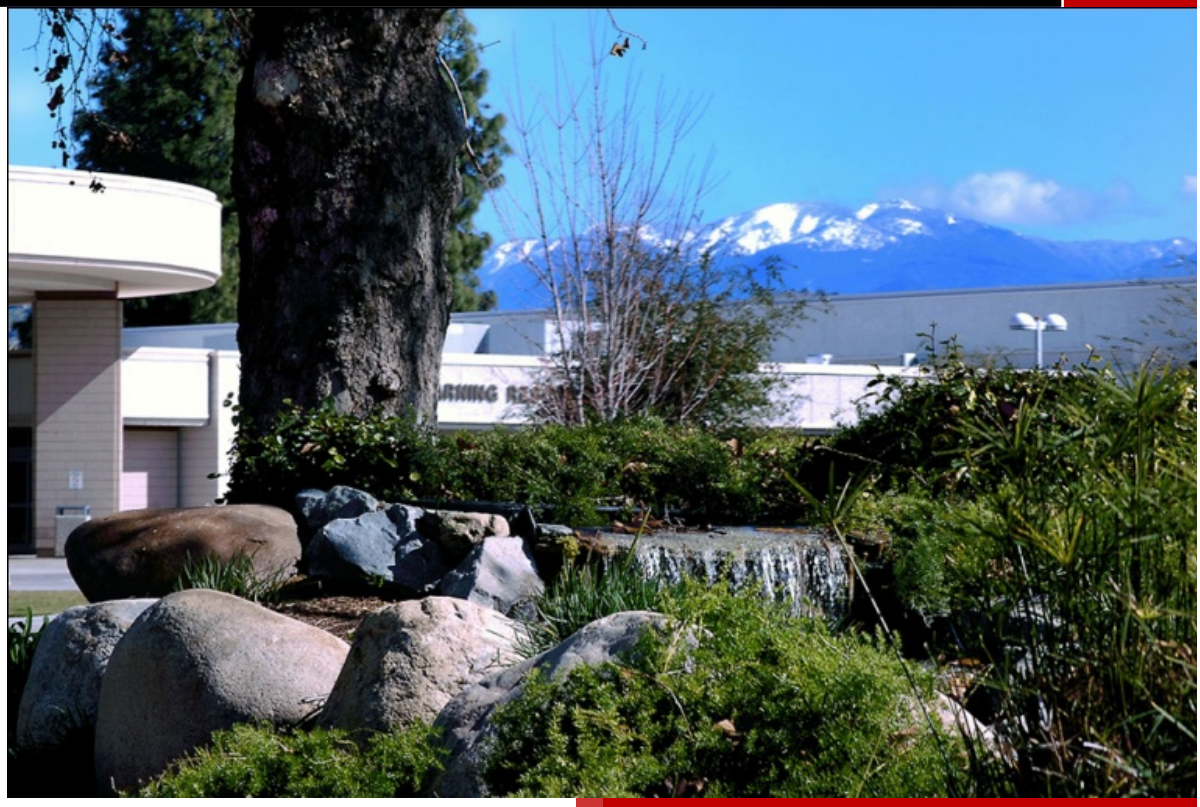
2012-2016

Educational Master Plan



Office of Academic Affairs

Porterville College

2012-2016

President's Message

Porterville College enjoys a reputation of being an educational institution focused on students, teaching and learning. Our dedicated staff and faculty have spent countless hours reviewing, discussing, and planning to meet the demanding and challenging needs of today's and future students, while at the same time maneuvering around the ever-changing regulations and funding allocations. The college staff reviews enrollment data trends, staffing, labor market needs, student transfer trends to four-year colleges and universities, feeder high school enrollment trends and waiting lists of students for the specific classes and educational programs.

Porterville College is located in Tulare County and is part of the Kern Community College District. The College was founded in 1927 and is located on 60 acres which is landlocked. Highway 190 is directly north of the college and is separated from the college only by a fence. In addition, on the south side of the college, there is an existing elementary and a middle school across the street. Therefore, it is very important to carefully plan to meet the needs for the future by identifying the educational programs that will prepare and provide skills students to enter the working world or to transfer to a four-year college or university.

The Educational Master Plan (EMP) is the foundation for developing the College's Facilities Plan. It takes well over eight years to be able to construct a new educational building starting with the identification of the building, to receiving funding, and finally, approval from the District and the State agencies. The Educational Master Plan is reviewed and updated regularly.

Best wishes,

Rosa F. Carlson, Ed.D.

Porterville College President

Acknowledgments

Cambridge West Partnership and HPI Architects would like to acknowledge the extremely valuable support and guidance provided by Porterville College and Kern Community College District in the creation of this Educational Master Plan. This includes President Carlson's administrative team - their guidance and direction throughout the process was invaluable.

The list of appreciation includes many. To all who participated, please accept our sincere thanks and gratitude. We are particularly indebted to the following individuals who worked long and hard in this planning effort.

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Rosa F. Carlson, President
Ann Beheler, Vice President Academic Affairs
Steve Schultz, Vice President of Student Services
Antonia Ecung, Dean Academic Affairs
Bill Henry, Dean Career & Technical Education
Rod Frese, Director Administrative Services (Interim)
Virginia Gurrola, Director Admissions & Records
Chris Craig, Director Information Technology
John Word, Manager Maintenance & Operations
Carol Brown, Administrative Assistant, President

Kern Community College District

Sandra Serrano, Chancellor
Tom Burke, Chief Financial Officer
Jane Harmon, Vice Chancellor Educational Services (Interim)

Final Review by the Porterville College Learning Council (CLC) Committee

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Intent of the Educational Master Plan and Method of Development

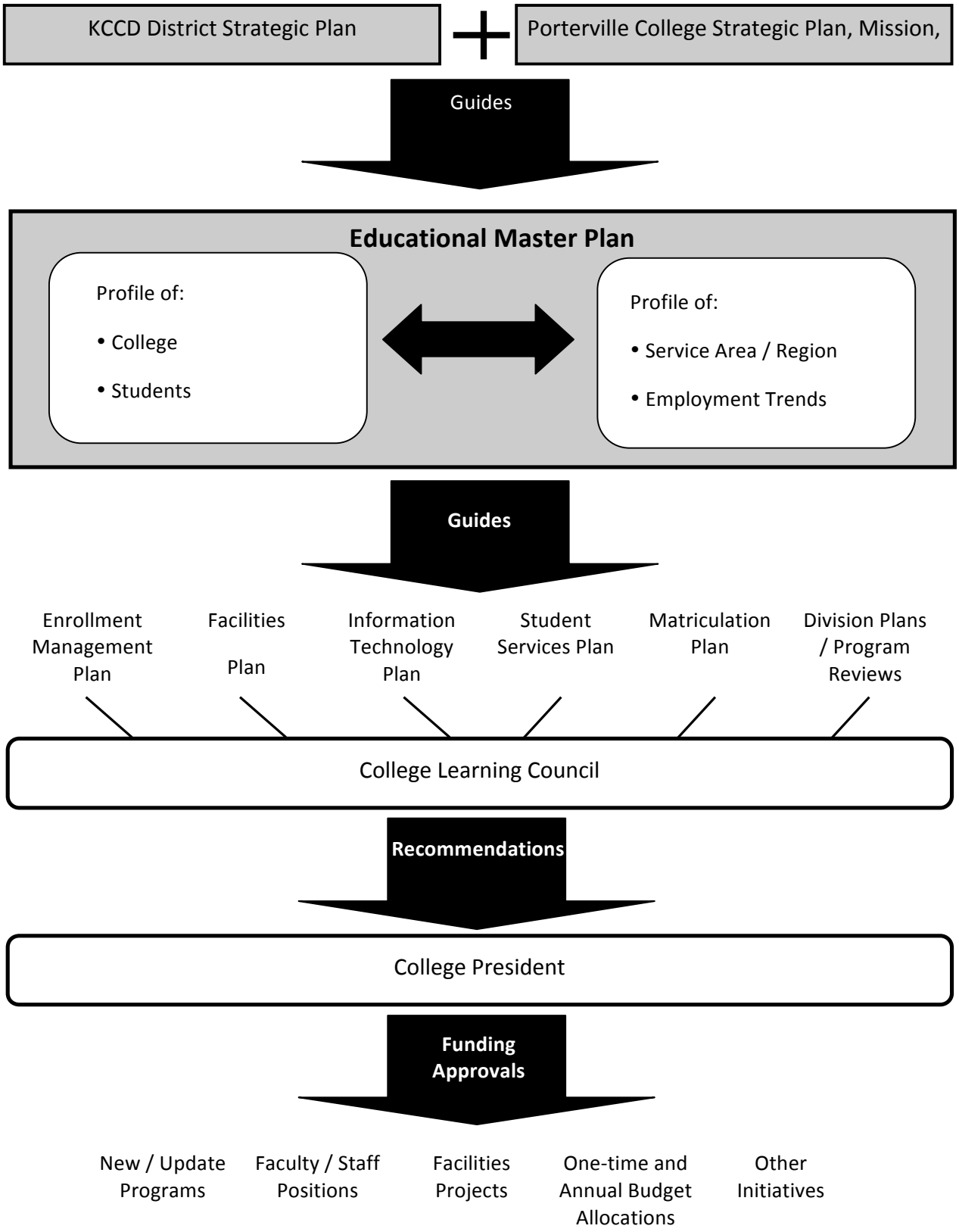
The Porterville College Educational Master Plan is a reflective evaluation of where we have been, where we are, and where we plan to be in the future with respect to meeting our educational objectives for providing services to our students and our community. The analysis presented in this document is based on a combination of data and the collective knowledge of faculty, staff, and administrators with respect to predicting the future programmatic needs for the college. Additionally, the Educational Master Plan aligns with the College's Strategic Plan and the Kern Community College District's Strategic Plan, and these two strategic plans also align with one another. This plan will guide our Facilities Master Plan because Porterville College is committed to providing facilities to support our educational goals, not vice versa.

As part of the plan, we have reviewed our course and program offerings with respect to raw numbers of student served, the equivalent full-time equivalent students (FTES), the number of full-time equivalent faculty (FTEF) per student, success and retention rates within courses, number of sections offered, percentage of students taking courses online, and degrees and certificates awarded (where appropriate.) This review has been done by discipline area to provide granular insights even though several of the discipline areas are not strictly considered to be programs. English, for example, is not a separate program in that it is not a degree or certificate program; however, English courses are integral to the overall success of all programs. In addition to the hard data, each division has provided an assessment of their areas as well as plans for the future, as specified in division program reviews.

With respect to future directions, the Educational master Plan uses labor market data from a variety of sources including EMSI, Inc., Bureau of Labor Statistics, and California Economic Development Data to project future business, government, and industry needs for workers in the region. For our purposes, the plan has largely used data for Tulare County and those counties immediately adjacent to Tulare County, though in some cases we have also presented national data as a backdrop.

The Educational Master Plan's projections represent our best analysis for what the College should do in the next five years; at the end of that time, we expect to update the Plan. Additionally, we will update the Plan based on significant changes that may occur during the next five years. The current plan is created after the approval of our Midterm Accreditation Report and prior to completion of our Self-Evaluation report in preparation for the Accreditation visit in fall 2012. Porterville College is in the process of implementing many of the action plans described in the report, but these action plans should be considered as on-going.

Master Plan Framework



Section I: College Background

College History and Background

Porterville College was established in 1927 as a part of the Porterville Union High School and College District. All of the classes were taught in high school classrooms until 1944 when a building was constructed on the high school campus specifically for the junior college. The College moved to its current location in 1955. The College dissolved its relationship with the high school district in 1967 and joined with the Kern Community College District (KCCD) that same year.

The KCCD covers an area of approximately 24,800 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino Counties. Geographically the largest community college district in the United States, the KCCD services a population base of about a million and an estimated enrollment of 42,000students. In addition to campuses in Bakersfield and Ridgecrest, the KCCD includes off-campus educational centers in Delano, Lake Isabella, Edwards Air Force Base, Bishop, and Mammoth. All three colleges are accredited by the Western Association of Schools and Colleges.

The Porterville campus covers approximately seventy acres and provides educational opportunities to people from a geographic area covering 2,800 square miles in southeastern Tulare County. Porterville College serves the community of Porterville, with a population of over 45,000 as of the 2010 Census, and a larger Tulare County service area population of almost 450,000. Additionally, the college serves three other counties including Kern, Inyo, and Mono counties, although to a lesser degree. The rural institution enrolls approximately 4,500 individual full- and part-time students each year.

A District-wide “Measure G” bond was passed in 2002, providing the College with over thirty (30) million dollars to fund a variety of projects. The College has completed a multi-year facilities enhancement project, funded primarily by Measure G funds. Specifically, the projects completed include: a library expansion project, the remodeling of the Learning Resource Center, and the construction of a modern fitness center. The College has built and sustained a first-class learning environment that prepares its students to reach their education and career goals, all in an atmosphere that promotes personal attention and a sense of community. The College is proud of its reputation for being academically and student focused, which includes the provision and maintenance of a physical environment that is comfortable and pleasant and accommodates learning.

The College offers credit educational programs that include transfer, career and technical education, and basic skills. Among these are several unique career and technical education programs, including Administration of Justice, Police Cadets, a Police Reserve Officer Academy, Corrections, Firefighter Academy, Psychiatric Technician, Licensed Vocational Nursing, and Registered Nursing. The RN program was originally presented in collaboration with Bakersfield College and was approved by the Board of Registered Nursing in May, 2010, to be offered solely by Porterville. There are eight academic divisions within the College: Career and Technical Education, Fine and Applied Arts, Health Careers, Language Arts, Physical Education and Athletics, Science and Mathematics, Social Sciences and Student Learning Services. These divisions offer a broad range of majors and transfer opportunities, certificates, and remedial courses and programs. Currently, the College offers eighteen Associate in Arts or Associate in Science degree majors and over twenty certificate programs. The College continues to position itself to meet the growing and changing needs of the community.

“Student Success” is a common theme at the College, and numerous support services are offered in the spirit of student-centered learning. Included in these services are academic advising and counseling, child care, a Disability Resource Center (DRC), financial aid, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Student Support Services, food services, bookstore, student activities and clubs, athletics, a transfer center, tutoring, assessment, admissions and records, orientation, a Wellness Center, and veterans’ services.

The Porterville College Foundation actively supports the College in developing activities, programs, and facilities that are in the best interest of our students. During the last ten years, the net asset allocation of the Foundation has grown and changed considerably. In 1991, the net assets were approximately $350,000, with more than eighty percent dedicated for scholarships. Today, the Foundation estimates its net assets to be approximately $5.4 million. The Foundation sponsors an energetic campaign to support college programs and faculty projects. In April 2011, the Foundation awarded $108,575 in scholarships at its annual banquet. Additionally, the Foundation raised $280,014 for the Osher campaign, which added 21 new Osher scholarships to the existing five, for a total of 26. Due to the 50% match from Osher, the Foundation will now be able to provide 26, $1,000 scholarships, annually in perpetuity.

The College is very proud of its reputation of being both academically-focused and student-centered, as well as being considered a pleasing educational environment due to its attractive campus. As indicated in the mission statement, while the College promotes a student-centered learning environment, the "staff commits itself to innovation, respect, collaboration, and participatory governance."

College Philosophy

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

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

College Mission

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

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

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

College Values

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

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

Section II: Strategic and Other Plans

Integrated Planning, Assessment and Action

The College Learning Council adopted a document, Integrated Planning, Assessment and Action (IPAA) in spring 2012 to describe the phases and activities relating to institutional planning at Porterville College. The four words within the IPAA Model – Integrated, Planning, Assessment, and Action - are intentionally included in the name to emphasize important aspects relating to effective institutional planning.

- **I**ntegrated
  This term is included to emphasize that planning is not an isolated activity, but one that includes the participation of all employee constituency groups, involves coordination with the various committees and groups on campus, and utilizes planning documents necessary to make informed decisions about all aspects of the college.

- **P**lanning
  Planning involves not only dealing with present circumstances, but also looking to where the College wants to be in the future. In order to move Porterville College and students into the future, the institution must plan now. With that, institutional dialogue needs to be continuous and utilize all data, reports, and documents available in order to make informed decisions.

- **A**ssessment
  Porterville College values continuous assessment in its efforts to improve services to students, employees, and the community. These assessments are maintained through program review, surveys, data review, and other activities that may provide the college with relevant information regarding its progress in meeting its stated goals and objectives.

- **A**ction
  Planning for the sake of planning does little in terms of institutional improvement. The result of any planning should be action. The actions taken in response to the planning and assessments conducted are those that not only improve services now, but also take into consideration actions that may affect students, the College, and the community in the future.

The IPAA Model

I - ***Integrated***

Effective planning cannot be realized if all constituency groups on campus are not involved. With that, before planning can take place, there needs to be active involvement among the employees of the College. As noted below, the various groups or committees relating to planning at Porterville College include representation from faculty, staff, administration, and students. When involved, each employee feels integrated into the overall operations of the College.

Since there are many committees, activities, or groups within Porterville College that participate in some part of planning, not all employees are expected to be involved in every phase of planning. However, every employee should or is encouraged to participate in at least one aspect of planning. This could be serving on a committee that relates to budget, enrollment management, institutional governance, or it

could be participation in their respective area's program review process. Regardless of how they may participate, this involvement allows employees an opportunity to connect their daily work with the overall efforts of the college.

In addition to being involved in areas relating to planning, the following excerpt from the College's participatory governance statement emphasizes the College's commitment to broad participation of employees in the governance and planning structures of the institution:

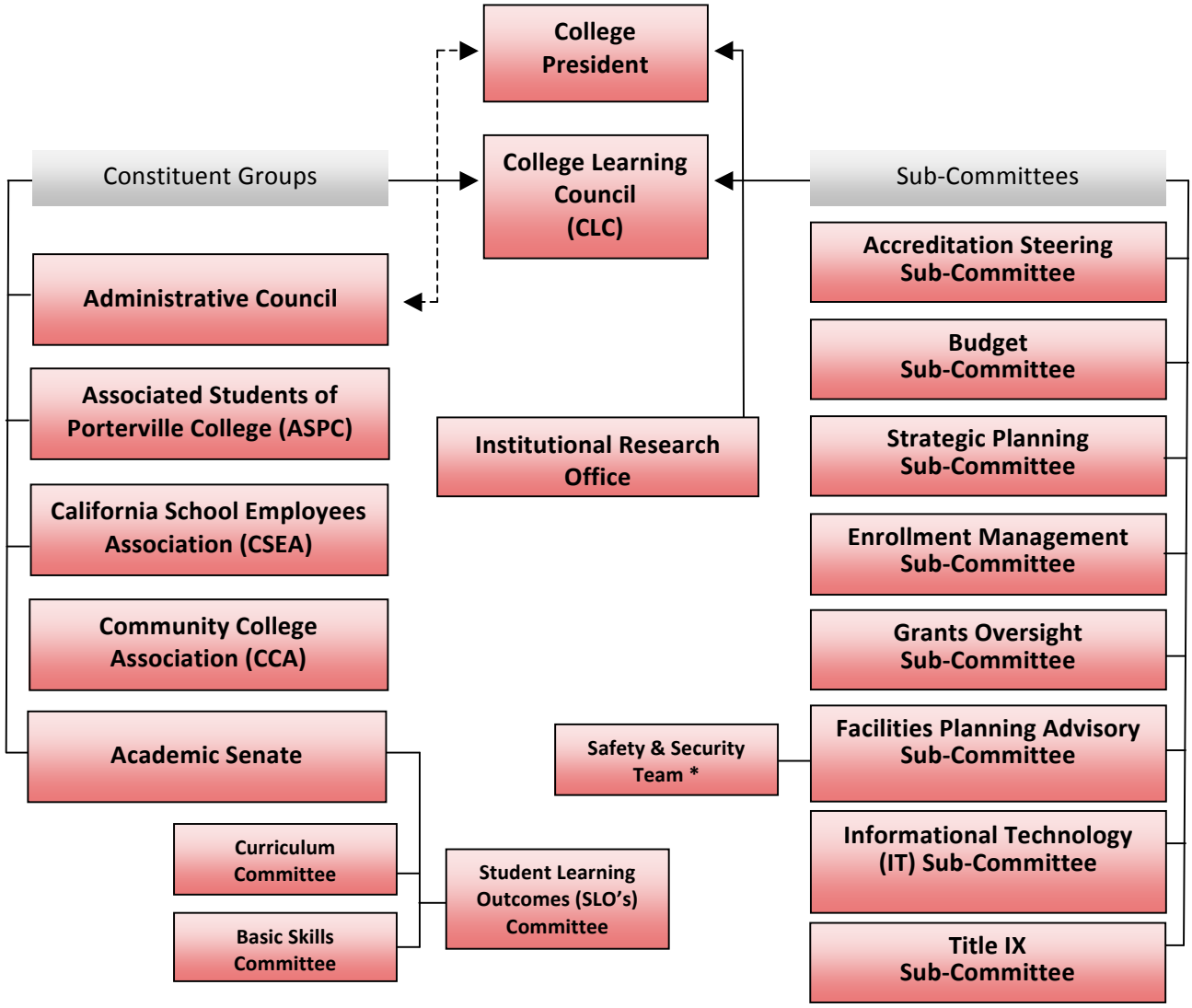
> *"Participatory governance at Porterville College takes place on multiple levels. It is a process that ensures the students, staff, faculty and administration the right to participate effectively in the governance of the college, providing the opportunity for input and ensuring this input is given every reasonable consideration and that all decisions are well informed. Through the participatory process, the campus community engages in ongoing dialogue about quality, learning assessment and implementation of institutional changes that improve student success. This dialogue promotes trust and broadens the sense of participation within the campus community."*

Within the various committees and councils that are provided on campus, there is active participation from all constituency groups. This broad representation not only allows employees the opportunity to participate, but also enhances and improves the overall planning and effectiveness of the learning and support services offered by the institution.

