The continued coordination to develop, disseminate, and discuss the Integrated Staffing Plan will guarantee that the College will continue to review and track all program reviews and utilize this data for assessing future needs. In addition, the human resources survey has been instrumental in evaluating future departmental and individual needs.

**List of Evidence:**

CR7-1 [Research Page on Porterville College Website](#)
CR7-2 [Program Review – College Planning Matrix](#)
CR7-3 [Human Resources Survey](#)
CR7-4 [Staff Development Committee Meeting Minutes](#)
CR7-6 [Summary of Staff Development Survey Results](#)
CR7-7 [Staff Development Committee presentation at Flex Days regarding survey](#)
CR7-8 [Professional Development Manual](#)
CR7-9 [KCCD EEO Diversity Plan draft](#)
**District Recommendations**

**District Recommendation 1: Review and Update Board Policies on a Periodic Basis**

*In order to comply with the Standards, the team recommends that the Board of Trustees establish a process to ensure the board's policies and procedures are evaluated on a regular basis and revised as appropriate (IV.V.I. e).*

**Progress in Addressing Recommendation:**

Prior to the 2012 accreditation visit, the governing board updated board policies and procedures as needed based on changes to law or regulation; however, there was not a scheduled recurring evaluation of board policies. Therefore, beginning November, 2012, KCCD initiated a formal process to ensure that all of the KCCD Board Policies and Procedures are evaluated periodically and revised as appropriate.

Immediately following the accreditation visit, the Chancellor’s Cabinet implemented the systematic review of the Board Policy Manual to occur every two years (board policy sections 1, 3, 7, 9 and 11 for review in odd-numbered years and board policy sections 2, 4, 6, 8, and 10 for review in even-even numbered years) *(DR1-1)*. Additionally, the assistant to the chancellor created a calendar to facilitate the review of board policies *(DR1-2)*.

In July 2013, KCCD’s General Counsel recommended removing the collective bargaining agreements from the Board Policy Manual. The bargaining unit contracts are legally binding without being included in board policy. In November of 2014, Board Policy Manual sections 5, 7, and 9 were moved out of board policy and deleted from the Board Policy Manual.

The Chancellor, Chief Financial Officer, the Chancellor's Cabinet, and Consultation Council agreed on the evaluation of Section 1, Section 3, and Section 11 (odd-numbered sections of the Board Policy Manual) to be completed by the end of 2013. The review of even-numbered sections of the Board Policy Manual (Sections 2, 4, 6, 8, and 10) commenced in January 2014 *(DR1-1)*.

**Conclusion:**

The district has defined a process for the periodic review and appropriate revision of the KCCD Board Policy Manual to ensure an ongoing and systematic review of board policies and revisions where appropriate. This process began in January 2013 to evaluate one-half of the board policies (Section 1, Section 3, and Section 11) in odd calendar years and to evaluate the other half of board policies (Section 2, 4, 6, and 10) in even calendar years.

The Follow-Up Team Report in October 2013 indicated that the colleges have implemented actions that fully address District Recommendation #1. The new review process continues to be evaluated for efficacy and needed modifications to ensure the regular update of board policies and to assure compliance with the requirements of Standard IV.B.1.e.
Plans for Sustaining Improvement and Institutional Effectiveness:

The process for review of board policies is systematic and evaluated regularly to determine its effectiveness. The district developed an instrument to facilitate the review of board policies. Effective April 2015, the Interim Vice Chancellor of Educational Services sent a memorandum to the Academic Senate Presidents at each of the three colleges to clarify the vetting process in order to complete additions or revisions to district board policies in a timely manner (DR1-3). For board policies that rely primarily upon the advice and judgment of the Academic Senate, the intent is for the Academic Senate policy review to take up to eight weeks from initiation to completion (DR1-3). Additionally, to improve the timeliness of reviewing and updating District policies, the District subscribes to the League of California Community College policy service that monitors changes to laws and regulations and clearly formulates and articulates all applicable policy changes.

List of Evidence:

DR1-1 Chancellor's Administrative Council Minutes- (Topic Citations from January 2013 – March 2015)
DR1-2 KCCD Board Policy Review Calendar – January 2013
DR1-3 KCCD Academic Senate Letter & Checklist for Board Policies Review

District Recommendation 2: Board Member Development Program

In order to comply with the Standards, the team recommends that the Board of Trustees, in consultation with the Chancellor, develop and implement a development program that meets the needs of the newer board members as well as those board members who have considerable experience as a governing board member. (IV.B.1.f)

Progress in Addressing Recommendation:

The members of the KCCD Board of Trustees annually participate in a professional development program that is informed, in part, by current state and national community college issues, changing needs of the district, and the results of the board evaluation, which takes place in the fall of each odd-numbered year (DR2-1). In addition, new governing board members participate in an orientation conducted by the District Chancellor and Chief Financial Officer, which occurs immediately following their election (DR2-2). Additionally, new governing board members are urged to attend the statewide New Trustee Orientation Workshop conducted by the Community College League of California (DR2-5).

In response to the recommendation, the existing trustee professional development program
expanded into a comprehensive Trustee Development Plan (DR2-1). Based on the board self-evaluation results, the Board completed a new plan in October of 2013. In October 2013, the Board revised Board Policy 2F related to board in-service and development (DR2-3).

Following the every-odd-year board evaluation process, board performance areas receiving the lowest ratings on the evaluation are targeted as board development topics (DR2-4). The Trustee Development Plan incorporates topics that are trending community colleges issues and those related to student success, legal and legislative issues, accreditation, facilities planning, budget planning, and accountability and institutional effectiveness.

At the September 2013 board meeting, the Board drafted a revision to KCCD Board Policy (DR2-3). This revision specifies that new trustees will participate in an orientation no later than 90 days following their election. KCCD has had changes in its board membership (in 2013 one new trustee was appointed; in November 2014 two new trustees were elected, and one was appointed in December 2014). Each new trustee participated in an orientation.

When new trustees are elected or appointed to the board, they undergo an orientation prior to assuming office at the December board meeting to acquaint them with KCCD, California Community Colleges, and the impact of community colleges across the nation. The orientation, conducted by the Chancellor, includes topics such as general trustee information, planning and governance structures, district-wide data, and support mechanisms for board member effectiveness (DR2-5). New trustees learn of the structures that support their governance, including the district-wide annual meeting schedule and subcommittee structures, the KCCD Strategic Plan, and the annual district budget (DR2-6). Understanding available data is critical to trustees, and the orientation includes a presentation of KCCD’s demographic, enrollment, financial aid, and completion data by college and district wide, as well as student progress and success accountability reports.

Outside support services are also available as part of the new trustee orientation. These include available publications such as the Community College League of California Fiscal Responsibility Handbook and a calendar of conferences for trustee orientation such as those sponsored by the Association of Community College Trustees (ACCT); California Community College Trustees and Community College League of California; and KCCD workshops related to emergency preparedness and sexual harassment and discrimination. (DR2-7). Additionally, new trustees may attend the annual Community College League of California Effective Trustee Workshop conducted each January (DR2-5). For example, one of the three new trustees also attended the Community College League of California (CCLC) New Trustee Workshop and the Effective Trustee Workshop; and the chair of the governing board attended the ACCT Board Leadership Congress in October 2014.

During the annual KCCD Board retreat, trustees review the KCCD Strategic Plan and annual institutional effectiveness outcomes. They also discuss annual reports on the status of each college and the district (DR2-8). The retreat culminates with a delineation of annual priorities, which are incorporated in the board development plan (DR2-9). Every two years at the annual board retreat, the board develops board priorities and goals, which instruct the Chancellor’s plan of work. In January 2015, an ACCT consultant conducted a daylong retreat, Building an Effective Team. The agenda included topics such as Best Practices of Effective Boards, Board

Conclusion:

KCCD has made substantial progress on this recommendation. The Follow-Up Team Report in October 2013 indicated that the colleges have implemented actions that fully address District Recommendation #2. With the adoption of the revised Board Policy 2F and the completion of the Trustee Development Plan (2013-2015), District Recommendation 2 fully meets Standard IV.B.1. KCCD will continue to provide opportunities to understand issues important to board member professional development as appropriate.

Plans for Sustaining Improvement:

The KCCD Trustee Development Plan, reviewed and updated semi-annually, ensures that trustees learn of new development opportunities. Additionally, KCCD Board Work Study Sessions cover in-depth topics of relevance to the colleges, district, and the district’s service areas (DR2-10).

List of Evidence:

DR2-1  **KCCD Trustee Development Plan & Calendar 2013-2015**
DR2-2  **New Trustee Orientation Binder (due to size, the binder is located in the Chancellor’s office)**
DR2-3  **Revision of Board Policy 2F**
DR2-4  **Board Self-Evaluation Instrument**
DR2-5  **CCLC New Trustee Orientation and Effective Trusteeship Program**
DR2-6  **Strategic Plan 2015-18**
DR2-7  **Introduction to Fiscal Responsibilities Handbook**
DR2-8  **Board Retreat Agendas**
DR2-9  **KCCD Board Priorities / Chancellor Plan of Work & Goals 2012-14 and 2014-16**
DR2-10 **Board Meeting Agendas- September 2012- June 2013**

District Recommendation 3: Evaluate the Board of Trustees Self-Evaluation Process

*In order to comply with the Standards, the team recommends that the Board of Trustees review the elements of its Self-Evaluation Process and ensure that the Standards’ minimum requirements for a Self-Evaluation Process which are: 1) have clearly defined processes in place, 2) have processes implemented and 3) have processes published in the Board's policy manual are included in the Self-Evaluation Process. The Board's policy 2E2 prescribes additional requirements when conducting the Board's Self-Evaluation. (IV.B.I.g)*
Progress in Addressing Recommendation:

The accreditation visiting team members indicated the Board, board agendas and minutes confirmed it, performs self-evaluations on schedule every two years (DR3-1; DR3-2; DR3-5). However, the team concluded that the Board’s assessment of its evaluation process was insufficient to meet the standard fully. To respond to this recommendation, the following detail and citation are offered.

The Secretary of the Board provides the board members an agreed-upon evaluation instrument (DR3-4). In the past, when evaluations took place in consecutive years, the trustees compared and analyzed the results of the consecutive evaluation processes. This analysis revealed that differences between one year and the next year were insignificant. The trustees changed the self-evaluation process to take place every odd-numbered year. Additionally, the analysis by the trustees of the evaluation instrument resulted in removal of duplicative evaluation questions to create a more focused evaluation instrument. The Board completed its last self-evaluation in October 2013 (DR3-5).

As indicated in Board Policy 2E, the board evaluation process provides constructive feedback to governing board members about their individual performance, as well as the performance of the board as a whole, including board effectiveness and decision-making (DR3-1). The trustees identify past accomplishments and annual goals, clarify roles, and take actions based on the evaluation summaries to improve effectiveness and efficiency of board meetings.

Once the Board members complete the evaluation instrument, they submit their responses to the Secretary of the Board. A summary of the evaluations is presented to the Board in a written communication no later than December of the evaluation year.

Conclusion:

A clearly defined trustee self-evaluation process is in place. The Follow-Up Team Report concluded that the Kern Community College District Board of Trustees has a process in place to evaluate the board’s self-evaluation process. The Follow-Up Team Report indicated that District Recommendation #3 had been fully addressed and that the board is in compliance with Standard IV.B.1.g.

Plans for Sustaining Improvement:

In January 2015, the trustees reviewed its evaluation instrument to determine its effectiveness. Based on the review, the Board will discuss and update the Board Policy Manual sections related to evaluation. The Board will conduct its next self-evaluation in October of 2015 in accordance with the procedure described in this report. To maintain sustainability in the Board self-evaluation process, trustees will continue to evaluate the instrument regularly and the self-evaluation process every odd-numbered year.
List of Evidence:

DR3-1  **KCCD Board Policy 2E - Board Self-Evaluation**
DR3-2  **KCCD Board Policy 2F - Standards of Good Practices**
DR3-3  **KCCD Board Policy 2G - Statement of Ethics**
DR3-4  **KCCD Governing Board Self-Evaluation Instrument**
DR3-5  **KCCD Board of Trustees Meeting Minutes (October 2013)**

District Recommendation 4: Evaluation of Role Delineation and Decision-Making Process for Effectiveness

*In order to comply with the Standards, the team recommends the District conduct an evaluation of the new decision-making process and evaluate how effective the new process is in making decisions and in communicating the decisions to affected users. (IVB.3.g)*

Progress in Addressing Recommendation

For the past several years, the Kern Community College District (KCCD) has reviewed and modified accordingly the Elements of Decision-Making document originally developed in July 2006 (**DR4-1; DR4-2**). Members of Consultation Council reviewed this document annually through 2011 and modified it to improve the process of making decisions throughout the district. This ongoing and systematic evaluation of the process has resulted in various procedural changes and helped to continue to refine and improve decision-making practices. During the April 2012 KCCD Consultation Council, which consists of the district Chancellor, the three college presidents, the three college Academic Senate Presidents, and leaders from the constituency groups on each college campus and the district office, members reviewed and discussed the Elements of Decision-Making document (**DR4-3**). The Chancellor asked the constituent groups to take this document to their respective college groups and return to the May 2012 meeting with any input.