As indicated in the following flow chart, while each committee or group on the College Learning Council (CLC) conducts its own planning, the general oversight of college-wide planning occurs in the CLC. Not only does this body include broad representation from all the constituency groups on campus, it also includes representatives from the various committees on campus where more focused planning occurs.

Planning and Decision Making Flow Chart

The following flow chart illustrates the integration of employees, committees, etc. into the planning process.



* The KCCD Safety Coordinator decided Safety & Security would be designated a 'team' verses a 'committee' because committees, and/or sub-committees, are regulated and charged with additional duties, regulations, and reporting requirements under OSHA. (Occupational Safety & Health Act). *Minutes - Safety & Security Team 10/14/02*

P - Planning

Various documents have been created to assist the college in institutional planning. These plans include information such as data, demographics, current circumstances, projection of future trends, and findings from program review. Those listed below are not, however, all inclusive of the plans that may be developed and utilized as part of institutional planning. In addition, ongoing review of these plans occurs both within the specific committee or group from which the plan originated and within the CLC.

- **Educational Master Plan**

During spring 2012, the Cambridge West Partnerships group completed updating a portion the Educational Master Plans for the three colleges in the Kern Community College District (KCCD). The Master Plan includes an external scan of the college environment, opportunities for the future direction of the instructional programs, projections of fall term unduplicated headcount to 2025, and projections of space needs for both the instructional and support services of the college out to 2025. The Plan was given a campus-wide review and discussion and was integrated into all aspects of College planning, including projections of program and course offerings, facilities planning.

- **KCCD Strategic Plan**

During the 2011-12 academic year, representatives from each of the colleges in the District and District office staff met to plan for the updating of the KCCD Strategic Plan. Utilizing the analysis of external and internal scans, employee survey results, and various other data, an updated KCCD Strategic Plan was developed. During this same time, the Porterville College Strategic Plan was also being updated. Although the college plan was developed based on campus data and staff input, the goals within the college plan are similar in scope to those found in the district's plan. This was done in part to integrate the college with district-wide goals.

- **Porterville College Strategic Plan**

In spring 2007 a College Strategic Plan was developed to respond to the recommendations from the accreditation site visit. With the conclusion of this plan at the end of the spring 2012 term, the College began discussions and planning to update the current plan. Since the KCCD Strategic Plan utilized scans and surveys, disaggregated by college, it was decided to utilize that information, along with information from the ARCC Student Progress and Achievement Rate (ARCC-SPAR) study and the results from the Community College Survey of Student Engagement (CCSSE) survey when developing the College plan. After discussion and development of several drafts, the updated Strategic Plan was completed and approved by the CLC in spring 2012.

- **Enrollment Management Plan**

In fall 2011, the Porterville College Enrollment Management Plan was adopted. It is designed to guide enrollment planning for the next four years. The plan provides data depicting enrollment and other trends over the next few years that can be used in making enrollment decisions to meet or respond to area demographics, trends, high school yield, etc. In addition, six specific enrollment management goals were established to guide college-wide planning in terms of making decisions about program and course offerings and other issues relating to enrollment management.

- **Student Services Strategic Plan**

Based on the results from its comprehensive program review in spring 2009, a SWOT (strengths, weaknesses, opportunities, threats) perception survey was conducted by the staff. With divisional experience relating to the state budget cuts in categorical programs in mind, along with the program review and survey perception data, the Student Services staff discussed the development of a Strategic Plan to guide its planning during the next few years. In spring 2011 a Three-Year Strategic Plan (also known as a Plan of Action) was developed and implemented to begin in the fall 2011 term. This plan was designed to assist the programs within Student Services to focus on collective goals, continue to plan for the future, meet the needs of students in spite of budget cuts, and improve the delivery of services. The Student Services Plan includes five specific goals, with proposed strategies to meet each goal, and outcomes that will be attained by completing the strategies.

- **Technology Plan**

The Technology Plan provides guidance to the college in terms of processes for providing new and upgraded technology equipment and software, process for repairing technology equipment, minimum computer standards, wireless policies and procedures, use of computer procedures, and guidelines regarding media services and web pages. The plan also includes the organizational and reporting structure of the staff in addition to related KCCD board policies and procedures regarding computer use and network prohibitions. Due to the frequent changes in technology and the budget, and the recent updating of the College's Strategic Plan, the current Technology Plan is also being reviewed and modified in an effort to ensure support of the goals and objectives delineated in the College's Strategic Plan.

A - *Assessment*

One of the major activities on campus in which the College and its programs assess their effectiveness is through the program review process. Each instructional and non-instructional program conducts a program review every three years. These reviews include the compilation of various data and information including: the division/program mission statement; student learning outcomes (instruction) or service area outcomes (non-instructional); analysis of current performance; program strengths and areas for improvement; goals during the program review cycle to include a timeline, needed resources, obstacles to completion, and how the goals link to the College mission statement; staffing levels and requests for new or replacement positions; and budget requests with a justification for any increases noted.

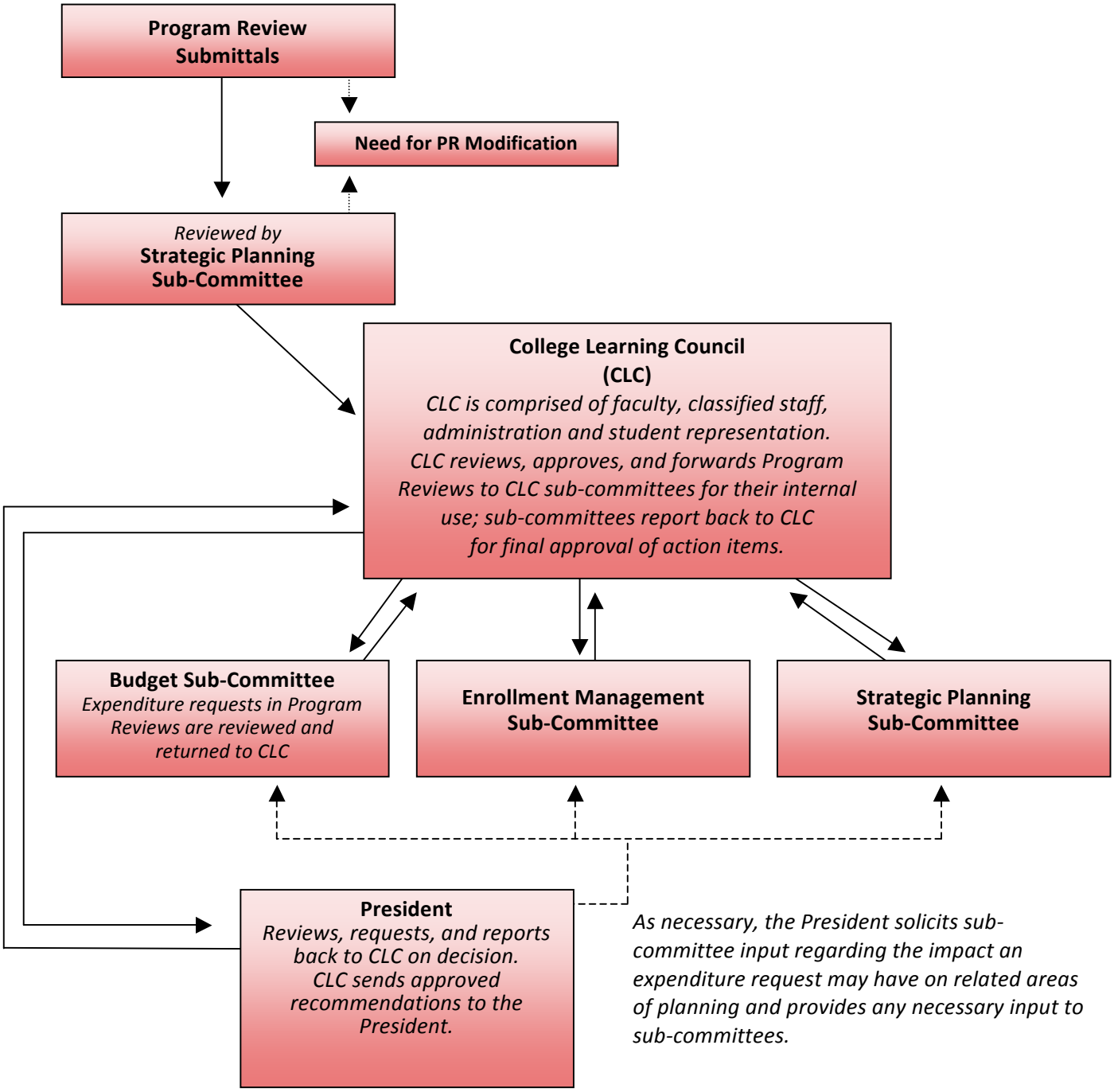
When the division completes its program review, it is forwarded to the Strategic Planning committee for evaluation to ensure that it contains the required information and meets the standards according to the program review evaluation matrix. Those reviews that are missing necessary elements are referred back to the division for modification and those that contain the necessary elements are forwarded to the CLC for review and approval. Once approved, the program reviews are then forwarded to and reviewed in the Budget committee to be used when making decisions about budget allocations.

In addition to information obtained from the regular program review process, the Porterville College Strategic Plan, Enrollment Management Plan, and Student Services Strategic Plan have within them various goals and objectives that are measured and assessed.

A - ***Action***

The final stage of this model is action. Once the reviews have been completed or goals and objectives have been assessed, some action is taken in response to the results found. Goals may change, processes may be modified, or services may be added. Regardless, what was found in the assessments, the results are used to improve the College's student learning and support services.

Linking Program Reviews
to the Planning and Decision Making Process



Additional details as to the monthly planning timelines and the relationship of the timelines to major institutional processes are located in the IPAA document.

College Strategic Plan

During the academic year 2010-11 representatives of Porterville College participated with colleagues from Bakersfield and Cerro Coso colleges as a work group to development the District Strategic Plan. The final product from those efforts was approved by the Board of Trustees in fall 2011 and can be reviewed at this web site http://www.kccd.edu/. The College began the process of updating its institutional strategic plan during summer 2011 with the intent of linking the District and College planning efforts. The College Strategic Plan spans the years 2012 to 2015 and can be reviewed at this web site http://www.portervillecollege.edu/research/Planning%20Documents.htm. A campus Strategic Planning Committee prepared a draft in fall 2011 and discussed it with the campus community during the flex days in January 2012. The College Learning Council subsequently adopted the College Strategic Plan in April 2012.

The College Strategic Planning Committee built upon the institution's mission, values and philosophy but also considered three clusters of data: (1) the College outcome measures/data contained in the Accountability Report for Community Colleges, 2011, with particular attention to the student progress and achievement rate outcomes associated with student success factors; (2) the perception data captured by the Community College Survey of Student Engagement (CCSSE) in spring 2011, and (3) the Kern Community College Climate Survey administered in fall 2011 to collect employee perceptions about trust, morale, communication and participation. The College identified five goals and created a series of objectives to pursue over the next several years.

In an effort to meet the needs of Porterville College students, to improve the instructional and support services provided, and to respond appropriately to the recommendations of the Student Success Task Force, the following goals were established.

Goal 1 ***Identify, apply, and assess best practices for student success***

Goal 2 ***Maintain a comprehensive, collaborative, and positive learning environment***

Goal 3 ***Provide professional and leadership development opportunities***

Goal 4 ***Maximize financial resources***

Goal 5 ***Strengthen collaborative partnerships with our communities***

The following objectives were developed to serve as measures of accomplishment during the next several years.

Goal 1 ***Identify, apply, and assess best practices for student success***

Objective 1.1 The percentage of students who complete each of the components of matriculation will improve by at least five percentage points from fall 2009 to fall 2014.

Objective 1.2 At least 50% of students will be fully matriculated by fall 2014.

Objective 1.3 The percent of new, incoming students who successfully complete one of the EDUC courses as listed on the Porterville College general education checklist in their first term will increase from fall 2011 to fall 2014.

Goal 2 ***Maintain a comprehensive, collaborative, and positive learning environment***

Objective 2.1 By the Spring 2014 administration of the Community College Survey of Student Engagement (CCSSE), the percentage of students who ask questions in class 'often or very often' (question 4a) will increase to the national average for that item.

Objective 2.2 The percentage of respondents in the climate survey answering that they agree or strongly agree that there is trust between college employees and the district office (question If) will increase from 20.8% in fall 2011 to 30% in fall 2013.

Objective 2.3 The percentage of respondents in the climate survey answering that they agree or strongly agree that information flows well downward through the organizational structure (question IVg) will increase from 42.7% in fall 2011 to 50% in fall 2013.

Goal 3 ***Provide professional and leadership development opportunities***

Objective 3.1 The percentage of respondents in the climate survey answering that they have participated in staff development activities (question Vc) will increase from 48.5% in fall 2011 to 55% in fall 2013.

Objective 3.2 The College will provide at least one forum each semester for faculty to have an opportunity to share best practices in the improvement of instruction and the use and assessment of student learning outcomes in courses.

Goal 4 ***Maximize financial resources***

Objective 4.1 The College will actively pursue one alternative funding source each year, such as grants, contracts, etc.

Objective 4.2 The College will maintain an active reserve, excluding district reserves, of at least 3-5% each year.

Goal 5 ***Strengthen collaborative partnerships with our communities***

Objective 5.1 The percentage of respondents in the climate survey answering that they attend community meetings, such as service clubs, intersegmental educational meetings with K-12 or university staff, etc., at least once or twice per semester (question Vf) will increase from 46.3% in fall 2011 to 50% in fall 2013.

Objective 5.2 By fall 2013, all Career Technical Education (CTE) advisory committees will meet at least once per semester and each committee will take and maintain minutes of those meetings.

The relationship between the goals in the Kern Community College Strategic Plan and the goals of the College is illustrated in the following graphic.

KERN COMMUNITY COLLEGE DISTRICT (KCCD) AND PORTERVILLE COLLEGE STRATEGIC PLAN LINKAGES

KCCD Goals		Porterville College Goals
Become an exemplary model practices of student success	⟷	Identify, apply, and assess best for student success
Create a collaborative culture collaborative, and and a positive climate	⟷	Maintain a comprehensive, positive learning environment
Foster a comprehensive and rich learning environment	⟷	
Strengthen personnel and institutional effectiveness	⟷	Provide professional and leadership development opportunities
Maintain financial stability	⟷	Maximize financial resources
Respond to community needs	⟷	Strengthen collaborative partnerships with our communities

These goals from the district and College Strategic Plans serve to guide the Educational Master Plan that in turn guides a series of functional plans such as:

- Enrollment Management Plan
- Facilities Plan (5-Year Capital Construction and long-range Facilities Plans)
- Information Technology Plan
- Student Services Plan
- Matriculation Plan
- Division Plans and Program Reviews

Enrollment Management Plan

The College adopted an Enrollment Management Plan in fall 2011 that was designed to guide enrollment planning over the next several years. The Plan is the result of discussions led by the Enrollment Management Committee (EMC) from fall 2009 through the adoption of the Plan. The EMC considered college-wide data over a three-year period from 2008-09 to 2010-11 shaping the six goals of the Plan. The data included the following areas:

1. Demographics of students and community
2. Enrollment trends by division and subject
3. Enrollment trends by course type
4. K-12 enrollment and high school yield enrollments at the College
5. Distance education enrollment
6. Occupational trends
7. Student success data
8. Accountability reports

Over the decade from 2001 to 2011 the fall term headcount of students has declined on average by -1.4%. In the table below the count of unduplicated students in each fall term is displayed. If a student took any non-credit coursework they are counted in the "Any" column. If the student took only non-credit coursework they are counted in the "Only" column.

Fall term Unduplicated Headcounts, 2001-2011

		Non-Credit		Total Unduplicated	
Fall Term	Credit	Any	Only	Students	% Change
2001	4,745	1,145	175	4,920	
2002	4,455	1,484	337	4,792	-2.6%
2003	3,903	1,134	166	4,069	-15.1%
2004	3,786	1,281	333	4,119	1.2%
2005	3,889	1,196	233	4,122	0.1%
2006	3,823	1,788	378	4,201	1.9%
2007	3,904	2,591	543	4,447	5.9%
2008	4,368	2,863	533	4,901	10.2%
2009	4,589			4,589	-6.4%
2010	4,341			4,341	-5.4%
2011	4,190			4,190	-3.5%
% Change	-11.7%	150.0%	204.6%	-0.4%	
Average	4,181	1,685	337	4,446	-1.4%

Source: Kern Community College District Research Office

The EMC developed the following six goals to guide the College outreach, retention and scheduling practices.

1. Work with Bakersfield and Cerro Coso Community Colleges to plan strategies for sharing courses that are rarely offered due to low enrollment.
2. Create strategies for handling issues related to implementing SB1440.
3. Analyze trends in high school enrollment and their impact on future enrollment management.
4. Analyze the relationship between local unemployment rates and enrollment and the potential impact of this relationship on College planning and decision-making.
5. Form collaborative groups to make decisions regarding prerequisites for courses that meet the same transfer and/or general education requirements.
6. Consider the feasibility of offering courses off-site.

Basic Skills Plan

The Basic Skills Initiative (BSI) Committee has focused on a several areas to promote and institutionalize concepts that facilitate academic success for underprepared students. The underprepared student group includes those who do not speak English as a first language as well as those who are academically under-prepared. The BSI Committee's main focus and planning efforts have been:

- Faculty/Staff professional development opportunities
- Supplemental Instruction Supervisor-Student Leader training and program implementation
- Establish and implement Linked Cohorts/Learning Communities
- Training for writing mentors
- Early Alert Program implementation

The committee has worked to promote faculty involvement in the process and development of strategies to serve those students who are underprepared, are English Language Learners, or have Basic Skills needs. At the College these students are integrated into campus courses that do not carry prerequisites. The BSI Committee began by encouraging faculty and staff members to participate in professional development workshops and conferences that address the needs of these student populations. Faculty who attended these professional development opportunities commonly returned to campus with new ideas that were shared with their colleagues. They often expanded and developed the new information into plans specific to the culture of the campus and the needs of students.

Two examples of this strategy are the faculty teams who participated in training sponsored by the Washington Center Learning Communities National Resource Center at Evergreen College and a second team of faculty who attended training at the University of Missouri at Kansas City's International Center for Supplemental Instruction. The teams returned with ideas to promote student academic success. These ideas included: (1) faculty developed linked cohorts/learning communities that are composed of two to three linked courses; (2) student Supplemental Instruction Leaders for each class linked in the cohorts; and (3) an Early Alert Program to work with the faculty and students in maintaining student attendance in the courses and workshops that promoted time management and organizational skills as well as scheduling appropriate one-to-one tutorial sessions as needed.

As an enhancement to the Supplemental Instruction initiative, the College has bolstered the campus Writing Mentor's program that is housed within the Learning Resource Center. There are student tutors

who serve as writing mentors who work primarily with Basic Skills students to develop the strategies necessary to complete out-of-class writing assignments for Language Arts, English Writing and other courses. They work with individual students to proofread and make appropriate revisions. The mentors are trained not to make corrections or complete the assignments for the students. They assist by asking questions relative to what the students have written. Through discussion they help students apply what they have learned in class to make the corrections necessary to complete the assignments.

Another component of the Basic Skills Plan is the Early Alert Program. Presently, one counselor works with the Linked Cohorts to track students who maintain low attendance in the courses. Although this program was developed in support of those students and the faculty in linked cohorts, the Early Alert counselor also accommodates other faculty and students throughout the campus. Faculty notify the counselor about those students who are consistently missing class. The counselor contacts the student and works with them to discern the problems they are facing. Students can take part in group or individual workshops that include organizational management skills, study skills, and time management.

The BSI initiatives described above also seek to assist students in developing an understanding of the intrinsic benefits of attaining an education vs. simply enrolling in classes to earn a degree or certificate.

The BSI Committee's future plans include:

- A study of the Accountability Report for Community Colleges Basic Skills Supplemental Report.
- Seeking funds to expand the linked courses/learning communities strategy to a summer bridge program (EMBARK) for those students who have not scored well on the campus entrance assessment test and/or the Early Assessment Program implemented by the CSU and high schools.

Some 65% of the entering students are placed into basic skills instruction. The College has included activities to strengthen basic skills instruction efforts as in the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant application filed with ten other colleges and funded by the Department of Labor.

Student Services Plan

In spring 2011 the Office of Student Services adopted a strategic plan. In addition to the ongoing commitment of the Office of Student Services to provide quality services, there were four other driving forces behind the development of the Plan of Action (or Strategic Plan):

- Results from the spring 2009 Office of Student Services comprehensive program review
- The division's experiences with and response to the recent categorical budget cuts
- The responses from the SWOT analysis surveys completed by the Student Services staff in spring 2011
- Student Services' commitment to meeting the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC)

As the specific program reviews were evaluated, it became apparent that there were three broad commonalities in the areas of improvement within all of the programs: staff, space, and technology. The following are the summary statements of need found in the program review report:

- Most programs have *staffing* concerns and are in need of additional full-time, part-time and/or adjunct personnel.

- Office *space* is limited and needs to be expanded to allow for program expansion and better quality of service to students.
- Student services-related *technology* needs to be improved and additional computers and/or labs made available in the student services area due to online registration, planned online degree audit system, EUREKA, ASSIST, and other online sources for students.