At the May 2012 KCCD Consultation Council meeting, members of Consultation Council reviewed and discussed the functional roles of all departments at the district office to clarify further districtwide decision-making. After discussion within the district Consultation Council, the Chancellor suggested that an evaluation process regarding participatory governance be made available to districtwide members (**DR4-4**). As a result, KCCD scheduled a participatory governance workshop offered through the Community College League of California (CCLC) and statewide Academic Senate for California Community Colleges (ASCCC) (**DR4-5**). In this context, in October 2013, faculty, staff, students, and administrators participated in a workshop sponsored by ASCCC in partnership with CCLC. Beth Smith, President of ASCCC, and Scott Lay, Chief Executive Officer of CCLC, conducted the workshop entitled “Participating Effectively in District and College Governance” (**DR4-5**). Input received from these discussions was utilized to improve decision-making processes and communication of decisions. These
workshops, sponsored by the Community College League of California and the California Academic Senate, take place approximately every two years with the intent to familiarize newly seated consultation council members to participatory governance and the decision-making process. A new workshop is planned for fall of 2015.

Furthermore, members of Consultation Council evaluated the decision-making process in September 2013 via a district-wide decision-making survey (DR4-6). The survey was conducted online and was sent to all current members of District Consultation Council and the three colleges’ main participatory governance committees, called College Council at Bakersfield College, Cerro Coso Community College, and Porterville College, in conjunction with those who had been members of those groups in any of the previous four years. The survey assessed the familiarity with and effectiveness of the decision-making process, the role of several groups in that process, and how employees communicate with their constituency groups about decision-making. Sixty people responded to the survey, a small group, but reasonable given the sample size. About one in five respondents (19%) reported being very familiar with the Elements of Decision-Making document, with another 41 percent saying they’d seen it before. Thus, a strong majority had some familiarity with the document.

On the question of the effectiveness of the district-wide decision-making process, responses were split roughly down the middle. A plurality of respondents (42%) answered that decision-making was somewhat effective with an additional 7% who considered it very effective. The other half answered that decision-making was either somewhat (33%) or very (18%) ineffective.

Members of the 2013 Accreditation Follow-Up Team suggested a modification to the Decision-Making Flowchart to make it less linear. To address this suggestion, the assistant to the chancellor revised the flowchart to identify feedback loops in the decision-making process. Chancellor’s Cabinet, which includes each of the college presidents, reviewed the chart on February 10, 2015 and suggested a graphic adjustment (DR4-7). At the Consultation Council meeting of April 28, 2015, members of Consultation Council reviewed the revised decision-making process flowchart (DR4-9). The Chancellor asked members of Consultation Council to share the flowchart with their constituency groups and bring suggestions to the next scheduled meeting in May 2015 to ensure there is clarity. To better inform the constituents’ understanding of the decision-making process, the Chancellor sent electronically the document, The Elements of Decision-making, to members of Consultation Council. The chart was reviewed at the May 2015 Consultation Council. Members of Consultation Council, particularly the Academic Senate leadership, provided input to the decision-making diagram in August 2015. The goal is to adopt a final revised chart at the September or October 2015 Consultation Council meeting.

In an effort to improve constituents’ understanding of the district wide decision-making process, the office of institutional research conducted an anonymous survey to elicit views regarding the lowest rated items in the 2011 and 2013 Climate Surveys: trust between the colleges and the district office. In the context of continual improvement in the decision-making process, the office of institutional research completed a report entitled “Improving Trust at KCCD A Report on Focus Groups and a Survey Spring 2015 (DR4-8). The report incorporated data from a survey of current and past participants of the KCCD Leadership Academy, a year-long districtwide professional development program, in conjunction with a series of focus group conducted at each college and the district office. The results of the survey and focus group analysis were discussed
at the April and May 2015 meetings of the District Consultation Council. The recommendations from the report on the survey and focus groups were formally adopted by Consultation Council in May 2015 (DR4-4).

Conclusion

The Follow-Up Team Report in October 2013 indicated that the colleges have implemented actions that fully address District Recommendation #4. KCCD is committed to providing an easily understood and effective decision-making process and utilizes input from all constituency groups to ensure that the process is continuously evaluated for its effectiveness and that resulting data are reviewed consistently.

Plans for Sustaining Improvement and Institutional Effectiveness

The Consultation Council continues to review and evaluate the practices and policies that impact district-wide decision-making. The revised flowchart suggested by the 2013 Follow-Up Team is currently under review and should finalize by September 2015. To support the sustainability of a transparent and effective decision-making process at Kern Community College District, the Office of Institutional Research will survey constituents in Spring 2017. The District Wide Decision Making Survey 2013 provided data that became the catalyst for the District Office and the Colleges to continue meeting and working collaboratively through fall 2015 to enhance and clarify the implementation of the decision-making processes as described in The Elements of Decision-Making 2012 document and the Elements of Decision Making Flowchart 2014-15 (DR4-7).

List of Evidence

DR4-1  KCCD Consultation Council Basis for Consultation
DR4-2  Kern Community College District- The Elements of Decision-Making-2006
DR4-3  Kern Community College District- The Elements of Decision-Making-2012
DR4-4  Consultation Council Minutes-April 2012 & May 2015
DR4-5  Kern Community College District/CCLC- Participatory Governance Workshop - 2013
DR4-6  Kern Community College District- Decision Making Survey -2013
DR4-7  Kern Community College District- The Elements of Decision Making Flowchart 2014-15
DR4-8  Kern Community College District- Improving Trust at KCCD Report on Focus Groups and a Survey Spring 2015
DR4-9  Kern Community College District- Draft of The Elements of Decision-Making Flowchart (June 2015)
Progress in Response to Actionable Improvement Plans

STANDARD I: Institutional Mission and Effectiveness

A - Mission

AIP.I.A.4 During the 2011-12 academic year, the new update form and process will be implemented for the first time by the Budget Committee. During the 2012-13 academic year, that process will be evaluated and adjusted as necessary.

Brief Description of Progress Made

During the 2011-2012 academic year, the new Program Review Update form was used. Each year since, the form and evaluation process have been evaluated and adjusted. Budget managers have provided valuable feedback on the form and the process. In addition to the Update form, a One Time Request form has been developed and implemented for budget managers to request additional funds in the event of an unforeseen issue, such as breakdown of equipment, unforeseen increases in services, etc.

A rubric has been developed to assess the alignment of budget requests to program review and previous annual updates. Budget Committee members evaluate the update forms and report back to the committee as a whole. When there questions about an update form item, the budget manager responsible is invited to a Budget Committee meeting to clarify the request. These steps are now integrated into the Budget Planning Calendar.

Timeline to Completion

This Actionable Improvement Plan has been completed. However, it is very evident to the college that the evaluation and review of this process must be ongoing. The Budget Committee will continue to review and revise as necessary.

Responsible Parties

Director of Finance and Administrative Services

B – Improving Institutional Effectiveness

AIP.I.B.1 During the 2011-12 academic years, calendars and other documents created by the Strategic Planning and Budget Committees will be integrated and checked for consistency.

Brief Description of Progress Made

The Strategic Planning Committee and Budget Committee are in the process of creating a joint calendar. Additionally, the committees are working together to integrate various processes to enhance consistency and efficiency of common documents and processes.
Timeline to Completion

The integration of an integrated calendar will be completed at the end of the Fall 2015 term. Additionally, all other integration efforts will be completed by the end of Spring 2016.

Responsible Parties

Strategic Planning Committee
Budget Committee

AIP.I.B.2  During the 2011-12 academic year, the College will transition from the current strategic plan to the next cycle with a new 3-year strategic plan that is linked to the KCCD District strategic plan.

Brief Description of Progress Made

The College did make this transition, adopting the new strategic plan in 2012. That plan is linked to the KCCD Strategic Plan in each of its goals and objectives. The College is currently working on a new strategic plan, one coordinated closely with the KCCD Strategic Plan that is being adopted simultaneously. The recently reinstituted Strategic Planning Committee will be leading this effort.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Vice President of Student Services

AIP.I.B.3  By spring 2013, the Strategic Planning Committee will review the planning calendar and the Strategic Planning Progress report to establish a more concrete schedule for ensuring that responsibilities are assigned, and timelines are established and followed.

Brief Description of Progress Made

The Strategic Planning Committee adopted a detailed Progress Report following the adoption of the 2012-15 Strategic Plan. This document includes assignment of responsibility to specific individuals and timelines for completion of goals with spaces for updates on progress. Tracking progress on goals was somewhat uneven because the Strategic Planning Committee was disbanded. That committee has since been reinstituted and is working on the new Strategic Plan.

Timeline to Completion

This Actionable Improvement Plan will be ongoing due to the yearly review and development of the planning calendar.
By fall 2013, the College will update its program review forms to make it clear that reporting on past goals is expected in addition to establishing new goals as well as including a number of other small changes. As part of this process, the College will consider whether to develop web-based forms or specific program review software to guide the process. The Strategic Planning committee will review program review documents with this in mind, updating the program review assessment rubric if necessary.

Brief Description of Progress Made

Program review forms were updated and program reviews continue to be monitored, now by the Enrollment Management Committee. There is interest in proceeding with a web-based process, but with the revamping of the College and District web sites, this has not yet been completed. The Strategic Planning Committee will continue to discuss the issue and may look to coordinate with the other colleges in the District as similar desires have been expressed at those colleges, too.

Timeline to Completion

This Actionable Improvement Plan will be ongoing due to the yearly review and development of the planning calendar.

Responsible Parties

Vice President of Academic Affairs
Vice President of Student Services

In the fall 2012 term, the College will again conduct its strategic planning survey evaluating the effectiveness of all of its planning processes and procedures. By fall 2013, the College will formalize and subsequently publish all of the annual program review update documents in addition to the original program reviews.

Brief Description of Progress Made

The strategic planning survey was conducted again in fall 2012, and the results were very positive. Survey respondents largely saw the planning processes as having improved from the previous survey in 2009. The current plan is to continue to conduct this survey every three years, 2012, 2015, etc.. Related program review forms, documents, and previous program reviews are found on the research webpage of the College website.
Timeline to Completion

This Actionable Improvement Plan has been completed and the survey will be conducted regularly.

Responsible Parties

KCCD Assistant Director of Institutional Research and Reporting
Vice President of Academic Affairs

STANDARD II: Student Learning Programs and Services

A – Instructional Programs

AIP.II.A.1.a The Language Arts faculty chair will determine whether changes similar to those implemented in English 83R are needed for all 80-level English courses. This determination will be completed by end of term, spring 2013. During the 2012-13 academic year, the Math Science faculty chair will work with Student Services to select a state-normed standardized assessment tool for mathematics placement.

Brief Description of Progress Made

English faculty decided not to implement the English 83R format throughout the 80-level courses. They did however implement an accelerated course format (English 73-X) in the 2012-2013 academic year. Implementation of English 73X has shown positive results and multiple sections are offered each semester.

During the 2012-2013 academic year, the math faculty selected AccuPlacer as its assessment tool for mathematics placement. This assessment tool was implemented in fall 2014.

Responsible Parties

Chair, Language Arts Division
Chair, Natural Science and Mathematics division
Vice President of Student Services

AIP.II.A.1.c The Curriculum Committee will hold workshops on the new organizational methodology involving input of assessments into CurricUNET. This will be completed in academic year 2012-13.
Brief Description of Progress Made

Several workshops have been held beginning fall of 2013 continuing through spring of 2015. These workshops were held during flex day activities for all faculty as well as by division, scheduled by SLO committee and individually with faculty. Training sessions were conducted by lead faculty and curriculum chair.

Timeline to Completion

While training is ongoing for new faculty, this Actionable Improvement Plan has been completed.

Responsible Parties

Curriculum Chair
SLO Committee Faculty Chair

**AIP.II.A.2.f Faculty Chairs will monitor the assessment of SLOs in scheduled courses to be completed in the 2012-13 academic year.**

Brief Description of Progress Made

As part of their curriculum and program responsibilities, faculty chairs work with faculty in their areas in assuring course and program SLO assessments are completed. SLO and Curriculum committee chairs maintain communication with the faculty chairs regarding SLO assessment progress based on assessment timelines.

Timeline to Completion

Although the monitoring of SLO assessment is an ongoing process, this Actionable Improvement Plan has been completed.

Responsible Parties

Faculty Chairs
Vice President of Academic Affairs

**AIP.II.A.5 The Dean of CTE will coordinate with the high school programs to facilitate the process of consolidating advisory committees with completion of this process during the 2012-13 academic year.**

Brief Description of Progress Made

The process of consolidating the advisory committees was initiated in 2013 and has been completed. This process, combining the advisory committees of the CTE and high school pathways programs, was completed with oversight from high school and College administration.
as well as the Pathway Executive Committee. There are College faculty and administrative representation on all advisory committees.

**Timeline to Completion**

Individual membership may periodically change, but this Actionable Improvement Plan is completed.