Several unwelcomed challenges in responding to the program review findings were the significant budget reductions the College began to face and plan for during the 2009-10 academic year and summer of 2010. With some staff layoffs, vacant positions left unfilled, and reductions in adjunct counselors, a reorganization of the reporting structure in Student Services was developed and implemented in an effort to better coordinate services. In addition to divisional reorganization, various strategies such as providing services in groups, enhancing the webpage, and developing additional online services were discussed and considered.

During the spring 2011 term, an "All Staff" meeting was held that included all of the staff in Student Services - administrators, counseling faculty, and staff, both full-time and part-time. One of the assignments from this meeting was for each staff member to complete a SWOT survey regarding the Student Services division. A SWOT survey is one that looks at an organization's strengths (S), weaknesses/areas of improvement (W), opportunities (O), and threats (T).

The results from the survey were compiled and the general groupings or various themes that were identified in each category are listed below:

SWOT Category Themes Indicated

Strengths	Dedicated and compassionate staff
	Staff work as a team and respect, support, and care for each other
Weaknesses	Inadequate amount of staff to serve all students
	Need better communication across the division
	Improve facilities and technology to better serve students
Opportunities	Support of faculty who may assist in student services efforts
	Local school districts and other agencies with which the College can coordinate
	Grants and other funding sources may be available
Threats	Budget cuts
	Overworked staff resulting in increased stress levels

The ACCJC standards emphasize integrated planning, use of quantitative and qualitative data, ongoing and systematic evaluation, and providing services that support student learning. To that end, and despite budget cuts and staffing reductions, Student Services is committed to meeting the ACCJC standards in order to enhance student services programs and better serve students.

To strengthen the goal development process, the concept of "SMART" goals was introduced during one of the workshops presented by the Professional Administrative Systems (PAS) Associates as part of the Kern Community College District's 2009-10 "Executive Leadership Series". The acronym for SMART has a

number of different variations but, whatever the words that are used, the main rationale of this concept is to develop well-rounded goals that will enable a person, program, or organization to be successful. When the various words within the SMART concept are addressed for each goal, this ensures that the goal incorporates the key concepts for it to be successful, useful, and appropriate.

Since the intent is to measure and achieve the goals, strategies, and outcomes, the SMART concept has been modified for the purposes of the Student Services Strategic Plan so that each goal, strategy and outcome has a SMART application. With that, the original SMART concept has been modified and referred to as **2**SMART. The first word in the 2SMART wording-pair applies to the goal and, since the strategies and expected outcomes are directly linked, the second word applies to the strategies and outcomes.

2SMART Application for the Goals, Strategies and Expected Outcomes

S **Significant and Specific**

The Goal will be *significant* to Porterville College students, the Office of Student Services, or to the College; not frivolous, but one that addresses an identified need. The Strategies and Expected Outcomes will be *specific* in their application to efforts in serving students with defined activities and results.

M **Meaningful and Measurable**

The Goal will be *meaningful* in that it is relevant or has meaning to the overall efforts in serving students. The Strategies and Expected Outcomes will be *measureable* yet completed with the understanding that some objectives may be easier to measure than others.

A **Appropriate and Action-oriented**

As stated in the mission statements of the College and the division, the Goal will be *appropriate* to the overall efforts of serving students. The Strategies and Expected Outcomes will be *action-oriented* and will have specific actions, plans, and results that will be realized during the course of the next three years.

R **Realistic and Results-oriented**

The Goal will be *realistic* in that it will represent an objective toward which the program staff is able to work. The goal will not be one that is so outlandish that there is little ability or interest in even attempting to reach it. The Strategies and Expected Outcomes will be *results-oriented* and have as their focus results that can be documented and celebrated when accomplished.

T **Timely and Time-based**

The Goal will be *timely* in that it is something that meets the needs of current students but can be modified as needs and student demographics change. The Strategies and Expected Outcomes, whenever possible, will be *time-based* and grounded within a time frame. With no time frame tied to them, there may be no sense of urgency to complete them. In most cases, the time frame will the three-year period of the Student Services Plan.

STUDENT SERVICES GOALS: 2011-2014

In order to improve our services and meet the needs of Porterville College students during the next three years, the following goals have been established. Since the Student Services Plan is also to be a living document, these goals and strategies may change over time, and some activities will be ongoing and never really completed. Following the listing of these goals is a more detailed explanation of the goals and the strategies that will be accomplished in an effort to meet the goal.

Goal 1 ***Shift the focus in Student Services from "helping" students to "teaching" them***

Goal 2 ***Encourage and foster divisional communication and collaborative processes***

Goal 3 ***Enhance the delivery of services through technologies and effective space utilization***

Goal 4 ***Research, review, and implement services reflecting best practices***

Goal 5 ***Increase local collaborative efforts and grant funding possibilities***

Additional details describing the specific goals, various strategies that will be accomplished to meet the goal, and the outcomes expected as a result of the completion of the goals and strategies are located in the Student Services Strategic Plan adopted in spring 2011.

Technology Plan

In 2009 the College adopted a Technology Plan to provide the best possible learning environment with the most advanced technology available within budgeted resources. Information technology contributes to all aspects of instruction and student services. The Information Technology (IT) Department participates in seven shared governance or advisory committees at the College.

Two general student computer labs are operated at the College to assist, train and otherwise support students in all of their technology education needs. The Educational Media Design Specialist in the IT Department assists faculty and staff with their technology needs in support of instruction.

Requests for technology assistance or repair are first entered into the District Office help desk and work order system. A College technician addresses any problems that the District help desk cannot resolve over the phone.

The Technology Plan established a minimum computer standard for new hardware (desktop or laptop computers) and software purchases. The College uses the Microsoft operating system and Office applications packages as well as Internet Explorer. However, instructional labs have a variety of software packages installed that meet the individual needs of course requirements.

The Technology Plan also documents the initiation of a phased wireless network service deployment following the accepted District-wide standards. The implementation will be spread over a four-phased plan based on funding availability and the order in which buildings are constructed or remodeled. The work began in 2009. The Plan outlines a series of computer and network use policies and procedures that expand on Board policy.

The Technology Plan acknowledges that faculty and staff at the College design a variety of web pages that play an important role in the institutional image and advancement of the College. However, to promote a professional appearance and a common "look and feel" for consistency, a series of policy recommendations, guidelines and standards are incorporated into the Plan. The College Web Site Coordinator reviews all website submissions and website links for compliance with federal accessibility and College standards.

Section III: Profile of Students, Employees, and Service Area

Porterville College, Overall Student Demographics

Unduplicated Student Headcounts

Year	Count
Fall 2006	4,095
Fall 2007	4,541
Fall 2008	4,582
Fall 2009	4,332
Fall 2010	4,337

Source: "KCCD Oracle Discoverer report entitled "student demographics; KCCD Research Analysis and Reporting "Fall Enrollment and Current FTES Update; Strategic Plan dated 10/27/2011."

Ethnicity	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
African-American	79	1.9%	89	2.0%	91	1.9%	108	2.4%	94	2.2%
American Indian	64	1.5%	54	1.2%	82	1.7%	74	1.6%	48	1.1%
Asian/ Filipino	226	5.4%	245	5.5%	292	6.0%	277	6.0%	255	5.9%
Hispanic/Latino	2,204	52.5%	2,399	53.9%	2,711	55.3%	2,675	58.3%	2,648	60.9%
Pacific Islander	6	0.1%	12	0.3%	16	0.3%	20	0.4%	12	0.3%
Two or more races	12	0.3%	22	0.5%	27	0.6%	42	0.9%	72	1.7%
Unknown	115	2.7%	153	3.4%	139	2.8%	91	2.0%	32	0.7%
White	1,495	35.6%	1,473	33.1%	1,543	31.5%	1,302	28.4%	1,184	27.3%

Source: "KCCD Oracle Discoverer report entitled "student demographics; KCCD Research Analysis and Reporting "Fall Enrollment and Current FTES Update; Strategic Plan dated 10/27/2011."

Gender	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	N	%	n	%
Female	2,767	65.9%	2,936	66.0%	3,131	63.9%	2,914	63.5%	2,909	63.5%
Male	1,340	33.7%	1,360	33.2%	1,590	35.0%	1,657	36.1%	1,655	36.1%
Unknown	15	0.4%	31	0.8%	27	0.6%	18	0.4%	18	0.4%

Source: "KCCD Research Analysis and Reporting "Fall Enrollment and Current FTES Update; Strategic Plan dated 10/27/2011."

Age	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%
19 or Younger	1,081	25.7%	1,092	24.6%	1,221	24.9%	1,148	25.0%	1,144	26.3%
20-24	1,175	28.0%	1,258	28.3%	1,396	28.5%	1,460	31.8%	1,481	34.1%
25-29	532	12.7%	599	13.5%	684	14.0%	656	14.3%	605	13.9%
30-39	581	13.8%	680	15.3%	688	14.0%	641	14.0%	578	13.3%
40-49	378	9.0%	373	8.4%	417	8.5%	383	8.3%	357	8.2%
50 or Older	453	10.8%	445	10.0%	495	10.1%	301	6.6%	180	4.1%
Unknown	1	0.0%								

Source: "KCCD Research Analysis and Reporting "Fall Enrollment and Current FTES Update; Strategic Plan dated 10/27/2011."

Summary of Overall Student Characteristics:

Student Characteristics – Fall 2010

Educational Goal	n	%
Associate degree w/o transfer	116	2.7%
BA after completing AA	1,750	40.4%
BA w/o completing AA	190	4.4%
Discover career interests	114	2.6%
Earn vocational certificate	188	4.3%
Educational Development	110	2.5%
GED preparation	84	1.9%
Improve basic skills	50	1.2%
Job advancement	100	2.3%
Maintain certificate/license	119	2.7%
Prepare for new career	379	8.8%
Vocational degree w/o transfer	125	2.9%
Undecided	994	23.0%
Unknown/Uncollected	12	0.3%

Source: KCCD Oracle Discoverer report entitled "student demographics."

- The highest percentages of students identify as their goal the desire to obtain an associate degree and transfer to a four year institution.
- 40% of students identify transfer to a four year institution as their educational goal.

Full-Time Employee Characteristics

The following tables describe employee characteristics by job classification as of fall 2010.

Confidential/Management

Age	n	%
<=34	1	9.1%
35-39	1	9.1%
40-44	0	0.0%
45-49	0	0.0%
50-54	5	45.5%
55-59	2	18.2%
60-64	2	18.2%
65+	0	0.0%
TOTAL	**11**	**100%**

Ethnicity	n	%
African American	1	9.1%
American Indian	0	0.0%
Asian/Filipino	1	9.1%
Hispanic	1	9.1%
Pacific Islander	0	0.0%
Unknown	2	18.2%
White	6	54.5%
TOTAL	**11**	**100%**

Gender	n	%
Female	6	54.5%
Male	5	45.5%
TOTAL	**11**	**100%**

Source: "MIS-HR Reporting; Strategic Plan dated 10/27/2011."

- 81.9% of Confidential / Management are 41 years or older, predominantly female.

Faculty (Full-time)

Age	n	%
<=34	1	1.5%
35-39	4	5.9%
40-44	7	10.3%
45-49	15	22.1%
50-54	11	16.2%
55-59	16	23.5%
60-64	7	10.3%
65+	7	10.3%
TOTAL	**68**	**100%**

Ethnicity	n	%
African American	1	1.5%
American Indian	0	0.0%
Asian/Filipino	1	1.5%
Hispanic	8	11.8%
Pacific Islander	0	0.0%
Unknown	12	17.6%
White	46	67.6%
TOTAL	**68**	**100%**

Gender	n	%
Female	36	52.9%
Male	32	47.1%
TOTAL	**68**	**100%**

Source: "MIS-HR Reporting; Strategic Plan dated 10/27/2011."

- 44% of full-time faculty are 55 years and older, 56% are below 55 years. Ethnicity is not reflective of service area.

Faculty (Adjunct)

Age	n	%
<=34	14	17.5%
35-39	5	6.3%
40-44	6	7.5%
45-49	12	15.0%
50-54	9	11.3%
55-59	11	13.8%
60-64	12	15.0%
65+	11	13.8%
TOTAL	**80**	**100%**

Ethnicity	n	%
African American	3	**3.8%**
American Indian	0	0.0%
Asian/Filipino	0	0.0%
Hispanic	16	20.0%
Pacific Islander	0	0.0%
Unknown	9	11.3%
White	52	65.0%
TOTAL	**80**	**100%**

Gender	n	%
Female	39	48.8%
Male	41	51.3%
TOTAL	**80**	**100%**

Source: "MIS-HR Reporting; Strategic Plan dated 10/27/2011."

- 42.5% of adjunct faculty are 55 years and older, 57.5% are below 55 years. Ethnicity is not reflective of service area.

Classified Staff

Age	n	%
<=34	9	13.0%
35-39	11	15.9%
40-44	6	8.7%
45-49	12	17.4%
50-54	10	14.5%
55-59	10	14.5%
60-64	7	10.1%
65+	4	5.8%
TOTAL	**69**	**100%**

Ethnicity	n	%
African American	3	4.3%
American Indian	3	4.3%
Asian/Filipino	1	1.4%
Hispanic	20	29.0%
Pacific Islander	0	0.0%
Unknown	4	5.8%
White	38	55.1%
TOTAL	**69**	**100%**

Gender	n	%
Female	52	75.4%
Male	17	24.6%
TOTAL	**69**	**100%**

Source: "MIS-HR Reporting; Strategic Plan dated 10/27/2011."

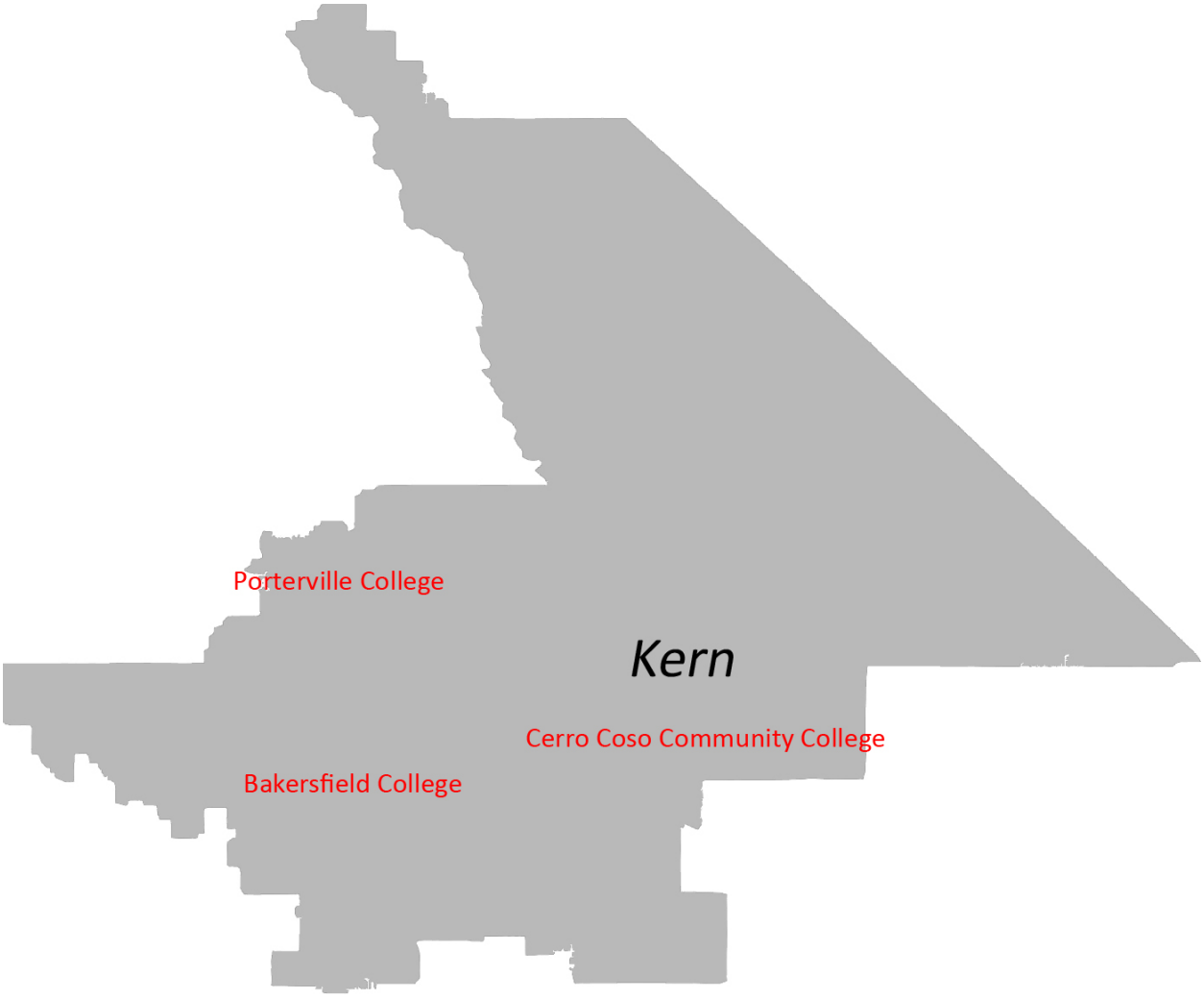
- 69.5% of classified staff are 54 years and below, predominantly female.

Summary

An overall scan of employee age, ethnicity, and gender reveals: Porterville College staff is made up of predominantly white females under the age of 55 years.

Kern Community College Service Area

Kern Community College District Map



Porterville College Service Area

Kern Community College District serves Kern, Inyo, Mono, Tulare, and San Bernardino Counties. Porterville College service area specifically includes the zip codes of 93207, 93208, 93218, 93257, 93258, 93260, 93261, 93265, 93267, and 93270. Additionally, though, the College serves primarily Tulare and Kern Counties, and in some disciplines services portions of Inyo and Mono Counties. Porterville College seldom serves residents of San Bernardino County, though other colleges within the District do.

	PC Service Area			Tulare County			Kern County		
	2010	**2020**	**% Change**	**2010**	**2020**	**% Change**	**2010**	**2020**	**% Change**
Total Population	130,628	138,950	0.06	442,546	491,353	11	840,045	952,199	0.13
Age									
<14	36,600	36,523	-0.21	120,053	140,123	16	210,143	254,063	21
>15 and <30	31,231	30,771	-1.5	103,848	102,908	-0.9	201,554	204,448	1.5
>30 and <65	50,928	52,737	3.6	176,837	190,952	8	352,075	387,268	10
>65	11,845	15,589	31.7	41,808	57,370	37	76,273	106,428	39.5
Race/Ethnicity									
White, Non-Hispanic	40,323	38,617	-4	144,578	145,832	1	325,045	331,859	2
White Hispanic	69,090	77,617	12	232,462	271,958	17	345,758	427,385	24
Non-White Hispanic	2,502	2,692	8	12,403	13,773	11	24,309	28,215	16
Black/African American	1,057	1,134	7	5,526	6,324	14	45,581	50,974	12
American Indian/Alaskan	1,352	1,387	2.6	3,335	3,558	7	5,921	6,435	9
Asian	4,942	5,216	6	14,275	15,889	11	33,237	38,260	15
Native Hawaiian/Pacific Isl.	125	128	2	371	399	8	996	1,125	13
Two or more Races	8,841	9,585	8	29,596	33,619	14	59,197	67,944	15
Gender									
Males	65,842	70,295	7	221,628	246,876	11	433,317	493,083	14
Females	64,784	68,644	6	220,918	244,476	11	406,727	459,117	13

	Inyo/Mono County			State			National		
	2010	**2020**	**% Change**	**2010**	**2020**	**% Change**	**2010**	**2020**	**% Change**
Total Population	32,660	33,970	0.04	37,253,447	39,754,540	0.07	308,735,524	326,337,086	0.06
Age									
<14	5,672	6,254	10	7,674,971	8,319,797	8	61,224,937	64,920,504	6
>15 and <30	6,186	5,483	-11.4	8,334,128	7,978,821	-4.3	64,726,307	63,954,580	-1.2
>30 and <65	15,907	15,709	-1.2	17,044,896	17,088,895	0.26	142,518,546	143,592,435	0.75
>65	4,896	6,524	33	4,246,445	5,882,456	39	40,265,736	56,292,575	40
Race/Ethnicity									
White, Non-Hispanic	21,977	21,488	-2	15,007,597	14,874,286	-1	197,221,828	201,373,064	2
White Hispanic	6,022	7,217	20	11,689,551	13,351,799	14	41,839,296	49,081,042	17
Non-White Hispanic	576	689	20	793,269	871,265	10	3,616,304	4,145,427	15
Black/African American	144	190	32	2,173,512	2,211,511	2	37,800,035	39,929,748	6
American Indian/Alaskan	2,126	2,273	7	162,694	173,015	6	2,249,591	2,423,005	8
Asian	419	491	17	4,793,862	5,305,654	11	14,523,575	16,403,295	13
Native Hawaiian/Pacific Isl.	26	31	19	129,052	137,387	6	482,481	526,188	9
Two or more Races	1,370	1,591	16	2,503,910	2,829,623	13	11,002,416	12,455,318	13
Gender									
Males	16,860	17,617	4.5	18,517,567	19,815,573	7	151,776,107	160,875,364	6
Females	15,801	16,353	3.5	18,735,881	19,938,967	6.4	156,962,420	165,461,723	5.4

Source: EMSI Analyst 3

Projected High School Graduates for the Service Area

The five high schools that provide the largest number of Porterville College students have been contributing an annual average of 280 students per year since 1996. A primary feeder group has contributed an average of 50 or more students annually to the College. Monache and Porterville High Schools are in this primary group. A secondary feeder group has contributed an average of 10 to 49 students annually to the College.