**Responsible Parties**

Dean, CTE

**B – Student Support Services**

**AIP.II.B.2** *To support the work of the Curriculum Specialist in ensuring the various changes and modifications are made in subsequent catalogs, a “Catalog Review Committee” will be established and implemented in 2012-13 for the revision of the next catalog.*

**Brief Description of Progress Made**

This Actionable Improvement Plan was modified. After the accreditation site visit, a Catalog Review Committee was approved in the College Learning Council (now College Council). However, as the campus continues to review and streamline committee structures in an effort to increase efficiency and effectiveness, it was later decided to not implement yet another committee. Rather, the Curriculum Specialist will work closely with the chair of the Curriculum Committee and respective program directors, in addition to the Vice President responsible for final approval of the catalog, to ensure its accuracy and completeness. The catalog is also reviewed and approved by the responsible District administrator and, eventually, it receives approval from the Board.

**Timelines to Completion**

Upon modification, this Actionable Improvement Plan has been completed.

**Responsible Parties**

Curriculum Specialist  
Vice President of Instruction  
Vice President of Student Services

**AIP.II.B.3.a** *The Director of Admissions/Records/Matriculation will provide leadership in the development of Degree Works and that system will be implemented beginning in fall 2012. The Vice President of Student Services will submit a position request for an Educational Advisor to serve in the Student Services computer lab as the College-wide budget and staff plans permit.*
Brief Description of Progress Made

The implementation of Degree Works began with extensive script writing during 2012-13 on each of the campuses within the District. After considerable work and planning, and due in large part to the leadership of the Director of Admissions/Records/Financial Aid and a lead adjunct counselor, Degree Works was implemented in 2013-14. The implementation first began with the degree audit portion of the system, with various training sessions offered during the academic year for staff. The system is now further being utilized with the educational planning module. Staff training is ongoing to ensure familiarity with the system. In addition, student training through orientations and classroom visitations are ongoing so that students can also use the system where appropriate.

Position requests were submitted for two Educational Advisor positions rather than just one. In fall 2014, the application and selection process began for two new positions – one to work in the general Student Services area, and the other in the Financial Aid office. After further review and discussion, it was determined that these two areas of assignment would be more appropriate to serve more students than in the computer lab. These positions were both filled and the staff members who were employed began working at the beginning of the spring 2015 term.

Timelines to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Director of Admissions/Records/Financial Aid
Vice President of Student Services

AIP.II.B.3.c  During the development of the 2012-13 budget, the Vice President of Student Services will submit a Program Review that will include the request for additional funding for adjunct counselors and/or a classified educational advisor.

Brief Description of Progress Made

As part of the 2011-12 Comprehensive Student Services Program Review, a full-time Educational Advisor and adjunct counselor positons were included as staffing requests under the Advising and Counseling department (as noted above, these positions have been filled).

Timelines to Completion

This Actionable Improvement Plan was completed.

Responsible Parties

Vice President of Student Services
AIP.II.B.3.e During 2012-13, the Director of Admissions and Records and Matriculation, will work with the respective staff at Bakersfield College and Cerro Coso Community College and the District Office to implement an online admissions application in Spanish. The College will begin to utilize the common assessment if adopted by the State Chancellor’s Office.

Brief Description of Progress Made

During the past couple of years, the Kern Community College District has been discussing moving from our current home-grown application to the CCCApply application that the majority of colleges statewide use. After considerable discussion and planning, it was decided to adopt and transition to the new CCCApply application. This application will also be in Spanish.

The State Chancellor’s Office did not adopt a common assessment. However, Porterville College was part of a region-wide grant that examined the utilization of a common assessment at the colleges within the region. Although Porterville College initially participated in the development of this region-wide common assessment, the effort was eventually discontinued due to administrative and other issues with coordinating this effort throughout the region. Once the state adopts and implements a common assessment, Porterville College will participate in its implementation.

Timelines to Completion

Certainly there may be some programmatic issues that delay its implementation, but the current plans are to launch this new application in April 2015. Once the new CCCApply application is operational, this Actionable Improvement Plan will be completed. The implementation of a common assessment has been postponed until the state the common assessment.

Responsible Parties

Vice President of Student Services
Director, Admissions/Records/Financial Aid

AIP.II.B.4 The Vice President of Student Services will coordinate the completion of the goals and objectives within the Student Services Strategic Plan beginning in fall 2011.

Brief Description of Progress Made

Once the Student Services Strategic Plan was written, the staff within the division began to work on implementation of their respective goals and objectives within the plan during the 2011-12 academic year. However, due to health issues, the Vice President of Student Services who originally coordinated the development of the plan requested reassignment back into faculty at the end of 2013. A new Vice President was hired in summer 2014.
Timelines to Completion

This Actionable Improvement Plan has been completed since the three-year cycle of the plan has concluded. However, consideration of the development of a subsequent plan will be determined by the end of fall 2015.

Responsible Parties

Vice President of Student Services

C – Library and Learning Support Services

AIP.II.C1 Implement in 2012 the Library’s collection development plan designed in 2011 to streamline and reduce potential wasted staff effort for the Dewey to LC migration process for the following collections: VHS, children’s; anthropology, and Valley Writers. The Library and Learning Resource Center staff will develop and submit a staffing plan to address the critical needs of the library and the LRC. The Learning Center Coordinator and Learning Center Technician will identify and implement methods of tracking the currently undocumented Learning Center business, including but not limited to exam proctoring, tutor training, and requests for tutors to be in place by August 2013.

Brief Description of Progress Made

The migration from the Dewey to Library of Congress (LC) cataloging system for the children’s collection has been accomplished. Part of the plan was to weed out children’s books that were outdated, age-inappropriate, and damaged before they were re-cataloged thus saving time and effort for library staff. The anthropology and Valley Writers collections have re-cataloged into LC and the books have been placed in LC order on the library shelves. Since playing VHS/video cassettes is not supported by College technology, they have been removed from the catalog and from the shelves.

The two library technician II positions whose original full-time jobs were reduced to 75%, have had their work schedules restored to 90%. With the implementation of SARSTAK and subsequent refinements to the program, Learning Center visits are now tracked according to this plan.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Reference Librarian
Learning Center Coordinator
AIP.II.C.1.a The Learning Center Coordinator will work with the Learning Center Technician to pursue CRLA tutor program certification. This will be completed by August 2014.

Brief Description of Progress Made

Academic support priorities have shifted away from tutor program certification to include reinvigorating the Supplemental Instruction program and instituting a Math Mentor program to complement the Writing Mentor program. These initiatives, now fully operational, have created a more robust and comprehensive set of academic support services. CRLA certification may be revisited in the future.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Learning Center Coordinator

AIP.II.C.1.b During the 2012-2013 term, the Library staff will examine and evaluate the outcomes of the three surveys discussed above that were administered in fall of 2011. Modification of services based on these survey results will be implemented beginning in 2013.