High Schools Supporting Porterville College and Average Headcount

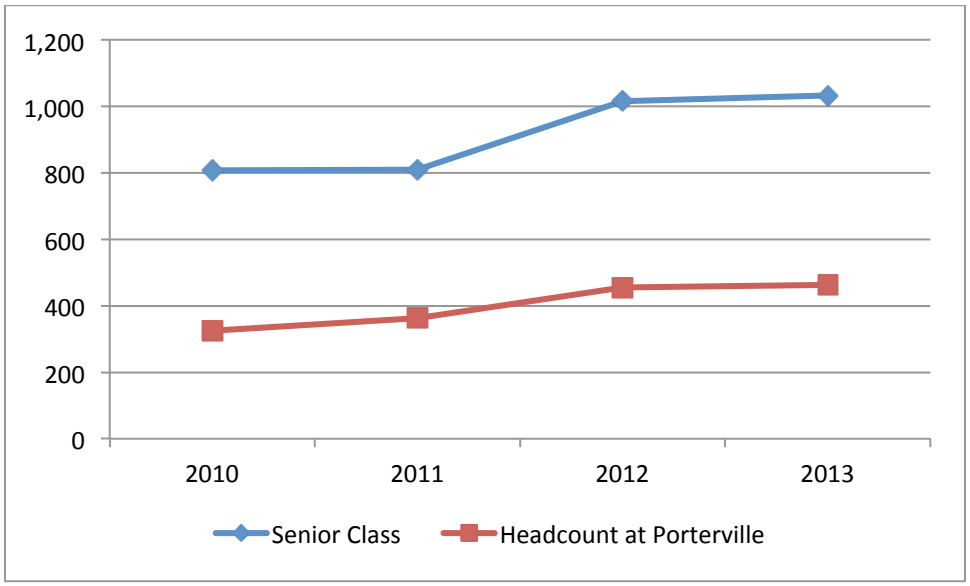
High School	District	Location	Approximate Distance	Annual Average	Last 3 Yrs Average	% Change 1996 to 2010
Primary Source						
Monache	Porterville Unified	Porterville	4 mi	104.7	144.7	46.70%
Porterville	Porterville Unified	Porterville	2 mi	88.1	129	73.20%
Secondary Source						
Granite Hills*	Porterville Unified	Porterville	3 mi	28.6	84	228.10%
Lindsay	Lindsay Unified	Lindsay	12 mi	20.3	29.7	71.40%
Strathmore	Porterville Unified	Strathmore	8 mi	13.7	24	35.30%

*opened in 2003

Source: California Postsecondary Education Commission, Detailed Data, Freshman Pathways; analysis by Cambridge West Partnership, LLC

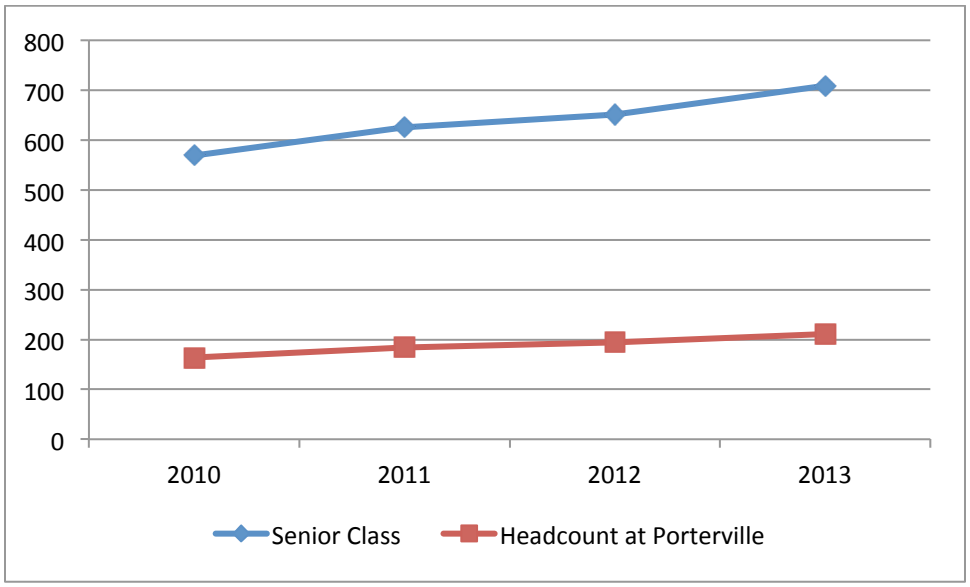
As shown in the preceding table, Porterville High School and Monache High School send more students to Porterville College than any other two schools. Over the next few years, Porterville high is projected to increase by 6.72% (between 2010-11 and 2015-16) while Monache High is anticipated to grow only 3.57% in that same time frame. The newest high school in the area, Granite Hills, is projected to grow approximately 9.67% between the years 2010-11 and 2015-16 and the school will likely become a primary feeder high school for Porterville College. The College average high school admissions yield rate from 2005 to 2009 was 42%. Based on 2010-11 headcounts in grades nine through twelve and the College's admission yield rate, a set of projections for possible future high school headcounts at the College has been illustrated in the two graphics below.

Primary Source High Schools Headcount Projection



Source: California Department of Education and California Postsecondary Education Commission; analysis by Cambridge West Partnership, LLC

Secondary Source High Schools Headcount Projections



Source: California Department of Education and California Postsecondary Education Commission; analysis by Cambridge West Partnership, LLC

Ethnicity of Student in District Area High Schools, 2010-11

School	Hispanic or Latino of Any Race	Amer. Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African Amer., Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Butterfield Charter High	135	15	8	1	1	5	95	1	1	**262**
Citrus High	157	9	2	0	3	1	28	0	3	**203**
Granite Hills High	869	23	16	2	7	9	210	2	10	**1148**
Harmony Magnet Academy	266	7	12	2	7	5	125	10	8	**442**
Lindsay Senior High	935	2	32	2	0	6	76	0	9	**1062**
Monache High	1228	14	71	0	80	19	429	8	28	**1877**
Porterville High	1200	59	19	2	11	8	457	13	18	**1787**
Strathmore High	277	0	0	0	0	0	64	0	4	**345**
Total	**5067**	**129**	**160**	**9**	**109**	**53**	**1484**	**34**	**81**	**7126**

Source: California Department of Education, "Enrollment by Ethnicity for 2010-2011: District and School Enrollment by Ethnicity."

District Feeder High Schools of Origin for 2010 Students

Top 5 Feeder High Schools – Fall 2009	Enrolled	% of PC Student Enrollment
Monache High School	876	20.2%
Porterville High School	855	19.7%
Other California High School	770	17.8%
Unknown/Unreported	452	10.4%
Granite Hills High School	410	9.5%
All Other	876	22.4%
Total	**4,582**	**100%**

Source: KCCD Oracle Discoverer report entitled "student demographics."

Section IV: External Scan

College in Context to Its Environment

Porterville College is located in the southwest quadrant of Tulare County. The County is located in the heart of the Central Valley next to the Sierra Nevada mountain range. The San Francisco Bay Area is approximately 225 miles to the north, while the Los Angeles area is about 200 miles to the south. The County is composed of roughly 4,800 square miles of land but is sparsely populated with only 91.7 people per square mile (in 2010). Almost half of all land in the County is devoted to national parks and forests, including the popular Kings Canyon and Sequoia National Parks, as well as the Inyo and Sequoia National Forests.

Economic Conditions[1]

As part of the external scan process, the economic climates at the national, state and regional levels were reviewed. While the economic conditions at these levels may appear to be removed from the day-to-day operations of the College, they will have a significant impact on the direction the College takes in the future. The sections that follow outline the findings from this review.

National Level

Based on the most current information from the Kyser Center for Economic Research (Los Angeles, California), the national recessing has hit bottom and the economy is beginning to rebound. Gross Domestic Product (GDP), the best measure of economic output, has regained the territory lost during the recession of 2007 to 2009.

The U.S. economic recovery, however, has been very unbalanced and unstable. Generally, it has been led by three factors: 1) Federal government spending (including the Bush Administration's Troubled Assets Relief Program, or TARP) and the Obama Administration's American Recovery and Reinvestment Program, or ARRA); 2) growth in exports; and 3) consumer spending. While consumer spending only registered a 1% gain over the past three years, the base for consumer spending is so large that even a slight upturn or a downturn can have an enormous impact on the economy.

Economic forecasts indicate that the U.S. economy is recovering. However, it continues to be dragged down by a slow moving real estate market with massive numbers of foreclosures pending, decreased business investment spending, declining revenues and reduced spending by state and local governments. Employment, which fell precipitously in 2008 and 2009, saw an increase of 1.1 million jobs for 2010. While this is encouraging, it needs to be put in perspective. A total of 8.4 million jobs were lost from 2007 to 2009. This translates to a jobs deficit of 7.3 million at the end of 2010. Viewed in this light, it will take labor markets several years to get back to pre-2007 employment levels.

[1] Sources for the determination of economic conditions included: Federal Level: Bureau of Economic Analysis, Bureau of Labor Statistics, Congressional Budget Office, Federal Reserve Bank, Office of Management and Budget, U.S. Census Bureau. State Level: California Board of Equalization, Department of Finance, Employment Development Department (Labor Market Information), and California Association of Realtors. Regional Level: Kern Council on Government, Kern County Government, and Tulare County Government. Private Level: The Kyser Center for Economic Research, Kern County Economic Development Corporation, Tulare County Economic Development Corporation, ESRI Data Systems, EMSI Data Systems.

Following are some the key indicators for the national economy in moving into 2011/2012 and beyond:

- GDP: After increasing by 2.9% in 2010, GDP is projected to grow by 3.1% in 2011 and by 3.4% in 2012.

- Consumer Spending: Overall, consumer spending (inflation adjusted) is forecast to grow by 3.1% in 2011 and by 3.0% in 2012. Consumer spending is the largest sector of the U.S. economy and holds the key to the future economic outlook. Not surprisingly, this sector is informed by consumer confidence.

- Labor Market Conditions: Unemployment for the fourth quarter of 2010 was at 9.4%. It is projected to hover around 9.0% (adjusted) by the end of 2011. Employment gains have been recorded in the sectors of Education and Healthcare, Business and Professional Services, Tourism, Manufacturing and Retail Trade. The nation's unemployment rate likely will continue to be unacceptably high through 2012.

- Household Financial Assets: Grew by 4.3% by the end of 2010. However, the value of household real estate assets decreased by -2.1% (reflecting foreclosures and lower prices).

- Housing Starts: The number of housing starts was 587,600 in 2010. It is projected to be 650,000 in 2011 and 940,000 by 2012. In 2005, at the height of the real estate boom, housing starts across the nation totaled 2,076,000.

- Corporate Conditions: Adjusted total pre-tax corporate profits across the nation were up by 26% for 2010. This upward trend is projected to continue in 2011 and 2012.

- Government Spending: The forecast for 2011 and 2012 is for continued growth in federal government purchases, although at substantially lower rates than the "stimulus era" of the past three years. Spending is projected to grow particularly in workforce training and education, unemployment compensation, and healthcare programs. The purchase of goods and services by state and local governments will be flat to declining.

- Foreign Trade: U.S. exports are projected to increase (inflation adjusted) by 6.2% in 2011 and by 5.1% in 2012. Purchases of foreign made goods and services are forecast to increase by 4.0% in 2011 and by 6.5% in 2012.

- Inflation: Measured by the Consumer Price Index (CPI), annual consumer inflation decelerated from 2.8% in 2007 to 1.4% in 2010. The price for oil (forecast at $90 to $105 per barrel) and natural gas ($4.75/thousand cubic feet) are projected to escalate through 2012. As a result, food prices and the cost for transported goods are also projected to increase through 2012. Overall, the CPI is projected to increase by an average of 2.5% in 2011 and 2012.

- Monetary Policy and Interest Rates: Actions taken in the last three years by the Federal Reserve (Fed) will ensure that short-term inflation is kept in check through 2011. The Fed will endeavor to return interest rates to more normal levels. At the same time, market jitters are causing havoc for long-term interest rates. The current projections are for 10-year Treasury Notes to reach 3.5% by 2011 and increase to 4.0% by 2012. The 30-year fixed-rate mortgage is projected to remain below 5.0% through 2011 and increase to 5.5% by the end of 2012.

- Fiscal Policy: The Congressional Budget Office (CBO) forecast that the effects of the American Recovery and Reinvestment Act (ARRA) are expected to fade away over the next two years. The CBO is projecting a $1.5 trillion deficit for FY 2011. This will equal 9.8% of the GDP. It is almost as high as in 2009, when the deficit was 10% of the GDP – the highest in nearly 65 years.

- Global Markets: Failing global capital markets cannot be overlooked in terms of impact to the U.S. economy. The threat of economic failure from countries such as Greece and Ireland (rescued by the IMF and the European Union) as well as the dubious financial positions of Italy and Spain underscore the reality that whatever happens globally, affects the United States.

Summary: The baseline forecast calls for the U.S. economy to continue on its recovery path through 2012. The recovery will be moderate, however. A number of uncertainties could cause the economy to accelerate or contract through 2012 and beyond. Chief among these uncertainties are the following:

- Market Fragility: The financial market system carries considerable risks, particularly in global capital markets. The weakening of the financial position of state and local governments is another concern. Any of these risks could trigger problems in the global capital markets, and consequently affect the large U.S. banks and trickle into the domestic economy.

- Credit Crunch: The banking industry is still reluctant to provide the credit needed to expand business and support economic growth. The economy cannot improve without credit to finance business and household spending for big-ticket items. The large commercial banks are on the mend. However, many small community banks are in weaker positions due to the high number of ailing (local) commercial real estate ventures that are currently on the books.

- Housing: There is no definitive timeline on when lenders will work through their toxic real estate loans or when home prices will stop the free fall.

- Price of Oil and Gasoline: Sustained increases in oil and gas prices have the potential to drag the recovery in the opposite direction. Gasoline prices have risen in 2011 and are projected to increase again in 2012.

Following are the Key Economic Indicators for the U.S. Economy:

U.S. Economic Indicators

(Annual % change except where noted)	2005	2006	2007	2008	2009	2010	2011f	2012f
Real GDP	3.1	2.7	1.9	0.0	-2.6	2.9	3.1	3.4
Nonfarm Employment	1.7	1.8	1.1	-0.6	-4.3	-0.5	1.1	1.8
Unemployment Rate (%)	5.1	4.6	4.6	5.8	9.3	9.7	9.0	8.5
Consumer Price Index	3.4	3.2	2.8	3.8	-0.3	1.6	2.5	2.5
Federal Budget Balance (FY, $billions)	-$319	-$248	-$162	-$455	-$1,415	-$1,294	-$1,500	-$1,100

Sources: Bureau of Economic Analysis, Bureau of Labor Statistics, Office of Management and Budget, Keyser Center for Economic Research, Los Angeles Economic Development Commission

U.S. Interest Rates

(4th quarter averages, %)	2005	2006	2007	2008	2009	2010	2011f	2012f
Fed Funds Rate	3.2	5.0	5.0	1.9	0.16	0.18	0.25	2.5
Bank Prime Rate	6.2	8.0	8.1	5.1	3.3	3.3	3.3	5.5
10-Yr Treasury Note	4.3	4.8	4.6	3.7	3.3	3.2	3.5	4.0
30-Year Fixed Mortgage	5.9	6.4	6.3	6.0	5.0	4.7	4.9	5.5

Sources: Federal Reserve Bank, Keyser Center for Economic Research, Los Angeles Economic Development Commission

Implications for Porterville College:

- While the national economy is improving, it will be a very slow process. Regaining the ground that was lost will take several years.
- Because there is an imbalance among the key economic indicators, some growing, some lagging, the recovery will be in fits and starts.
- Expect high unemployment rates to continue, as business and industry, although growing, are reluctant to commit to expand or either rehiring laid-off personnel and/or new hiring.
- U.S. jobs that will see growth will be in the sectors of Education and Healthcare, Business and Professional Services, Tourism, Manufacturing, and Retail Trade.
- Real estate assets will continue to be depressed until the number of foreclosures is decreased.
- Federal spending will be focused on workforce training and education, unemployment and healthcare programs.

- Higher costs for energy can be expected, with projected cost increases for oil and natural gas. Higher prices at the pumps will likely impact the education choice for students who travel a great distance or do not have access to public transportation.

- The looming $1.5 trillion federal budget deficit will affect consumer confidence, including those of taking-on additional tax burdens.

- Reduced funding support from the federal government will impact the state and local governments. They will be burdened with matching revenues to expenses.

- Households of the service area will be impacted by the national credit crunch. Loans for business and big-ticket domestic purchases will be more difficult to secure.

California

The performance of the California economy was mixed in 2010 – some sectors grew, some remained flat and some weakened. Retail sales have finally showed signs of recovery. The tourism industry also rebounded to help improve the state's gross financial output from the previous year. At the same time, property values continued to fall and even though state and local revenues were up from 2009, failure to get a handle on government spending and a lack of new job growth limited the state to only a 0.5% gain in year-over GDP growth. GDP growth was 1.5% in 2009 and 2.0% in 2010.

One of the greatest concerns for continued progress in California's recovery is the condition of the State budget. While tax revenues increased during the first six months of 2011, general fund expenditures also increased. By the end of 2011, the State Department of Finance projects an $8.2 billion dollar deficit. Looking ahead to 2012, the Governor is projecting a budget shortfall of $17.2 billion. Over the two years, this translates to $25.4 billion dollars of red ink. Whatever solutions are determined, i.e. reductions in government employment and spending or the addition of new taxes, the impact will be the same - a slow California recovery.

The potable water supply is another serious concern for the state. Even with the heavy rains in December of 2010, water in California continues to be in short supply. Environmental rulings regarding water have the potential to place one of California's greatest economic generators, i.e. agriculture, in jeopardy. It will also have an impact on municipalities and domestic users. It will create an atmosphere of uncertainty and speculation.

The third concern is the labor market. It did not improve much from 2009 to 2010. Nonfarm employment fell by -1.5% during 2010. This translated to a loss of 212,600 jobs. Equally distressing was the state's unemployment rate, which averaged 12.4%. For 2011, nonfarm employment is projected to gain only 0.8% while unemployment is forecast to average 12.1%. The forecast for 2012 reflects improvement, but it will not be robust by any means. Nonfarm job growth is projected to rise by 1.8%; unemployment is forecast at 11.5%.

These factors will combine to keep the California recovery moderate in 2012 and 2013.

Pluses and minuses, relative to the California economy since 2009 are captured in the following overview:

Pluses

- Retail and Automobile Sales: Spending in retail and auto markets by consumers has improved. Retail sales rose by 6.6% in 2010 and are expected to maintain growth in 2011 and 2012. Automobile sales also have been a strong.

- Agriculture: Gross farm receipts rebounded in 2010 by 5.9% after falling by -9.6% in 2009. Assuming normal weather patterns and stable fuel and feed costs, agriculture revenues are projected to post a moderate year-over increase for 2012.

- Technology (Including Aerospace): The components of California's Technology sector have been somewhat mixed. Business demand for technology products rose in 2010 and is forecast to continue through 2011 and 2012. Sales of consumer technology were very strong, particularly for computers, e-readers, electronic notepads, MP3 players, and smart phones. California's high tech manufacturers of semi-conductors have benefited as a result. In the defense sector, a number of government-sponsored projects are underway within the state. However key defense cutbacks beginning in 2012 could impact this sector of the economy.

- Tourism: Hotels in California posted increases in revenues of 7.4% in 2010, taking back some of their losses from 2009. Through 2011 and 2012, hotel revenues are projected to record moderate gains.

- Exports/Imports: The State's ports were busy in 2010. Growth through 2012 is expected to be solid. Exports through the first 11 months of 2011, via the state's custom districts, increased by 23.5% while imports grew by 21.9%.

- Entertainment: This sector posted a solid gain in 2010 via a strong consumer demand.

- Private Education: Driven by the need for training, re-training, and changing technology, there has been a strong (renewed) consumer interest in education. Private education has been the beneficiary of this demand. While postsecondary public institutions have recognized the demand, they have not been able to capitalize on it due to State mandated budget cuts.

- Healthcare: Driven by the baby boomer generation, healthcare and the health-related industry are projected to remain strong for 2012 and into the future.

- Population Growth: The state's population as of July 2010 was 38.7 million. It is projected to reach 39.5 million by mid-2012. The sheer volume of people within the state creates an economic engine and GDP that is second only to eight other countries in the world.

Minuses

- Housing/Housing Related Activities: Even though new housing starts increased from 2009 to 2010, the increase was marginal. The increase was primarily due to federal tax credit incentives. These have gone away. As a result, the construction of new homes continues to be in a near depression state. The recovery of the housing market is very uncertain. The next round of foreclosures is fueling the uncertainty. In 2009, only 36,421 housing permits were issued. For 2010, there were 44,601 new housing starts. For 2011, the number of single-family residential units is projected to grow by 9.0%. However, these numbers are a fraction of the 2004 peak, when new housing starts registered 212,960. These numbers underscore the condition of the current housing market.

- With regard to public works projects, 2010 and 2011 will show increases. These increases, however, will be short-lived, as the federal stimulus program winds down in 2012. New public works projects at the state and local governments will be limited in 2012 and 2013 due to lack of funds.

- Environmental Regulations: AB 32 (greenhouse gas legislation) will present business/industry and the consumer with many new regulations. It is projected to have a dampening impact on the business climate. California residents and businesses will likely face higher energy costs in the future.

Summary: Recessionary employment losses are diminishing. Still, there is a considerable gap between pre 2007 and the current employment/unemployment conditions. As firms gain confidence that the recovery is for real, an upturn in employment will be experienced.

The largest gains for 2011 are projected to occur in Leisure and Hospitality (30,900 jobs), Administrative and Support Services (19,200 jobs), Professional, Scientific, and Technical Services (15,300 jobs), Transportation and Utilities (14,900 jobs), Wholesale Trade (12,800 jobs) and Health Services (11,000 jobs). Only two industry sectors are projected to lose employees in 2011, Management of Enterprises (-300 jobs) and Government (-35,000 jobs).

The short-term outlook for the California economy is better, but only marginally better. The economy is at least headed in the right direction, although there is still long ways to go to get back to pre-recessionary levels. State government will need to address its deficit spending issues and the housing market will need to improve before the economy can move beyond marginal, incremental progress.

Implications for Porterville College:

- While the state economy is improving, it is improving slowly.

- California's unemployment rate will remain high (11.5%) through 2012.

- The projected State budget deficits through 2012 will likely trigger more belt tightening for state postsecondary institutions and for state sponsored capital construction projects.

- Jobs within the State that will experience the greatest growth will be in Leisure and Hospitality, Administrative and Support Services, Professional, Scientific, and Technical Services, Transportation and Utilities, Wholesale Trade, and Health Services.

- Housing starts will remain at low levels through 2012; the annual growth rate of the population will slow considerably.

- Energy costs, for gasoline and natural gas will rise. The impacts of AB 32 (California Greening) will also create a burden on State residents. Distance education may play a larger role in the postsecondary education market.

- Because of budget cutbacks, the College will not be able to meet the demands of all students seeking a postsecondary education. The greatest opportunities for growth will be in not- for-credit and contract education, i.e. areas that are not dependent on traditional public funding.

Tables that display multiple year trends in California economic indicators and nonfarm employment are found in the appendices of this report.

Regional Area Economy – Tulare County:

Kern Community College District's Porterville College is located in Tulare County. While its southern boundaries border Kern County, its economic and demographic characteristics are more closely resemble Tulare County.

The economy of Tulare County is heavily steeped in agriculture and agribusiness. Its dairies produce more milk than any other county in the United States. The county's agribusiness alone produces over $4 billion dollars in good per year. Tulare County is recognized as the most agriculturally productive county in the nation. Farm employment accounts for more than 25% of all employment in Tulare County.

Tulare County's central location and transportation infrastructure make it ideal for warehousing and distribution. Because it is a gateway to the Sierra Nevada mountain range, it also supports a strong tourist economy. Its low cost of living and affordable labor force make it attractive and welcoming to new business. Home ownership is among the most affordable in the state. The median price of a home in Tulare County is currently in the mid $200,000 range.

A look at the key economic indicators for Tulare County discloses a current day population base of over 440,000. Nonfarm employment, which accounts for almost three-fourths of the all jobs, has been slow to grow over the past eleven years, gaining only 6.8% with an annual .62% average. Unemployment is high and exceeds the state average by a fairly wide margin. A perennial contributor to the high

unemployment rate is the seasonal employment factor, a condition that is characteristic of economies that have a large agricultural base.

Per capita income is also below the State average. The median household income for Tulare County in 2010 was $42,563. Income comparisons with other parts of California indicate that the wages paid in Tulare County are generally less for the same/similar type of position. This is primarily the result of Tulare County's cost of living.

Revenue generated from taxable sales averaged 4.62% on an annual basis in the year 2000. Overall, the increase was 51% from 2000 to 2010. Similar to the State and nation, new housing starts saw a significant decrease from year 2000 to 2010. For comparison, at the height of construction in 2006 new housing starts were 3,612. The construction sector of the economy has been depressed for the past four years. It is still in a recessionary state.

Tulare County Summary of Key Economic Indicators

Year	Population	Nonfarm Emp	Unemployment	Per Capita Income	Median HH Income	Taxable Retail Sales	New Housing Starts
2000	368,021	100,900	13.4	$14,006	$34,022	$3,222,069,000	1,879
2010	442,013	105,100	17.5	$16,232	$42,563	$4,861,050,000	875
11 Yr +/-	20.1%	4.2%		15.9%	25.1%	50.9%	-53.4%
Ann Aver	1.83%	0.38%	13.2%	1.44%	2.28%	4.62%	-4.86%

Source: ESRI Data Systems; California Department of Finance; Employment Development, Labor Market Information

Current Comparison of Key Economic Indicators

Year 2011(f)	Population Growth Rate	Unemployment	Per Capita Income	Median HH Income
State	0.70%	11.2	$27,845	$60,992
Tulare County	1.19%	17.1	$16,535	$43,665

Source: ESRI Data Systems; California Department of Finance; Employment Development, LMI
Note: Data for 2011 is forecast ahead of the actual close of the 2011 year.

Employment in all industries is projected to grow annually in Tulare County by 11,100 jobs or .7 percent between 2008 and 2018. The fastest growing non-farm sector is the Government and Retail Trade sectors. Health Care is also a strong source for employment along with Manufacturing. Not surprisingly, Food Processing and Agriculture-related industries are also expected to add some jobs. Additionally, several major distribution centers are located within Tulare County.

Tulare County, Employment by Industry

	Annual Average Employment				10-Year %	Annual %
Industry	2008	%	2018	%	Change	Change
Self Employed	12,900	7.8%	12,600	7.1%	-2.3%	-0.2%
Unpaid Family & Private Household Workers	2,200	1.3%	2,800	1.6%	27.3%	2.7%
Farm	36,700	22.2%	38,700	21.9%	5.4%	0.5%
Mining, Logging & Construction	6,100	3.7%	6,800	3.9%	11.5%	1.1%
Manufacturing	11,900	7.2%	11,100	6.3%	-6.7%	-0.7%
Trade, Transportation & Utilities	25,100	15.2%	27,200	15.4%	8.4%	0.8%
Information	1,400	0.8%	1,400	0.8%	0.0%	0.0%
Financial Activities	4,400	2.7%	4,400	2.5%	0.0%	0.0%
Business & Professional Services	10,100	6.1%	10,600	6.0%	5.0%	0.5%
Education & Health Services	10,800	6.5%	12,700	7.2%	17.6%	1.8%
Leisure & Hospitality	8,900	5.4%	10,000	5.7%	12.4%	1.2%
Other Services	3,100	1.9%	3,500	2.0%	12.9%	1.3%
Government	31,800	19.2%	34,700	19.7%	9.1%	0.9%
Total	**165,400**		**176,500**		**6.7%**	**0.7%**

Source: Labor Market Information, Tulare County Projections by Industry 2008-2018. Prepared August 17, 2010; analysis by Cambridge West Partnership, LLC

Following is a list of the County's major industry types and employers. The list was limited to companies with 100 employees or more. The Retail Trade and Agriculture sectors were not included.

Major Industry Types Within Tulare County

INDUSTRY TYPE	COMPANY/ENTITY	PRODUCT	Location	# Employed
Education				**1,410**
	College of the Sequoias	Postsecondary Education	Visalia	
	Porterville College	College/University	Porterville	
Food Processing				**4,315**
	Ruiz Food Products	Cheese	Dinuba	
	Land O' Lakes	Milk	Tulare	
	Saputo Cheese	Cheese	Tulare	
	Nestle Ice Cream/Hagen Dazs	Ice Cream/Frozen Desserts	Tulare	
	California Diaries	Milk	Visalia/Tipton	
	Kraft Foods	Cheese	Tulare	
	Odwella Juice	Fruit Juices	Dinuba	
	American Pretzel Company	Snack Foods	Visalia	
	Foster Farms/Del Mesa Farms	Milk/Produce	Porterville	
	Svenhard's Swedish Bakery	Pastries	Exeter	
Government				**4,320**
	County of Tulare	Government	Visalia	
Health Care				**4,725**
	Kaweah Delta Healthcare	Hospital Services	Visalia	
	Porterville Development Ctr	Hospital	Porterville	
	Sierra View District Hospital	Hospital Services	Porterville	
Insurance Services				**700**
	CIGNA Health Care	Insurance/Customer Care Ctr	Visalia	
Manufacturers				**1,755**
	Beckman-Coulter, Inc.	Circuit Boards	Porterville	
	Blue Scope Steel/Butler Mfg	Fabricated Metal Buildings	Visalia	
	International Paper Company	Boxes	Exeter	
	Kawneer	Metals	Visalia	
	NDS, Inc.	Plastic Irrigation Products	Lindsay	
	Pennisula Packing	Plastic Food Packaging	Exeter	
	Waterman Industries	Pipes and Valves	Exeter	
	Voltage Multipliers	Semiconductor Devices	Visalia	
Nursery				**600**
	Monrovia Nursery	Nursery, Plants, Flowers	Woodlake	
Publishing				**820**
	Jostens	Printing/Publishing	Visalia	
	ProDocument Solution	Commercial Printing Services	Porterville	
Warehouse/Distribution				**3,052**
	VF Outdoor Inc.	West Coast Distribution Ctr	Visalia	
	Best Buy Distribution Ctr	West Coast Distribution Ctr	Dinuba	
	WalMart Distribution Ctr	West Coast Distribution Ctr	Porterville	
	JoAnne Stores, Inc.	West Coast Distribution Ctr	Visalia	
	Patterson Logistics	West Coast Distribution Ctr	Dinuba	
	Heiland Electronics	Distribution Center	Visalia	

Source: Tulare County Economic Development Corporation

Summary: Tulare County will ride out the great recession on the strengths of Visalia, City of Tulare and Porterville as its metro service areas, its steady agribusiness base, and its resilience as a County that has experience coping with “difficult times”. There will not be significant growth or a quick turnaround in the near future. Rather, Tulare County’s recovery will be incremental. While the economy is in poor condition at the present, its highs are not as high and its lows not as low as some of the major metro

areas of southern California. It will take a few years to regain ground lost to the recessionary period of 2006 to 2009.

Implications for Porterville College:

- The County's rate of unemployment will remain at very high levels. Some of the small, unincorporated areas within the County are currently in excess of 40%.

- Housing starts will be very slow through 2012; new construction will see improvement but the housing market will remain distressed until the mess with foreclosed properties and toxic mortgages is abated.

- Jobs within the county that will experience the greatest stability will be agribusiness and manufacturing, particularly as related to food processing. Healthcare will remain a strong part of the economy as well. It will continue to be a source for employment.

- Local government (county and cities) will continue to struggle, balancing the need for services with depleted revenues. The financial burden will result in reduction of services and capital expenditures.

- The College will have significant enrollment pressure, as the population base within the service area seeks to retrain or advance in education. The College will be hard-pressed to invent new ways of "doing business" to accommodate the stepped-up demand for education within the County.

Conditions for Higher Education

Several key policy decisions will influence the California Community College system in the coming years. The College is part of the national and State higher education community. As such, it has a public responsibility to make decisions in light of national goals, policies and resources. Speaking at Macomb Community College (Michigan) in July 2009, President Obama articulated the American Graduation Initiative (AGI), which has a goal of increasing the percentage of U.S. residents who earn high quality degrees and credentials from the present rate of 39 percent to a rate of 60 percent by the year 2025. The Lumina Foundation and the Bill and Melinda Gates Foundation have developed similar goals for increasing the educated population. Both philanthropic organizations are preparing to provide incentives, which are intended to stimulate students to complete degree programs successfully. While it has been announced that some new federal resources will be allocated for use by community colleges, the Congress is currently also struggling to restrain spending and to reduce debt levels. This may have an impact on the amount of money that the community colleges receive.

President Obama has pushed to increase college graduation rates across the nation. Complete College America, a non-profit organization, was formed to advance this mission. It has enlisted support from 22 state leaders to ensure greater numbers of students to acquire degrees. In its publication, *Time is the Enemy*, has focused national attention on several key observations:

- Nontraditional students are the new majority
- Part-time students rarely graduate
- Graduation rates are especially low for students who are of African American or Hispanic descent; as well as students who are older or poorer than the typical student
- Students are wasting time earning excess credits, and taking too much time to earn a degree
- Too many students need remediation, and too few succeed when they get it[2]

The Gates, Ford, Lumina, and Kellogg Foundations as well as the Carnegie Corporation of New York fund their work and the efforts of others to promote change in higher education.

The community colleges may be helped by federal legislation to consolidate student loan programs within the US Department of Education and increase the amount of Pell funds per grant. However, recent Congressional proposals to curtail the Pell grant awards may hurt the colleges and students. The long-term impact remains to be seen. President Obama has signed an executive order to align the monthly repayment rate of federal loans to the level of future wages earned by the student. That may ease the burden of debt for students and make the act of borrowing for a college education more feasible for prospective students.

After the Higher Education Opportunities Act was passed by Congress in 2008 a series of new federal regulations have been issued to improve program integrity where Title IV financial aid funds are involved. Regional accrediting bodies are now expected to provide *closer* scrutiny of member institutions on a range of new topics such as:

- The analysis and use of student achievement data, expressed at a variety of levels and in different ways, to improve programs and services.
- Specific attention must be given to the institution's longitudinal data on student achievement, disaggregated and analyzed in a variety of forms, to identify any concerns about stability and achievement of the institution's mission.
- Conformance of credit hours awarded to the "Carnegie Unit" standard as found in a variety of curriculum and instructional settings.
- The efficacy of methods that the institution uses to verify the identity of students enrolled in distance and correspondence education classes and steps taken to preserve the integrity of the credits and grades awarded.
- Public disclosure of educational costs and employment prospects for students in any career and technical program designed to prepare those students for gainful employment upon graduation.

In part, stimulated by prior federal government actions, regional accrediting bodies are insisting that greater attention be given to student *learning* outcomes. The expectation by the Accrediting Commission for Community and Junior Colleges (ACCJC) is that proficient assessment processes will be routinely practiced at the course, program, and degree levels by all member institutions by fall 2012.

These new areas are in addition to the traditional goals of accreditation:

1. Providing assurance to the public that the education provided by the institution meets acceptable levels of quality
2. Promoting continuous institutional improvement
3. Maintaining the high quality of higher education institutions in the region

[2] Complete College America. *Time Is The Enemy.* September 2011

Although subtle, the Commission has changed the term used for the initial phase of the comprehensive reaccreditation process from a self-study to a self-evaluation. The change underscores the increased emphasis that claims made by the institution must be supported by evidence and evaluation.[3]

The President's challenge to the nation, which was aimed at increasing the numbers of college graduates, has not been ignored in California. Within California, the Public Policy Institute (PPI) has estimated that one million additional bachelor's degree holders will be needed by 2025 to meet workforce needs in California.[4] The Community College League of California (CCLC) launched a futures project, 2020 Vision for Student Success, to respond to the national graduation goal by identifying policy and practice changes that could be implemented to increase student achievement. To contribute its part toward achieving the national graduation goal, California needs to produce a total of 1,065,000 degrees or certificates per year. That translates to producing an *additional* 23,000 degrees and certificates per year, a 5.2% annual increase.[5] These aspirations are closely coupled with the need to assure the quality of the awards conferred. A recent national report notes the following:

> Quality in higher education must be defined in terms of student outcomes, particularly learning outcomes…. The value of degrees and credentials- both for the individual and society as a whole- ultimately rests on the skills and knowledge they represent…. Ultimately, learning is what students' need, what degrees and credentials should represent and what higher education should provide to everyone who seeks it. (p. 1) [6]

The following State initiatives are intended to increase student success rates:

- The Board of Governor's basic skills initiative seeks to enable more students to overcome their academic deficiencies.
- The Student Success Task Force, formed under the provisions of SB1143, prepared a set of recommendations to bolster measures designed to promote student success and degree completion.
- Additional legislation, SB1440 Student Transfer Achievement Reform or STAR Act, simplified the process of transferring from a community college to a school in the California State University (CSU) system. This program provides a pathway for students to follow so that they can be admitted to a CSU with junior status.
- Enacted in Fall 2010, AB2302 directs the community college system and the CSU to find ways to clearly articulate transfer requirements and provide guaranteed admission to students who meet those requirements. It also requests that the University of California collaborate with community colleges to design transfer programs and to publicize those programs to increase the number of students who transfer from community colleges.

[3] Accrediting Commission for Community and Junior Colleges. *Preparing for A Comprehensive Visit*. Workshop materials presented on October 21, 2011

[4] Hans Johnson and Ria Sengupta *Closing the Gap: Meeting California's Need for College Graduates* (San Francisco, CA: Public Policy Institute of California, April 2009)

[5] *2020 Vision: A Report of the Commission on the Future,* (Sacramento, CA: Community College League of California, 2010)

[6] A Stronger Nation Through Higher Education: How and Why Americans Must Achieve a "Big Goal" for College Attainment. A Special Report, (Indianapolis, IN: Lumina Foundation for Education, 2009)

Perhaps the most potentially far-reaching set of recommendations for change in policy and practice are included in the report from the California Community College Chancellor's Office Student Success Task Force. The group has proposed eight areas of focus with 22 recommendations. The focus areas are:

1. Increase college and career readiness
2. Strengthen support for entering students
3. Incentivize successful student behaviors
4. Align course offerings to meet student needs
5. Improve the education of basic skills students
6. Revitalize and re-envision professional development programs
7. Enable efficient statewide leadership and increase coordination among colleges
8. Align resources with student success recommendations

Some of these recommendations require changes to State law and regulations. Others require new resources. The rest can be accomplished in each community college district that has the will to do so without either of these state-level changes. Two of the Task Force recommendations already have been passed into law. They include creating a common assessment/placement system and providing electronic transcripts. Assembly Bill 743, supporting the common assessment tests, has received a one-time allocation of $500,000. Those public funds will be combined with Gates and Hewlett Foundation grant funding to total $850,000 for start-up costs beginning in January 2012. Assembly Bill 1056, supporting the introduction of electronic transcripts, has also received a one-time allocation of $500,000 to help fund the cost of converting from paper to an electronic transcript system. The ongoing maintenance expenses for an electronic transcript system are anticipated to be covered by the savings generated by the use of the more efficient electronic system.

The Task Force recommendations come in the wake of a severe shortfall in resources for the State's public higher education institutions. Fiscal support to the community colleges has been sharply curtailed in recent years. As noted above, the prospects for a *quick* recovery to the state's economy and ability to support higher education are not good. The Legislature has increased the enrollment fee that students pay from $26 per unit to $36 per unit and they will likely increase it again in the near future. Governing boards for the University of California and the California State University systems have also responded to reduced State support by increasing their tuition fees. Both university systems are reducing the number of students that are accepted and redirecting many to the community colleges. The community college system is overwhelmed with enrollment. As a result, class sections, which have been reduced in number, fill quickly causing students to take more time to earn their degrees.

Although not a higher education policy, a shift in instructional strategy by the Porterville Unified School District may have implications for future enrollments at the College. In 2009 Porterville Unified was the recipient of a one million dollar grant from the James Irvine Foundation to develop a system of nine career-themed pathways for high school students. Each pathway blends academic and career technical education and each offers work-based learning opportunities. The goal is to better prepare the high school graduates for either the workplace or the college classroom. This initiative may present the College with opportunities for "tech-prep" agreements.

Key Demographic Considerations

Demographic attributes for the County and State are provided in the table below. It is notable that, for Tulare County, the projected percentage of increase in population between the year 2000 and 2015 (27%) is 11% percent above that of the State. The projected change in per capita income between the year 2000 and 2015 is 10% below the State percentage.

Tulare County vs. State of California Demographic Projections

Element	Tulare County 2000	2010f	2015f	2000 to 2015 % Change	2010 to 2015 % Change
Population	368,021	442,013	468,913	27%	6%
Households	110,385	129,665	136,925	24%	6%
Average Household Size	3.28	3.36	3.38		
Median Age	29.1	30.1	31		
Median Household Income	$34,022	$42,563	$48,966	44%	15%
Per Capital Income	$14,006	$16,232	$18,204	30%	12%

Element	State of California 2000	2010f	2015f	2000 to 2015 % Change	2010 to 2015 % Change
Population	33,871,648	37,983,948	39,328,336	16%	4%
Households	11,502,870	12,662,806	13,063,778	14%	3%
Average Household Size	2.87	2.93	2.94		
Median Age	33.3	34.4	34.5		
Median Household Income	$47,622	$60,992	$69,315	46%	14%
Per Capital Income	$22,711	$27,845	$31,883	40%	15%

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015

The rate of projected growth on several measures in Tulare County exceeds that in California and the nation.

Tulare County, California & U.S. Pace of Change

Element	Annual 2010-2015 Growth Rates Area	State	National
Population	1.19%	0.70%	0.76%
Owner Occupied Housing Units	1.14%	0.68%	0.82%
Median Household Income	2.84%	2.59%	2.36%

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015

The percentage of Tulare County residents age 25 or older who are high school graduates is much lower than the State average. The percentage of County residents with a Bachelor's degree or higher is slightly more than half that of the State percentage. These data suggest there is a large audience to which the College might appeal in providing its educational services.