The Library staff will adapt the SLO survey tool previously created to better measure learning outcomes in the currently presented stand-alone classroom presentations currently given at faculty request. This tool will be content-oriented (what did students learn), and it will complement the three experiential tools discussed previously.

Brief Description of Progress Made

The Service Area Outcome (SAO) survey, “Reference Librarian Service Student Survey,” was designed to elicit the experience students had in their reference interviews. The SAO desired outcome is that at least 80% of students ‘agreed’ or ‘strongly agreed’ that they had a ‘positive’ experience with the librarian they worked with. The five-question, multiple choice, anonymous questionnaire did show the desired 80% plus outcome.

The Student Learning Outcome (SLO) survey, “Librarian Classroom Instruction Survey,” was designed to discover the student’s experience of the librarian’s presentation to the class regarding library online and print resources available for their class assignments. The desired outcome is that 80% of students ‘agree’ or ‘strongly agree’ that the librarian’s presentation was positive and was helpful. The eleven-question anonymous survey showed that 80% plus had a positive experience.

The third questionnaire, the SAO “Faculty Survey to Assess Librarian Class Presentations,” was designed to elicit faculty evaluations of the custom-designed librarian presentations for their classes. The desired outcome is that 80% of the instructors ‘agree’ and ‘strongly agree’ about
the value of the presentations for improving the information students incorporate in their research papers. Faculty did ‘agree’ and ‘strongly agree’ (80%) that the librarian classroom presentations were appropriate, relevant, and would help students with their information research, etc.

The completed questionnaire, “Student Survey of PC Library Resources” showed high levels of student use and satisfaction with the library resources demonstrated by the librarian in the classroom. Pre-test and post-test of student knowledge and ability to use the information resources the librarian shows them in classroom presentations will need to be documented. This instrument serves both SLO and SAO assessments.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Reference Librarian

AIP.II.C.1.c The library staff will enhance and move the Telesensory workstation in 2012 to a more visible and accessible location in the Library. During the position request and budget development process each year, the Learning Center Coordinator will continue to request reinstatement of Learning Center personnel.

Brief Description of Progress Made

The Telesensory workstation for students in the library needing adaptive technologies was moved to a visible, central location in the library. To make this workstation fully ADA-compliant, the following items will be added during 2015-16 computer, flatbed scanner, large key keyboard, CCTV magnifier, Trackball, and more enhancements. The position of Learning Center Technician, which was reduced in March 2010 from twelve months to nine months, was restored to eleven months in July 2014.

Timeline to Completion

This Actionable Improvement Plan has been completed but modifications will be ongoing.

Responsible Parties

Reference Librarian
Director of Information Technology
Vice President of Academic Affairs

AIP.II.C.1.d The M&O manager will coordinate the discussion and implementation of an installment plan for enhanced security camera coverage to be implemented by the end of 2013.
Brief Description of Progress Made

The security camera system both interior and exterior has been enhanced through expanded location and picture quality. There are now a total of 30 cameras throughout the campus.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Manager of Maintenance and Operations

AIP.II.C.1.e The IT manager will coordinate the installation of a universal card system and remote proxy access by 2013.

Brief Description of Progress Made

A universal card system for students was implemented but is being reviewed due to a change in vendors. A new system which links a student to an established account is being tested for implementation. Proxy service is already in place requiring a student to sign-in only once.

Timeline to Completion

With the selection of a new system and testing in progress, implementation is anticipated during the summer of 2015. The new system is already in place at Cerro Coso. With installation and implementation scheduled for the summer of 2015, this Actionable Improvement Plan should be considered completed.

Responsible Parties

Director of Information Technology

AIP.II.C.2 In 2012-2013, the Library staff will evaluate the results from the above mentioned surveys administered in 2011 to see what needs to be improved in library service areas, determine if the surveys need to be revised for reassessment, and develop goals and processes to achieve needed service area improvements.

The Learning Center Coordinator and Learning Center Technician will work together to identify and implement a system for tracking the relationship between class grades and the impact of tutoring. This tracking system will be operational by August 2014.

Brief Description of Progress Made

The (SAO) survey, “Student Survey of PC Library Resources” was designed to determine the student satisfaction level with library resources, electronic and print. The surveys administered to students when they handed in their research papers revealed an 80% plus “very satisfied” and
“satisfied” response to the library’s resources except for the special book collection, The Seventies, (4 of 7 users) and the audio-visual/media collection (2 users out of 7). Students’ ratings of all the other library information formats ranged from 10 to 55.

The SAO questionnaire, “Library Service Desk (Check-Out Counter) Survey” has been drafted. However, it has yet to be discussed, finalized, and distributed by library staff and the current administrator responsible for the library technicians.

It was hoped that SARSTRAK, linked to Banner, would enable the tracking of class grades in relation to peer tutoring. However, documenting this relationship has not proven possible with the College’s current technology. As alternatives are sought, the presence of multiple variables (some not readily identifiable or quantifiable) in a student’s final class grades is also under discussion.

Timeline to Completion

This Actionable Improvement Plan has been partially completed.

Responsible Parties

Reference Librarian
Vice President of Academic Affairs
Director of Information Technology
Learning Center technician

STANDARD III: Resources

A – Human Resources

AIP.III.A.1.a The comprehensive Human Resources procedural manual that has been drafted will be processed through the consultative process in the fall of 2012.

Brief Description of Progress Made

The extensive Human Resources procedure manual has been developed as an online tool accessible to all staff for guidance and resource. The online manual has been an ongoing endeavor that was completed in January 2015. This website accessibility allows HR to present ongoing revisions in a timely manner, and update procedures and practices as necessary.

Timeline to Completion

This Actionable Improvement Plan has been completed.
 Responsible Parties

Human Resources Manager, Porterville College

**AIP.III.A.2 Upon completion of the reclassification study, the District HR Office will review and, in cooperation with CSEA, submit a recommendation to the Chancellor.**

Brief Description of Progress Made

A comparison review study was initiated in 2013 to evaluate the salary scales with other comparable community colleges. A reclassification study was completed and reviewed, and a meeting with C.S.E.A. approved several re-classifications along with a new classified salary schedule implemented on July 1, 2014. After completing a similar comparison study in 2014, the confidential/Management employee salary is currently under review and is expected to be revised for the July 1, 2015 fiscal year. The District will continue to compare and review its salary scales and classifications regularly to stay consistent with other similar colleges.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

KCCD Vice Chancellor of Human Resources
Human Resources Manager, Porterville College

**AIP.III.A.4 Implementation of the new EEO changes adopted by the Board of Governors, January 10, 2011, will be applied, after the Department of Finance has addressed the “mandated costs” to the State of California.**

Brief Description of Progress Made

In April 2014, the Equal Employment Opportunity (EEO) and Staff Diversity (SD) Plan was approved by the Board of Trustees. HR developed a document out of the new legal requirements in Title 5 and from the Model EEO Plans given by the System Chancellor’s Office. This plan lists the Strategies to promote a diverse workforce and provides specific plans and procedures for ensuring equal employment opportunities.