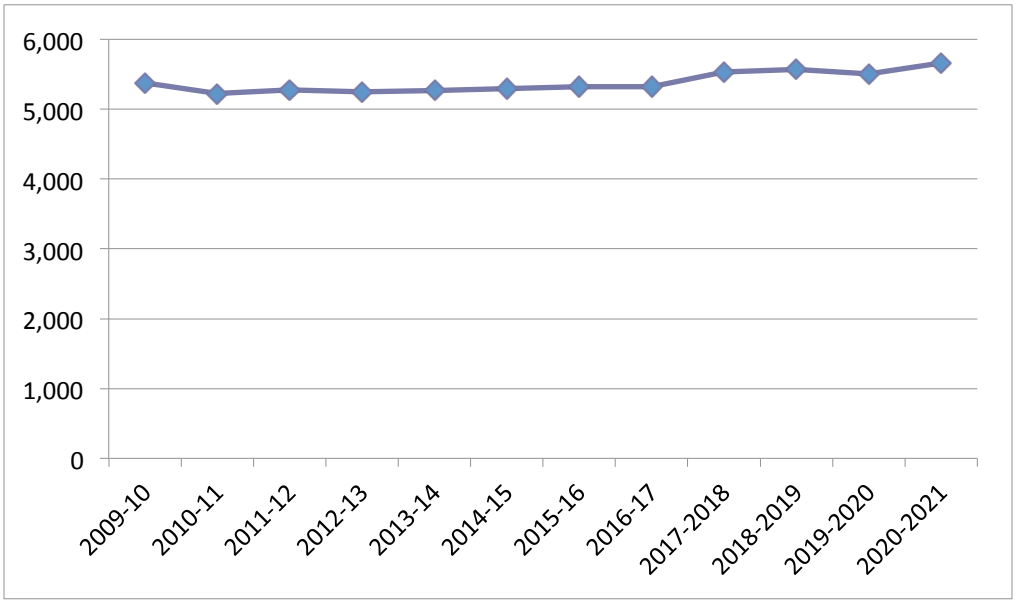
Tulare County vs. State Foreign Born, Language and Education

Foreign Born, Language & Education 2005-2009	Tulare County	California
Foreign born persons	22.60%	26.80%
Language other than English spoken at home, percentage 5+	45.80%	42.20%
High school graduates, percent of persons age 25+	67.20%	80.50%
Bachelor's degree or higher, pct of persons age 25+	12.90%	29.70%

Source: US Census Bureau. State & County QuickFacts

The California Department of Finance projects an annual .44% increase in high school graduates between 2009-10 and 2020-2021 in Tulare County. As illustrated in the graphic below, a gradual increase is expected between 2016-17 and 2020-2021.

Tulare County, Expected Growth of High School Graduates



Source: State of California, Department of Finance, *California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2011 Series*. Sacramento, California, October 2011.

Implications for Porterville College:

- The growth of the population will be the College's strongest point for going forward. The County is projected annually to grow at 1.19%. While this rate is slower than the past ten years for Tulare County, it is above the state average, which is .70% annually.
- Most residents are poor to middle class and will have to sacrifice financially in order to attend college.
- There will be an opportunity to capitalize on a large adult population base that needs postsecondary educational services and support to succeed.

Key Cities

A review of fall term College headcount data from 2006 to 2011 reveals that seven cities have provided an average of over 100 students each fall term. As expected, the City of Porterville contributed the most students with just fewer than 3,000 students on average for each fall term. The greatest decline is from the city of Springville (-39.6%) followed by the city of Lindsay (-12.4%). Collectively these seven cities account for almost 90% of the average fall headcount from 2006 to 2011.

Porterville College Common Cities of Residence

City	Headcount Fall Term Average	Running Total %	% Change 2006-2011	2006	2007	2008	2009	2010	2011
Porterville	2,906	66%	-3.70%	2,809	2,857	3,248	3,000	2,813	2,706
Lindsay	266	72%	-12.40%	266	268	295	275	259	233
Terra Bella	172	76%	2.50%	161	164	166	197	178	165
Strathmore	160	80%	30.70%	137	130	160	177	179	179
Delano	153	83%	38.90%	108	164	153	182	161	150
Bakersfield	138	86%	77.30%	97	88	109	161	202	172
Springville	124	89%	-39.60%	149	139	149	121	98	90

Source: KCCD Research and Planning; analysis Cambridge West Partnership, LLC

A total of 14 cities account for 96% of the fall term unduplicated headcount from 2006 to 2011.

Porterville College, Dominant Cities of Residence

City	Headcount Fall Term Average	Running Total %	% Change 2006-2011	2006	2007	2008	2009	2010	2011
Porterville	2,906	66%	-3.70%	2,809	2,857	3,248	3,000	2,813	2,706
Lindsay	266	72%	-12.40%	266	268	295	275	259	233
Terra Bella	172	76%	2.50%	161	164	166	197	178	165
Strathmore	160	80%	30.70%	137	130	160	177	179	179
Delano	153	83%	38.90%	108	164	153	182	161	150
Bakersfield	138	86%	77.30%	97	88	109	161	202	172
Springville	124	89%	-39.60%	149	139	149	121	98	90
Visalia	74	91%	-10.10%	69	95	98	69	49	62
Tulare	61	92%	18.00%	61	52	61	56	62	72
Earlimart	34	93%	96.20%	26	31	28	29	38	51
Ducor	33	94%	0.00%	29	32	42	33	32	29
Exeter	32	95%	82.60%	23	23	42	33	31	42
Richgrove	32	95%	7.10%	28	33	41	37	24	30
McFarland	18	96%	142.90%	7	16	24	18	25	17
All Others	191	100%	7.90%	177	220	186	187	185	191
Total	**4,394**			**4,147**	**4,312**	**4,802**	**4,575**	**4,336**	**4,189**

Source: KCCD Research and Planning; analysis Cambridge West Partnership, LLC

The shifts in sources for unduplicated student headcount might also be explained by considering the numbers of students enrolled each fall based on the college service area in which they reside. Although the absolute numbers are small, the greatest percentage gain between 2006 and 2011 was in the number of students from the Cerro Coso College service area followed by students coming from the Bakersfield College service area.

Porterville College Headcount Draw by District Service Areas

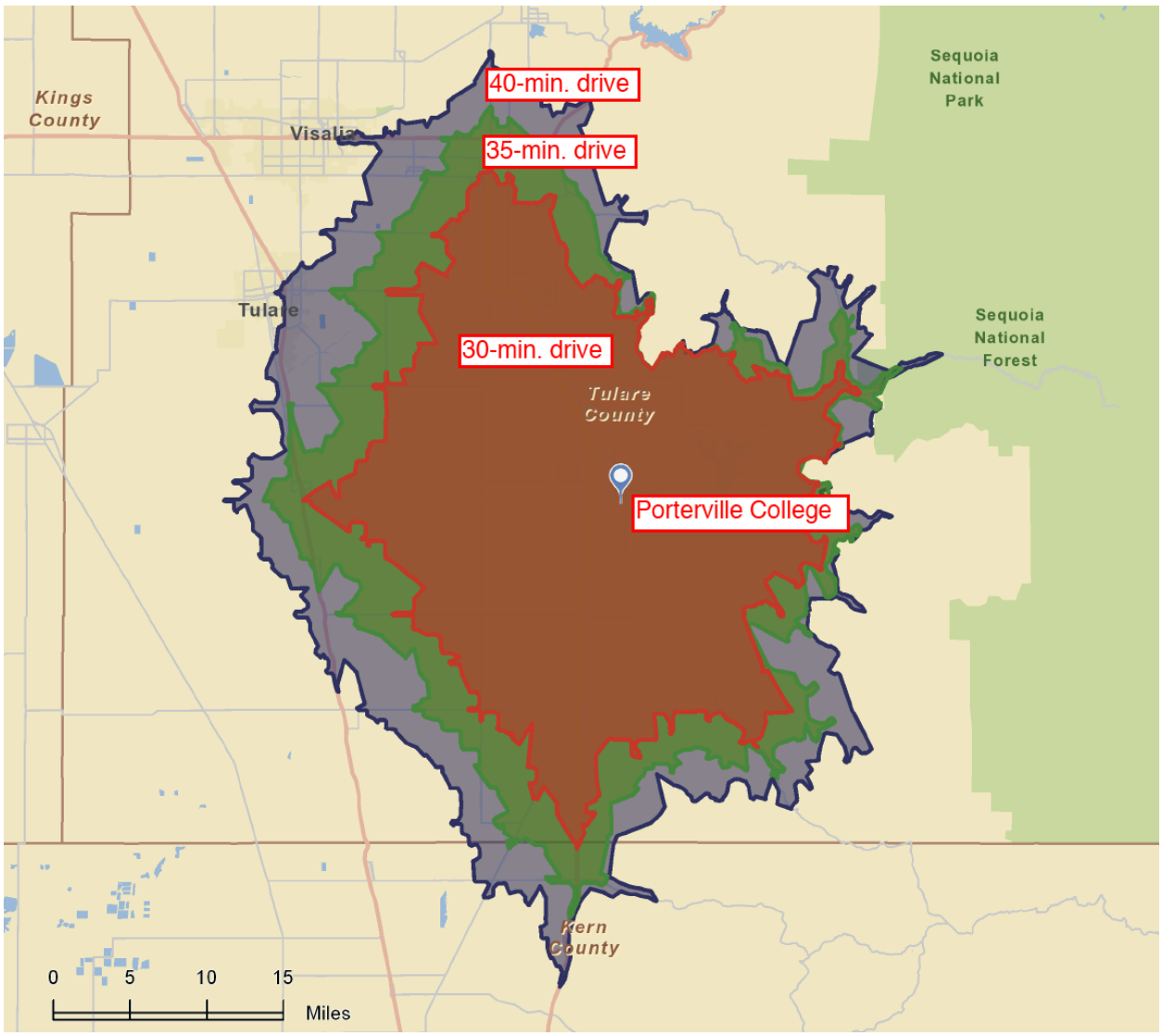
		Fall Term								
College	**Service Area**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**		**Total**	**% Change**
	BC Service Area	219	291	310	387	418	359		1,984	63.93%
	CC Service Area	5	9	3	8	8	11		44	120.00%
	Outside Service Area	557	600	629	563	516	535		3,400	-3.95%
	PC Service Area	3,366	3,412	3,860	3,617	3,394	3,284		20,933	-2.44%
PC Total		***6,153***	***6,319***	***6,810***	***6,584***	***6,346***	***6,200***		***38,412***	***0.76%***

Source: KCCD Research and Planning

Effective Service Area

Based on an analysis of residential zip codes reported by enrolled students, the majority of students live in a portion of Tulare County or northern Kern County that is defined by a driving time of 40 minutes originating from Porterville College (gray shaded area). This area comprises the effective service area of the College and is illustrated in the graph below.

Porterville College Effective Service Area

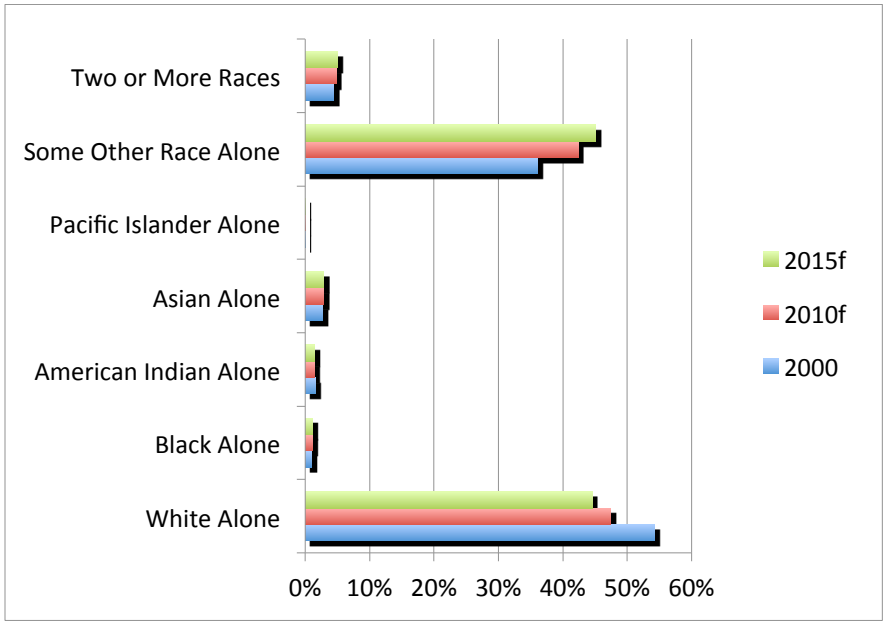


Source: Environmental Systems Research Institute (ESRI)

The population in this effective service area was 143,724 in the year 2000 and is projected to be at 178,962 by 2015. The area is expected to grow at an annual rate of 1.06% as compared to the State annual growth rate of .70%. The median age of the population in this service area was 28.3 in 2000 and likely will be 29.8 by 2015. Per capita income for the effective service area had been a very modest $12,279, and it is expected to be only $16,040 in the year 2015. The median household income, projected at $45,006 by 2015, is expected to grow between 2010 and 2015 at an annual rate of 2.97% as compared to the California rate of 2.59% and the national rate of 2.36%.

Expected changes in the race/ethnicity mix in this effective service area are illustrated in the graphic below. The White Alone group is forecast to drop from being 54 percent of the area population in 2000 to becoming 45 percent of the area population in 2015. The residents who indicated they were Some Other Race alone are forecast to increase from being 36 percent of the area population in 2000 to becoming 45 percent of the area population in 2015.

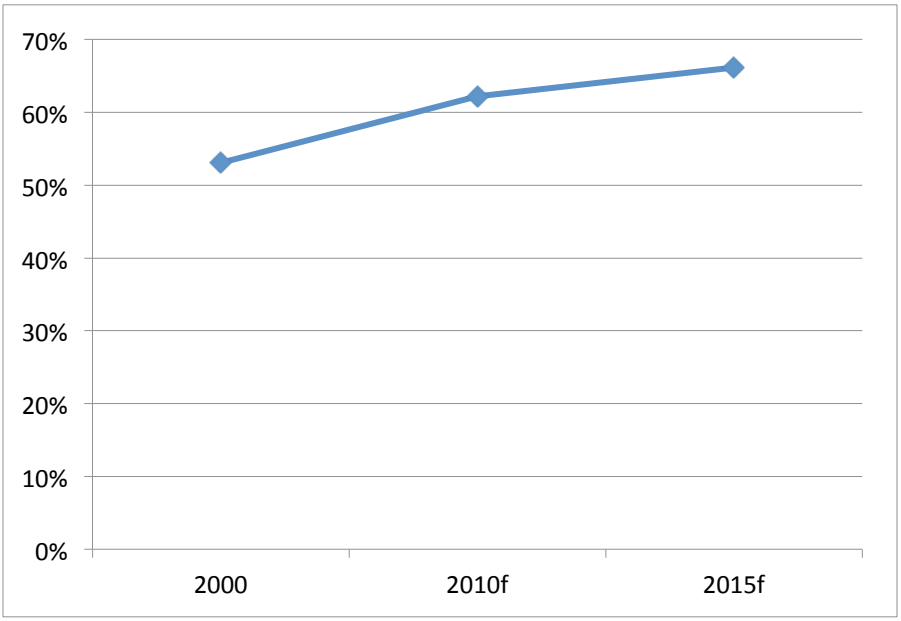
Changes in Ethnic Groups, Effective Service Area



Source: U.S. Bureau of the Census, 2000 Census of Population & Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

Residents of Hispanic descent, regardless of race, are expected to comprise 66 percent of the population in this effective service area in the year 2015, an increase of 55% over the numbers in 2000 and an increase of 12% since 2010.

Residents of Hispanic Origin, Effective Service Area

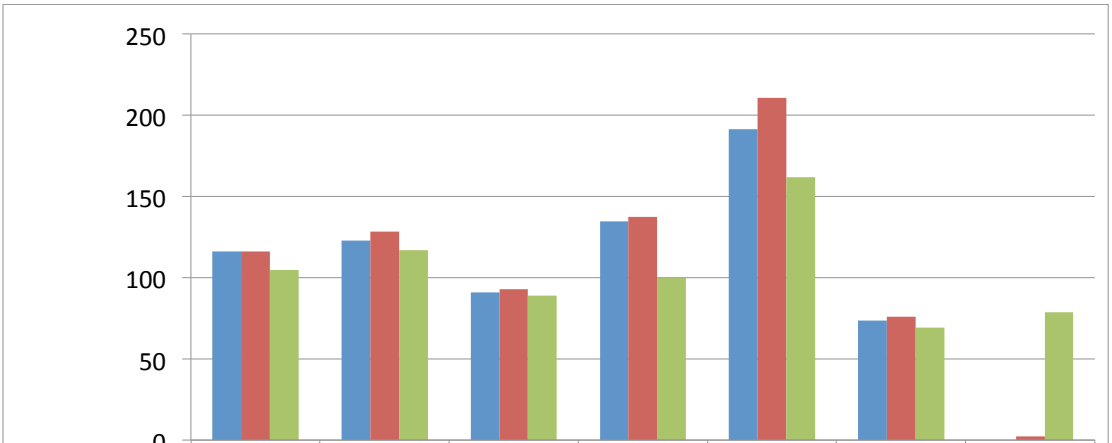


Source: U.S. Bureau of the Census, 2000 Census of Population & Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

Given the traditional rates of participation in higher education, these shifts in ethnicity/race within the effective service area have implications for future enrollments at the College. The statewide community college participation rate differences among various ethnic groups are shown in the graph below.

As the Hispanic population increases, the College may need to increase outreach efforts to encourage college attendance.

Statewide Community College Participation Rates by Ethnic Group per 1,000 Adults

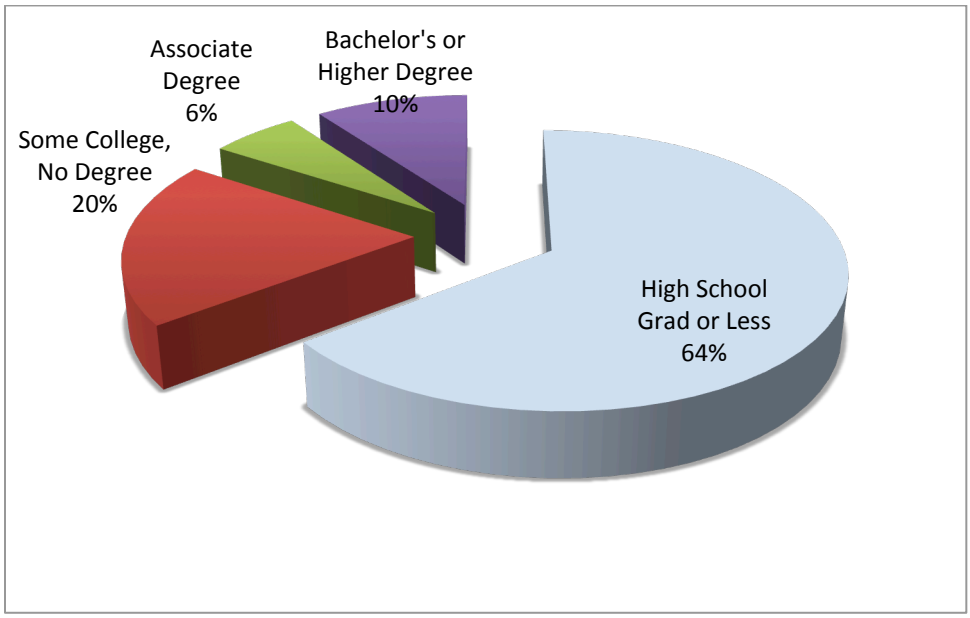


	Asian	African-American	Hispanic	Native American	Pacific Islander	White	Multiracial
2007-08	116	123	91	135	192	74	0
2008-09	116	128	93	138	211	76	2
2009-10	105	117	89	100	162	69	79

Source: Community College Chancellor's Office, Accountability Reporting for Community Colleges 2011

For the year 2010, the highest educational attainment among the population age 25 and older, within the effective service area, is shown below. Approximately 64% of the adult population is a high school graduate or less. Those residents who have no college degree (either Associate's or Bachelor's) comprise 84 percent of the young adult or older population in the effective service area. Many of these adults would likely benefit economically from a community college education.

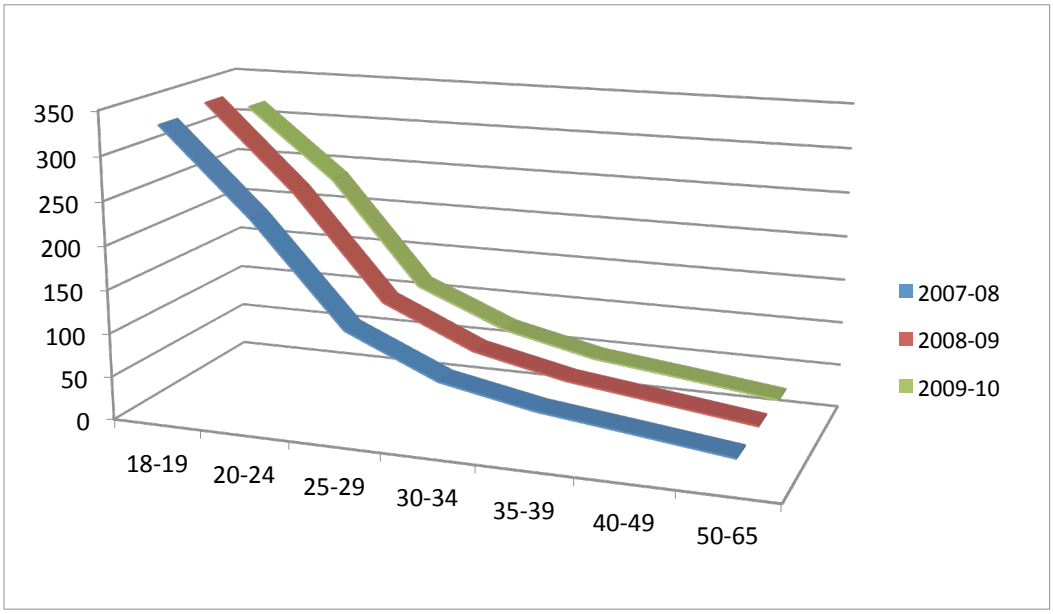
2010 Educational Attainment, Age 25+, Effective Service Area



Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

Participation in the California community college system across the state is also influenced by age. The highest rates per 1,000 adults are found in the 18-19 and 20-24 age groups.