Several strategies have been implemented to promote diversity. The first is a climate survey on workforce diversity which was distributed during the 2014-15 academic year to identify areas of improvement. The recommendations were reviewed and improvements will be implemented based on the survey data provided. In addition, a district-wide EEO committee meeting with representation from each of the colleges was established. This committee will continue to contribute recommendations to better address significant under-represented groups.
Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

KCCD Vice Chancellor of Human Resources
Human Resources Manager, Porterville College

AIP.III.A.5 During the budget planning process for 2013-14, the Budget Committee and CLC will consider cost-effective ways to bring additional professional development programs to all staff.

Brief Description of Progress Made

Professional development opportunities are available to all faculty and staff district-wide. Over the past year, the following training opportunities have been coordinated through HR:

- Mandatory sexual harassment prevention training for supervisors provided by general counsel
- LCW trainings/webinars for management district-wide
- Professional Development Manual presented to the College listing 22 workshops for staff, several to be conducted throughout the year.
- Introduction and training for the online Web Time Entry

A continued agenda of training opportunities has been updated yearly to offer an array of subjects that meet the needs of all staff.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

KCCD Vice Chancellor of Human Resources
Human Resources Manager, Porterville College

AIP.III.A.5.b Beginning fall of 2012 surveys will be conducted by the Flex Day Coordinators at the conclusion of each Flex Day to provide input on the effectiveness of the activities.

Brief Description of Progress Made

Surveys were conducted at the conclusion of Flex Day activities. Additionally, the Vice President of Academic Affairs (VPAA) working with the Academic Senate President and Past President, solicit input from faculty, administrators, and classified staff regarding the types of
activities that should be provided. This planning occurs at the end of each fall and spring semester.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Vice President of Academic Affairs

B – Physical Resources

AIP.III.B.1 During 2012-13 the College will implement a computerized maintenance management system to help track and prioritize work orders. A preventative maintenance module will be activated which will track preventative maintenance of equipment.

The M&O Manager will review recommendations to be submitted by outside consultants charged with developing plans to enhance energy efficiency, upgrading the camera and security systems, and arranging for the installation of a solar photovoltaic electric generating project. The evaluation of the recommendations and planning for construction will be completed during the 2013-14 year.

During 2012-13 the Facilities Planning Committee will work with the District Facilities Department to begin implementation of an updated Facilities Master Plan. The District contracted with Cambridge West Partnership (III.B1) who will assist in the development of the Educational Master Plan for Porterville College. This will provide a bridge to a new Facilities Master Plan.

Brief Description of Progress Made

Porterville College is in the information gathering phase to implement the PM Direct which is the Preventive Maintenance module of the School Dude maintenance management system. The Maintenance and Operations manager has completed reviewing the submitted recommendations provided by outside consultants. Cambridge West Partnership completed an Educational and Facilities Master Plan for Porterville College which was approved by the KCCD Board of Directors.

Timeline to Completion

Improvement plan is partially complete. Due to the ongoing review of the current maintenance management system being utilized by the college, the timeline to completion of this element has been moved to the 2015-16 academic year.

Responsible Parties

Manager of Maintenance and Operations
**AIP.III.B.1.a**  *During the development of the 2012-13 budget, the M&O Manager will request additional custodians as needed.*

**Brief Description of Progress Made**

The Program Review for the Maintenance and Operations department included the need and request for additional custodians at Porterville College.

**Timeline to Completion**

This Actionable Improvement Plan has been completed.

**Responsible Parties**

Manager of Maintenance and Operations

**AIP.III.B.1.b**  *Camera system improvements are scheduled to be completed by spring 2014 to address security concerns.*

*M&O will address the following areas concerning disability access: path of travel from the bus stop to the campus, access ramps to the Nursing Skills lab, access clearance to the M&O grounds department, and access curb ramps on College Avenue. These projects are scheduled for completion by 2015.*

*An energy consultant will review existing facilities and provide a plan by 2015 to enhance the quality of lighting throughout the campus.*

**Brief Description of Progress Made**

The Security Camera system received scheduled improvements. The old Digital Video Recorder (DVR) was replaced with a new Network Video Recorder (NVR) which enables growth to the system and enhanced imagery.

A “Path of Travel” project was completed late 2014 which included access ramps to the Nursing Skills lab, and the Grounds department. The bus stop on College Avenue was relocated to Main Street improving Path of Travel to the front of the campus. In early 2015 additional Path of Travel measures were taken with ADA parking and ramps in front of the Academic Center building and the Communications Arts buildings. Path of Travel measures extended to areas within the campus core, around the gym and Student Center.

The campus is currently in Phase II of improving the quality of lighting throughout the campus. Phase I included the removal of 100 watt exterior mounted building fixtures, replacing them with new 4 watt LED fixtures. This was completed on the Academic Center, Science Math, Fine Arts and Communication Arts buildings. Not only was the quality of lighting improved, but the College is also seeing an energy conservation benefit. Phase II that is in process will include the same scope of work for the Student Center, Gym and Career Tech buildings. Phase III is
planned to include Technical Careers, Maintenance and Operations, Vehicle Storage. Phase IV is planned to include pole lighting around the campus.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Manager of Maintenance and Operations

**AIP.III.B.2** A computerized maintenance management system will be implemented 2012-13 that will track work orders, equipment inventory, and equipment maintenance (III.B15).

Brief Description of Progress Made

The District purchased and implemented a computerized work order system called SchoolDude that is being used at Porterville College. SchoolDude allows users to input work orders electronically and users can track the progress of their submitted work orders. School Dude has a Preventive Maintenance module that tracks equipment inventory and maintenance.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Manager of Maintenance and Operations

**AIP.III.B.2.a** A new computerized maintenance management system will be implemented 2012-13 which will help with the tracking of preventative maintenance for District equipment.

Brief Description of Progress Made

The District purchased and implemented a computerized work order system called SchoolDude that is being used at Porterville College. SchoolDude allows users to input work orders electronically and users can track the progress of their submitted work orders. School Dude has a Preventive Maintenance module that tracks equipment inventory and maintenance.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Manager of Maintenance and Operations
AIP.III.B.2.b  An outside consultant will conduct a feasibility study by 2013 to install a solar photovoltaic electric generating project to help support the College’s electrical demand.