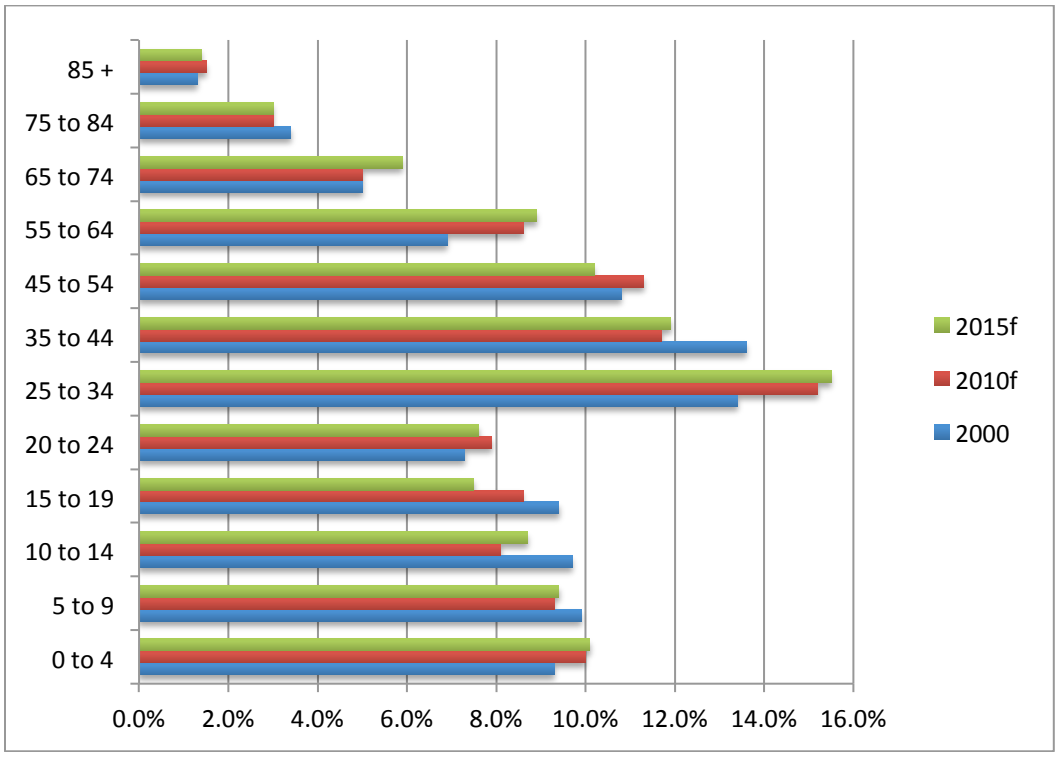
Statewide Community College Participation Rates by Age Group Per 1,000 Adults



Source: Community College Chancellor's Office, Accountability Reporting for Community Colleges 2011

Within the effective service area, adults in the 25 to 34 age group are projected to move from being 13.4% of the population in 2000 to becoming 15.5% of the population in 2015. The proportion of the population composed of residents on the verge of retirement, age range of 55 to 64 years of age, is projected to increase by 29% between the years 2000 and 2015. The senior age groups 65+ are forecast to increase their share of the population between 2010 and 2015 by 8.4%. This final point suggests there may be an opportunity for fee-based community education offerings to this senior group.

Age Range Changes, Effective Service Area

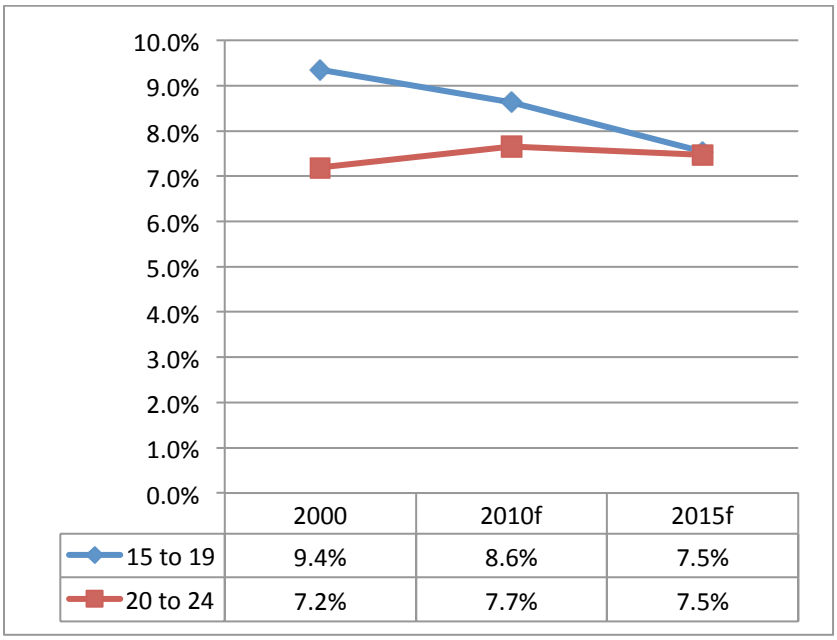


Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

In the immediate future, now through the year 2015, the 20 to 24 year age group in the effective service area is forecast to increase by only 3%, but their percentage of the population will remain at 7.5%. The number of students in the 15 to 19 year age group is projected to decrease by -8% between 2010 and 2015, and their percentage of the population will also decline to 7.5% by 2015.

However, in 2010 the combined 15 to 19 and 20 to 24 year old groups is 16.3 percent of the population. Throughout the state those two groups are only 14.9 percent of the population. Looking forward to 2015 the combination of the two age groups in the effective service area is 15 percent of the population but throughout the state it is only 13.9 percent of the population. Young people of prime college-going age are a greater percentage of the population in the effective service area than is the case throughout the state.

College Going Age Group Growth in Effective Service Area



	2000	2010f	2015f
15 to 19	9.4%	8.6%	7.5%
20 to 24	7.2%	7.7%	7.5%

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

Implications for Porterville College

- The College draws students from an effective service area largely defined by transportation corridors but a number of new housing developments may help expand that area.
- Projected population growth in this area exceeds the statewide rate. Growth among those who claim Hispanic descent will be the highest of all groups; however, that group has not traditionally participated in higher education. When individuals of Hispanic heritage do enroll in college, their completion rate lags behind Asian and White students.
- While college participation is greatest among 18 to 24 year olds, this sector of the area population will remain as a fairly small percentage of the population.
- Incomes are modest, but are projected to rise at a higher rate than the California average rate. Unemployment levels are higher than the statewide rate.
- A large portion of the population has not participated in or completed college at the Associate Degree level.
- The projected population, income levels, educational needs and age considerations combine to offer the College opportunities for strong enrollments into the near future. However, the College may need to engage in outreach activities to promote the value of enrolling in and completing college.

Section V: Educational Programs Trends and Forecasts

Introduction

This data provides us with an ability to examine our students' success in a quantitative manner. It allows us to measure the strategies we have employed against general key performance indicators. From this we ascertain key findings and develop strategies to meet our goals.

Definition of Terms

Duplicated Enrollment
This is the number of actual enrollments in any given class or program. Under this definition, a student enrolled in multiple courses is counted multiple times at the program, campus, or institutional level.

Unduplicated Enrollment, (Headcount)
This is the number of actual students. One student, taking five classes, is counted as one student. If thre are 20 students in a program in which all students are enrolled in five classes, there are 100 duplicated enrollments, but a 20 student headcount.

Full Time Equivalent Student (FTES)
A full time equivalent student is one student taking 15 hours of instruction per week for two semesters of 18 weeks. while most of our students do not necessarily enroll in 15 hours of instruction per week, we calculate aggregated student attendance in this manner for both funding purposes as well as a measure for the college of how many full time equivalent students are participating in any given class or program, or are enrolled at the college.

Full time Equivalent Faculty (FTEF)
One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

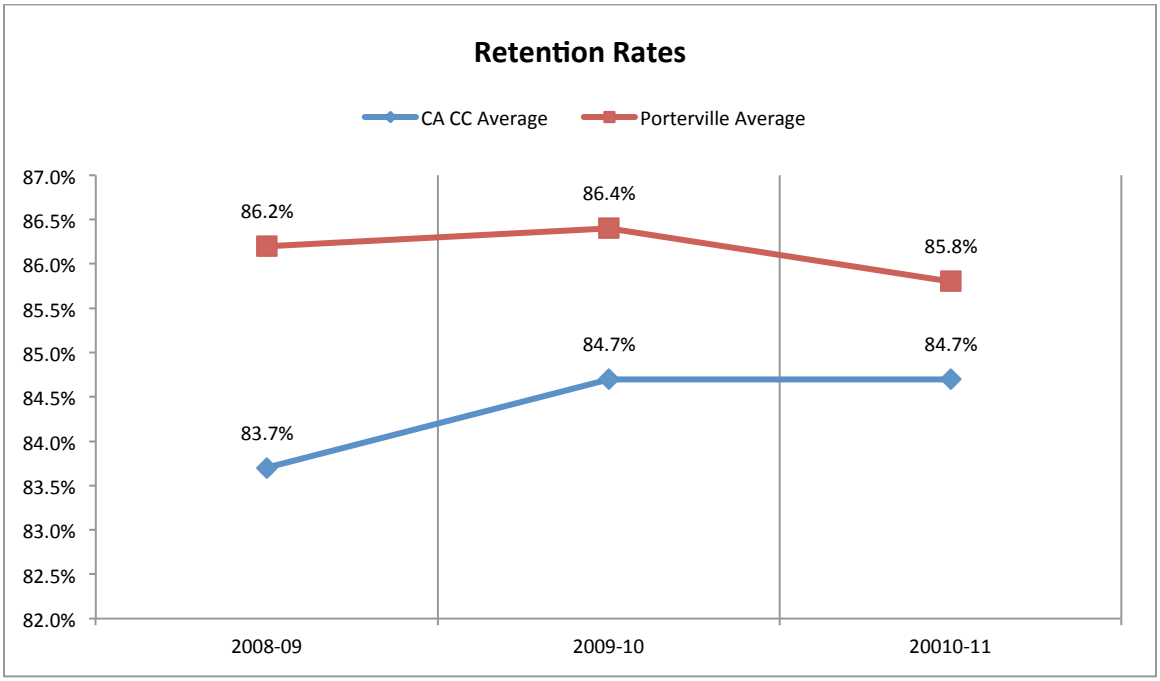
The college community is made up of departments and programs with a wide variety of needs. Some disciplines have mandates from external sources that keep class size low. A college supports this diversity of discipline needs and strives for general support and cooperation to best serve students in meeting their educational needs while understanding the fiscal pressures of the institution. That is the purpose of understanding this formula.

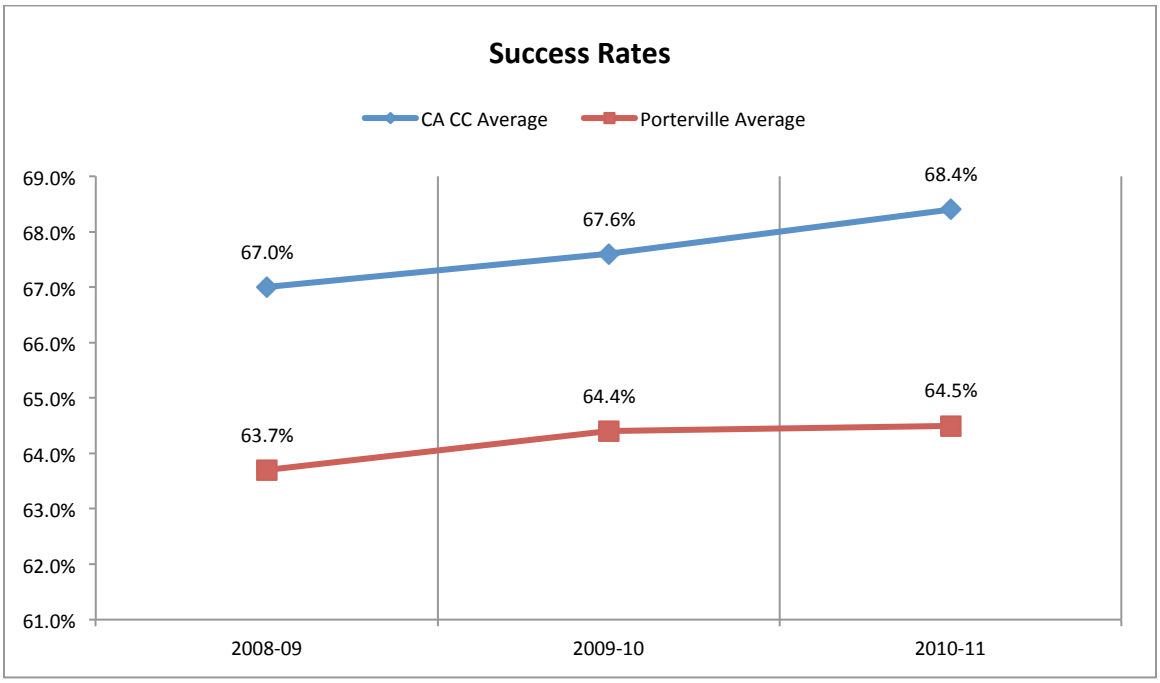
Environmental Scan
An environmental scan considers present and future factors tha can influence the direction and goals of an organization. Environmental scans include both external elements (e.g., service area demographics, state requirements, industry demands, marketing trends, etc.) and internal elements (e.g., infrastructure, personnel, programs, abilities, etc.). These are evaluated in terms of their potential impact on the organization and its ability to meet its present and future strategic goals.

Course Retention Rate
This is a measure of the number/percent of students who remain in the course after the census date until the end of the term.

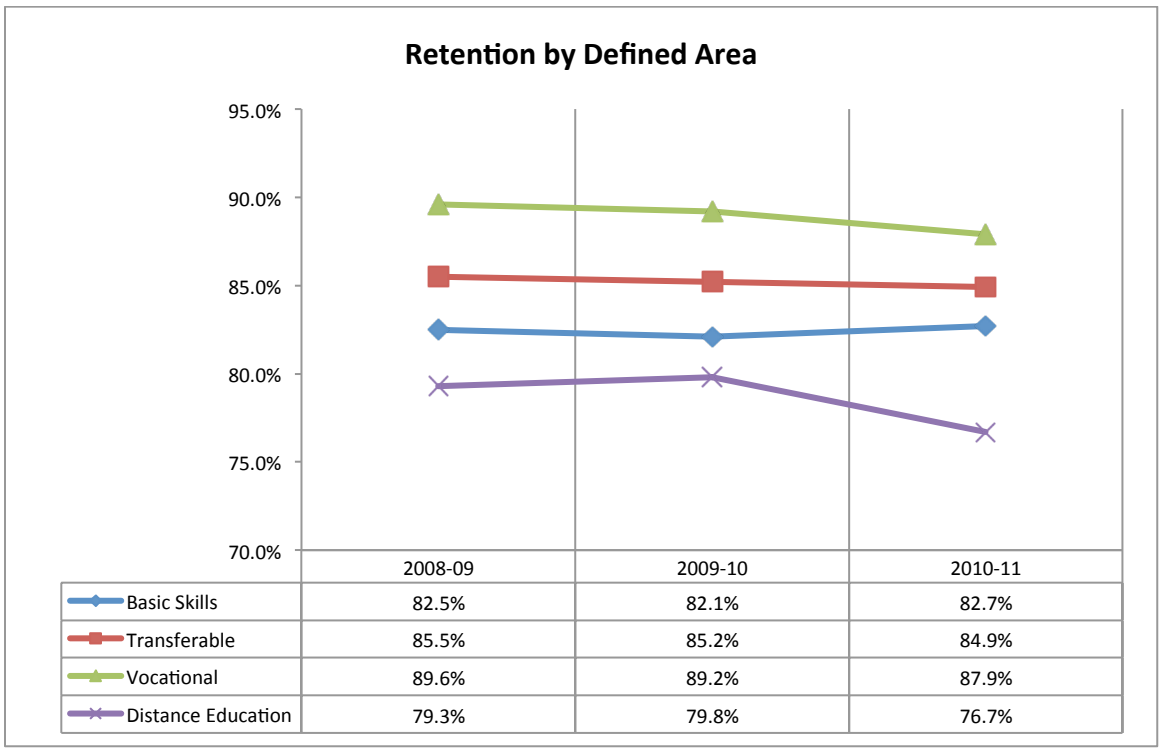
Course Success Rate
This is a measure of the number/percent of students who earn a grade of A, B, C, or CR in the class. Course grades of NC, D, F, I or W are considered to be unsuccessful.

Average Course Success, Course Retention, and per FTEF

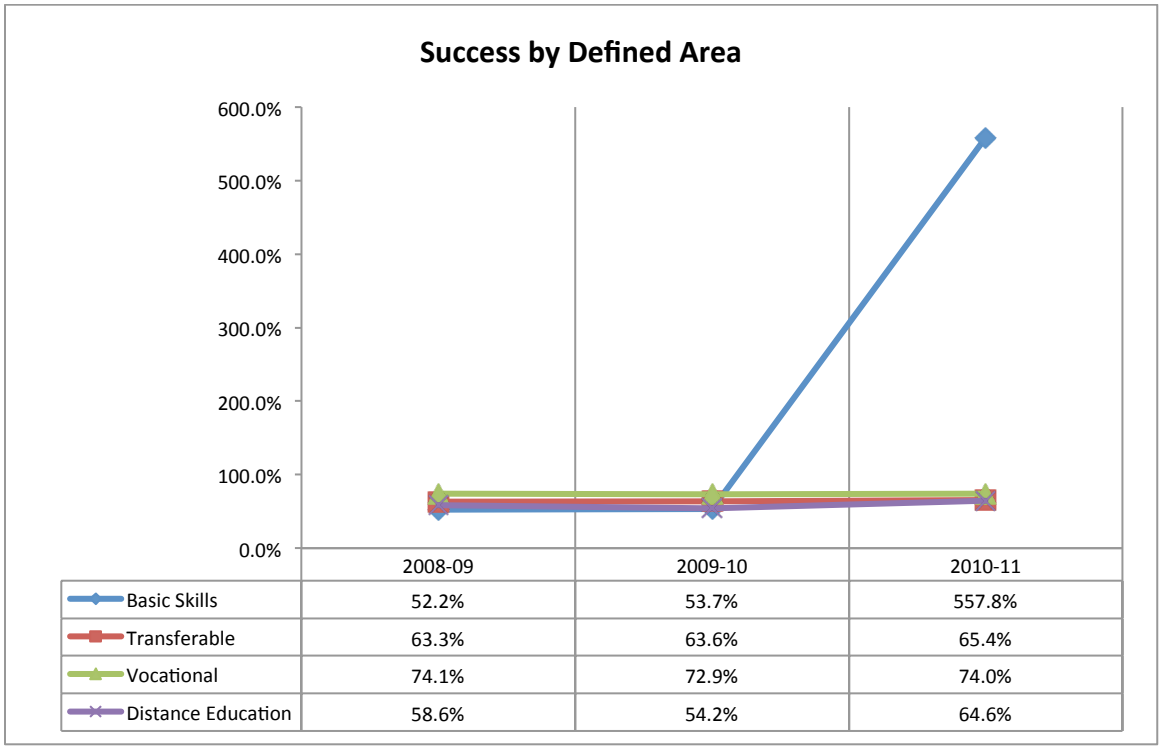




Source: PC Institutional Research website, "Porterville College: Course Retention and Success Report"; "KCCD Oracle Discoverer report entitled 'Retention and Success.'"



	2008-09	2009-10	2010-11
Basic Skills	82.5%	82.1%	82.7%
Transferable	85.5%	85.2%	84.9%
Vocational	89.6%	89.2%	87.9%
Distance Education	79.3%	79.8%	76.7%



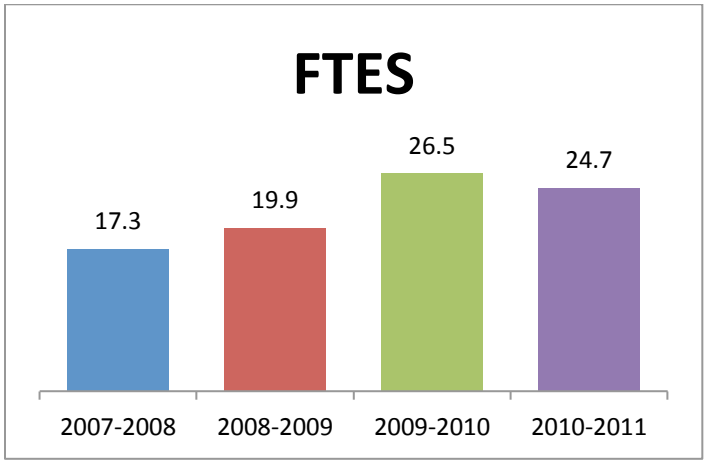
	2008-09	2009-10	2010-11
Basic Skills	52.2%	53.7%	557.8%
Transferable	63.3%	63.6%	65.4%
Vocational	74.1%	72.9%	74.0%
Distance Education	58.6%	54.2%	64.6%

Source: PC Institutional Research website, "KCCD Oracle Discoverer report entitled 'Retention and Success (Annual)' and 'Retention & Success, Dist Ed vs. Trad.'"