Brief Description of Progress Made

The District contracted with Newcomb, Anderson, McCormick (NAM) to conduct a feasibility study regarding the installation of photovoltaic for Porterville College. The results reflected the installation of such a system would be a viable option for the College. The bidding process for the installation was recently completed and the KCCD Board approved the installation. Photovoltaic installation is scheduled to start at the College in summer of 2015.

Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Manager of Maintenance and Operations

C – Technology Resources

AIP.III.C.1.b  During 2012-2013 focused training program for adjunct instructors will be developed by the EMDS, with an emphasis on campus-wide hardware and software already in use. A training workshop by the EMDS will be implemented when new hardware is added to the classrooms.

Brief Description of Progress Made

The EMDS provides training workshops throughout the year on technology hardware and software used on campus. An emphasis has been placed on scheduling the training to accommodate the adjunct faculty schedules. Also, all other staff and faculty are invited to participate in these training workshops. New hardware was installed in some classrooms. This hardware included smart boards, document cameras, webcams, scanners and student response systems. A week-long “Teaching and Technology Institute” workshop offered that covered a variety of training for effective usage of technology hardware.

Timelines to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Director of Information Technology

AIP.III.C.1.c  The IT Committee will develop and implement a new IT Plan in the 2012-13 academic year.
Brief Description of Progress Made

The three year IT Plan 2014-2017 was approved on November 3, 2014.

Timelines to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Director of Information Technology

D – Financial Resources

AIP.III.D In 2012 the Budget Committee will summarize and quantify inequities, if any, in Porterville College’s 2012-13 allocation from KCCD. The Budget Committee will look particularly at any inequities that arise as a result of the proportion of the District’s Full-time Faculty Obligation the College is required to assume. Based on this summary, the Budget Committee will forward to the CLC its recommendation regarding inequities in the Budget Allocation Model. If approved, the CLC will forward this recommendation to the District Consultation Council.

Brief Description of Progress Made

There has been a statewide freeze of the FON for several years. As a result of that freeze, this is the first year since our accreditation report that Porterville College was required to take on incrementally new faculty positions; however, the College was not required to take on an unsustainable number of new positions.

Timeline to Completion

This Actionable Improvement Plan was completed.

Responsible Parties

Director of Finance and Administrative Services
The Budget Committee

AIP.III.D.1.a In fall 2012, the Budget Committee will complete its work on a budget narrative to be distributed campus-wide—including as an attachment to the Budget Calendar and the Annual Program Review Update and Budget Worksheet. Once the College has completed the 2011-12 budget cycle, the Budget Committee will review and assess the extent to which the current process succeeds in integrating financial and institutional planning and recommend to the CLC any needed changes. The Budget Committee will conduct this review and assessment on an annual basis.
**Brief Description of Progress Made**

The budget narrative has become a living document with the most recent revision being adopted on September 20, 2013. Currently, the narrative is being revised again to reflect revisions to the College’s Planning Calendar adopted in March 2015.

The Budget Committee has reviewed and assessed the budget process on an annual basis. This review takes place each May as indicated on our Planning Calendar.

**Timeline to Completion**

Although this Actionable Improvement Plan has been completed, this will be an ongoing item for review and discussion.

**Responsible Parties**

Director of Finance and Administrative Services  
The Budget Committee

**AIP.III.D.1.b** *Along with each year’s recommended budget, the Budget Committee will prepare a Sustainability Report for the CLC that assesses the impact on sustainability of previous budget cuts in identified areas based on both qualitative and quantitative data drawn from program reviews and other relevant sources.*

**Brief Description of Progress Made**

The revised Budget Request/Annual Program Review Update provides an opportunity for each budget unit to indicate sustainability concerns and to request funds to address those concerns. In addition, the Budget Committee has made recommendations to the College Council regarding identified campus sustainability concerns.

**Timeline to Completion**

This Actionable Improvement Plan has been completed.

**Responsible Parties**

Director of Finance and Administrative Services

**AIP.III.D.1.d** *The Budget Committee will complete an annual review of the budget process, including a review of all forms and rubrics. The results and any recommendations based on this review will be presented to the CLC during the fall semester.*

**Brief Description of Progress Made**

The Budget Committee has reviewed and assessed our process on an annual basis. This review takes place each May as indicated on our Planning Calendar.
Timeline to Completion

This Actionable Improvement Plan has been completed.

Responsible Parties

Director of Finance and Administrative Services

STANDARD IV: Leadership and Governance

A - Decision-Making Roles and Processes

AIP.IV.A.5 The CLC will develop and implement a committee evaluation form that will be completed by each committee chair and presented to CLC at its last meeting each May. This form will be developed during the 2012-13 academic year and implemented in spring 2013.

Brief Description of Progress Made

The College Learning Council (now the College Council) determined that it was necessary to first identify the existing and on-going committees and review the entire committee list. Some committees met regularly and some hadn’t met in a long time. In addition, the State Chancellor’s office implemented several new community college initiatives that caused the College to identify new committees, and revise the existing committees to meet the requirements of the initiatives.

A new proposed committee chart was developed and shared with the various campus committees and constituents for their review. The new committees have begun meeting regularly and now the College Council can discuss and provide direction on the development of a specific written evaluation forms to be for all committees.

Timeline to Completion

The timeline for the completion of this Actionable Improvement Plan has been modified. The final committee evaluation form will be developed by College Council by the end of Fall, 2015 and implemented in the Spring of 2016.

Responsible Parties

Vice President of Academic Affairs
College Council
**B - Board and Administrative Organization**

**AIP.IV.B.3.g**  *To ensure that the matrix is clear and understood by all constituents, or that it reflects any changes in staff, the decision-making matrix will be reviewed annually by the College Learning Council.*

**Brief Description of Progress Made**

Porterville College is always prepared to meet the challenging needs of budget cycles, FTES, FON and 50% law targets assigned by the District office. Every year the College updates the administrative and organizational decision-making charts. In addition, the District reviews the Elements of Decision Making document, which addresses participatory governance and Board direction through the policies of the Board. This document is reviewed by the District’s Chancellor’s Cabinet, Consultation Council and Porterville College’s administrative team and College Council. The College’s organizational chart and the District’s Elements of Decision Making document are fully implemented and placed on various agendas for review on a regular basis.

**Timeline to Completion**

This Actionable Improvement Plan has been completed.

**Responsible Parties**

College President

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**SUMMARY**

This Mid Term Report reflects Porterville College’s ongoing commitment to systematic review and the resulting implementation of changes to ensure quality and sustainability in our programs, courses, and support services. The College continues to be committed to broad participation of all campus constituency groups and involvement, where appropriate, of our local community.

Porterville College is proud of its dedication and service to students and looks forward to the opportunities and challenges that will be faced while serving its students and maintaining the standards of accreditation set forth by the Accrediting Commission for Community and Junior Colleges.