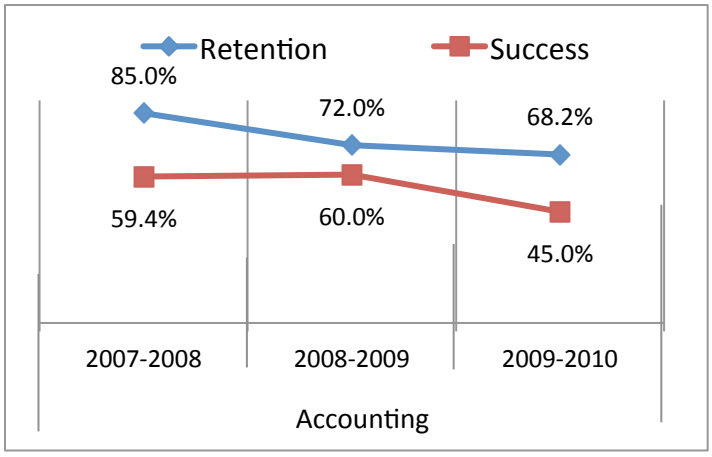
Instructional Programs

Discipline Area:

Accounting



	07-08	08-09	09-10	10-11
Sections	10	7	7	6
Census	140	155	212	205
FTEF	2.1	1.7	1.5	1.4
FTES/FTEF	8.1	11.9	18.1	17.7



Source: ODS Course Book by Subject report October, 2011

Description:

The primary courses offered by the Accounting program include: Practical Accounting, Financial Accounting and Managerial Accounting. The program offers courses for transfer, as well as certificates such as in Accounting – Paraprofessional and Office Technology.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- Very few certificates offered; however, courses are required for both the Business Administration and Child Development degrees, both of which have high award rates.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Replace full time Accounting instructor.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

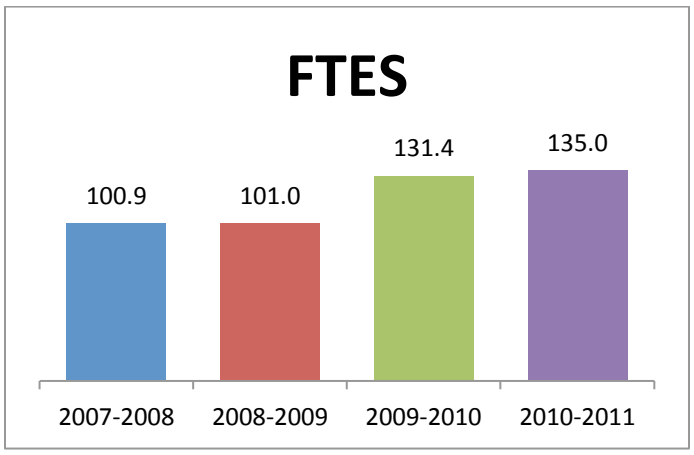
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Accounting instructor.
- Develop strategies to increase student success and retention.

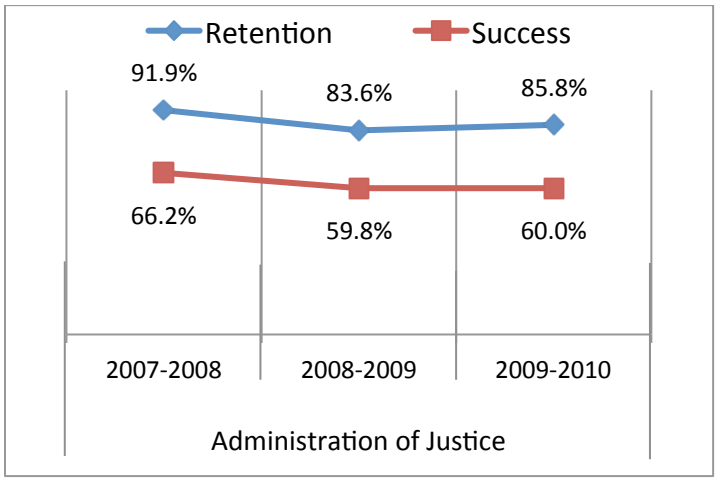
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Administration of Justice



	07-08	08-09	09-10	10-11
Sections	31	27	28	27
Census	869	873	1116	1146
FTEF	7.4	6.8	6.7	6.2
FTES/FTEF	13.7	14.8	19.5	21.7



Source: ODS Course Book by Subject report October, 2011

Description:

The Administration of Justice program is a two-year course of study designed to prepare students for employment upon graduation from Porterville College or for transfer to a four-year college or university offering an upper division major in Administration of Justice. The program offers the student an A.A. degree, a certificate option and various vocational training programs in law enforcement and corrections.

The curriculum surveys the history, development, theory and practical application of knowledge in areas of law enforcement, corrections, probation and parole. Curriculum is kept current by continuous contact with other colleges and criminal justice agencies. The training programs are certified by the California Commission on Peace Officers Standards and Training (P.O.S.T.) and Standards and Training for Corrections (S.T.C.).

Assessment

- FTES increase with slight decrease in most recent year.
- General decrease in FTES per FTEF.
- Retention and success below college averages.
- Mid – low number of degrees and certificates have been awarded.

Program Plans:

- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

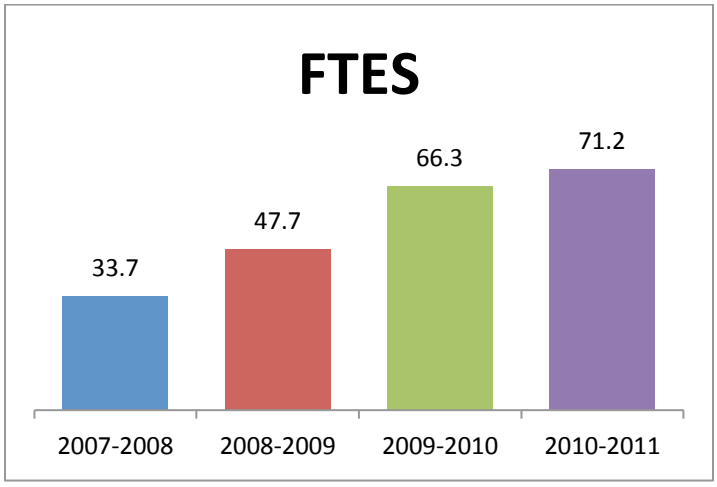
Challenges and Opportunities

- Develop strategies to increase student success and retention.
- Area demand for trained law enforcement and correctional officers in the Central Valley remain high.
- Additional full time and adjunct faculty would allow additional course offerings, which have already been developed and approved.

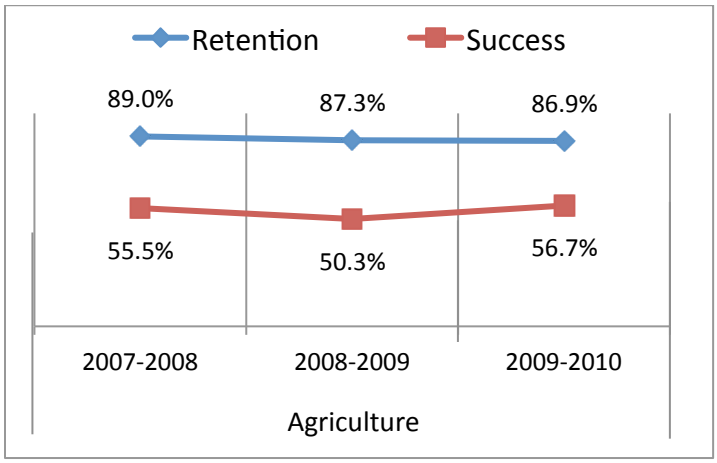
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Agriculture



	07-08	08-09	09-10	10-11
Sections	10	14	16	15
Census	275	385	554	566
FTEF	2.3	3.1	3.4	3.5
FTES/FTEF	14.9	15.6	19.5	20.1



Source: ODS Course Book by Subject report October, 2011

Description:

The department offers a broad range of courses for students seeking skills enhancement, career preparation and/or a degree or certificate. Five of the courses offered in the program also fulfill Porterville College graduation requirements in various areas (Intro to Plant Science, Intro to Soil Science, Ag Economics, Ag Sales and Computer Apps in Agriculture). Three of these courses also fulfill CSU Breadth requirements in various areas (Intro to Plant Science, Intro to Soil Science and Ag Economics) and Ag Economics also fulfills a UC transfer requirement.

Assessment

- FTES has increased steadily over the past four years.
- FTES per FTEF has continually increased.
- Retention and success below college averages.
- Extremely low number of degrees has been awarded.

Program Plans:

- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.
- Increase recruitment efforts for adjunct instructors in order to offer a wider range of courses throughout the day.

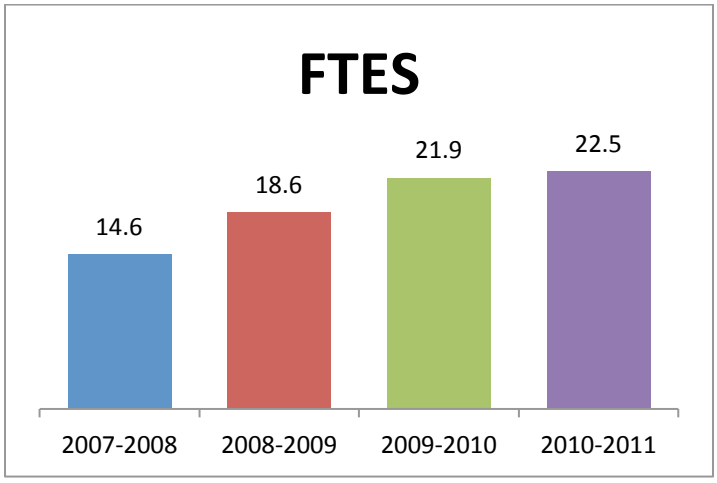
Challenges and Opportunities

- Develop strategies to increase student success and retention.
- Student demand has enabled the program to hire additional adjunct instructors and offer additional courses; however, times and days remain limited.

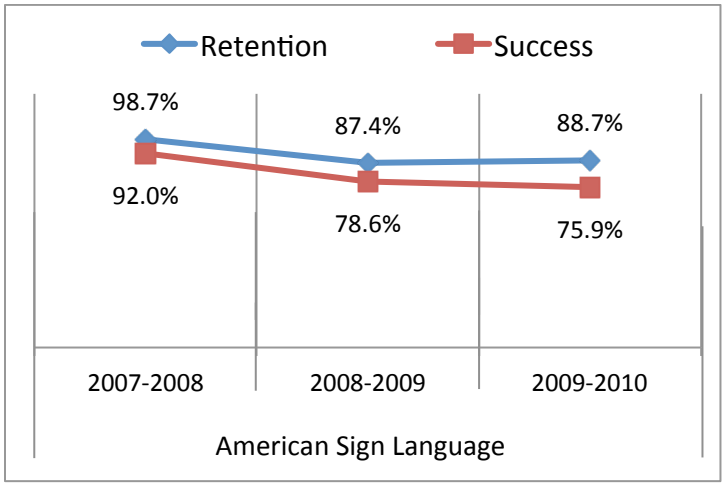
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

American Sign Language



	07-08	08-09	09-10	10-11
Sections	4	4	4	4
Census	84	107	142	157
FTEF	1.3	1.3	1.2	1.1
FTES/FTEF	10.9	14.0	18.3	19.8



Source: ODS Course Book by Subject report October, 2011

Description:

The ASL program offers courses designed to meet graduation, CSU and UC requirements in foreign language.

Assessment

- FTES has increased steadily over the past four years.
- FTES per FTEF has increased substantially.
- Retention and success are above college averages.
- Very few sections are offered due to a lack of qualified instructors.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer courses on a regular and consistent basis.
- Hire a full time ASL instructor.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

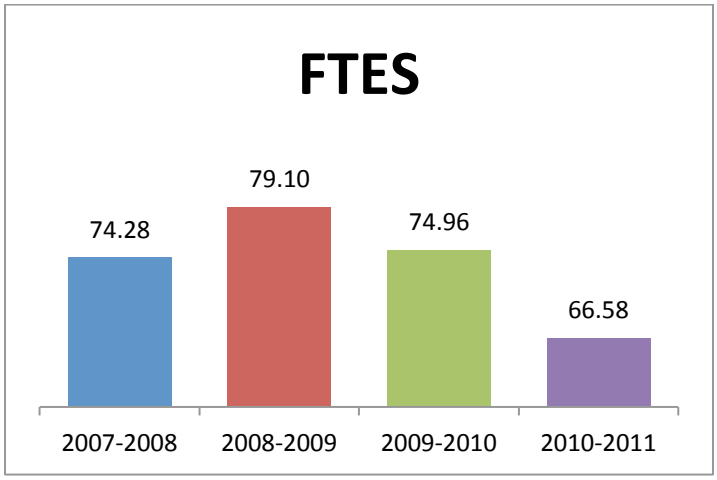
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors.
- Currently there is not a full time ASL instructor.

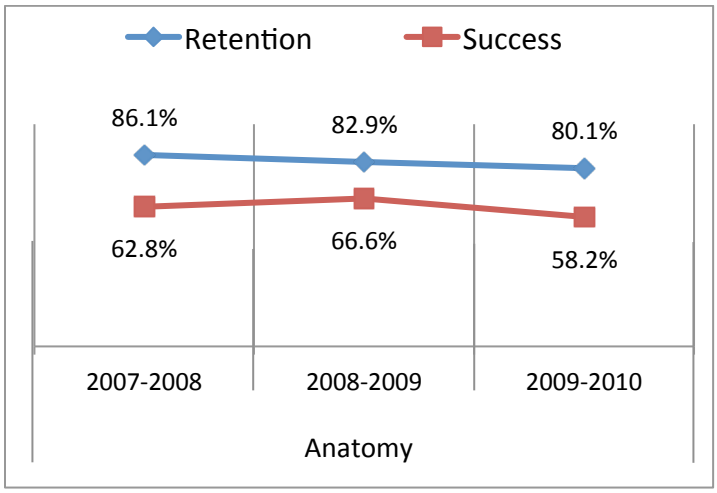
Source: PC Catalog 2011-2012; Program Review, Language Arts, 2009

Discipline Area:

Anatomy



	07-08	08-09	09-10	10-11
Sections	16	17	16	14
Census	551	590	540	466
FTEF	4.4	4.7	4.5	4.1
FTES/FTEF	18.4	18.2	18.1	17.7



Source: ODS Course Book by Subject report October, 2011

Description:

The Anatomy program currently offers both an Introduction and Survey of Anatomy and Physiology course (P052) and a Human Anatomy course (P110). The Introduction and Survey course is designed to fulfill the requirements of students preparing to enroll in the Vocational Nurse and Psychiatric Technician programs and does not meet the Associate in Arts degree requirement in science. The Human Anatomy course is designed for students majoring in nursing, physical education, and the medical and para-medical professions and meets graduation, CSU and UC requirements.

Assessment

- FTES has been decreasing in the past several years.
- FTES per FTEF has remained constant.
- Retention and success below college averages.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wider selection of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Evaluate course content for C-id numbering and SB-1440 requirements.

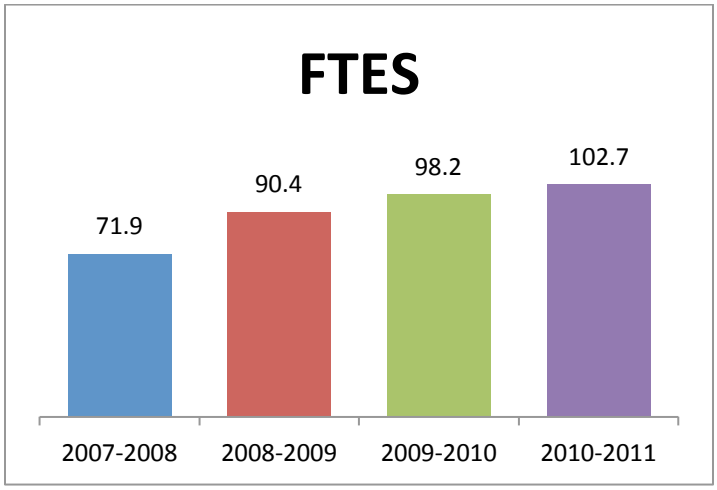
Challenges and Opportunities

- Expectations are that this program will continue to exceed the enrollment growth rate of the college due to the requirements of the health careers programs and the addition of an RN program.
- Growth is also expected in reaction to the local high school's focus on Academies and Pathways, including programs directed to employment in the medical field.
- Difficulty in finding qualified adjunct instructors.
- Develop strategies to increase student success and retention.

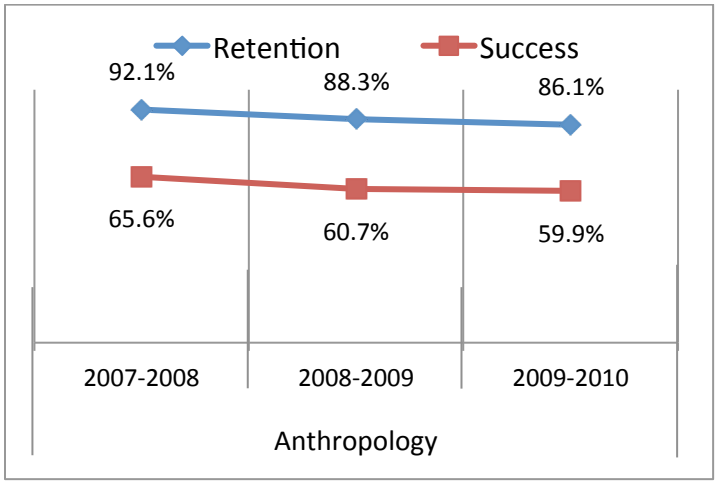
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Anthropology



	07-08	08-09	09-10	10-11
Sections	20	22	22	24
Census	691	865	945	991
FTEF	4.0	4.4	4.4	4.8
FTES/FTEF	18.0	20.6	22.3	21.4



Source: ODS Course Book by Subject report October, 2011

Description:

The Anthropology program offers a wide variety of courses that all meet graduation, CSU and UC requirements. Courses include: Introduction to Physical Anthropology, Cultural Anthropology, Introduction to Archaeology, North American Indians, and Magic, Witchcraft, and Religion.

Assessment

- FTES has increased steadily over the past four years.
- FTES per FTEF increased substantially from 07-08 to 08-09 and has since remained constant.
- Retention rates are consistent with the college average; however, success rates are slightly below.
- There are currently no certificates or degrees offered in Anthropology; however, the courses are an integral part of the Social Science A.A. degree; count toward general education requirements; and meet CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for instructors in order to offer a wide range of courses throughout the day.
- Follow up with continued assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Increase course offerings to include a Forensic Anthropology program.

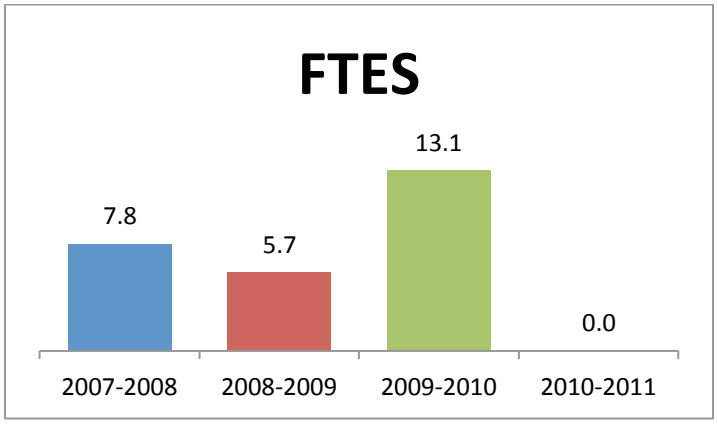
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

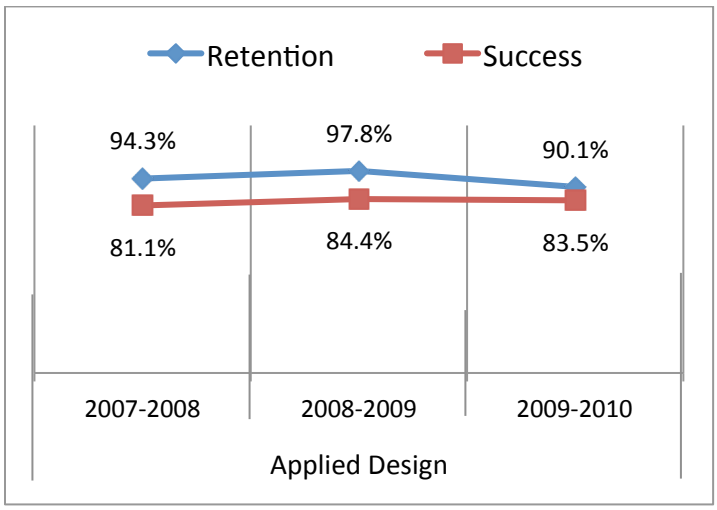
Source: PC Catalog 2011-2012; Program Review, Social Science, 2009

Discipline Area:

Applied Design



	07-08	08-09	09-10	10-11
Sections	11	8	9	0
Census	56	42	93	0
FTEF	1.1	.8	1.1	0
FTES/FTEF	7.3	7.1	12.3	0



Source: ODS Course Book by Subject report October, 2011

Description:

The Applied Design program offers courses that meet graduation, CSU and UC requirements as well as serve as enrichment opportunities for many students. Courses are also required for both the Applied Design degree and certificate.

Assessment

- FTES increased substantially in 2009-2010; however, all courses were cancelled in 2010-2011.
- FTES per FTEF increased in 2009-2010; however, courses were cancelled the following year.
- Retention and success are far above college averages.
- Very few degrees were awarded; however, some of the courses also count towards both the Art: Studio degree and certificate.

Program Plans:

- Replace retired full-time Fine and Applied Arts instructor.
- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

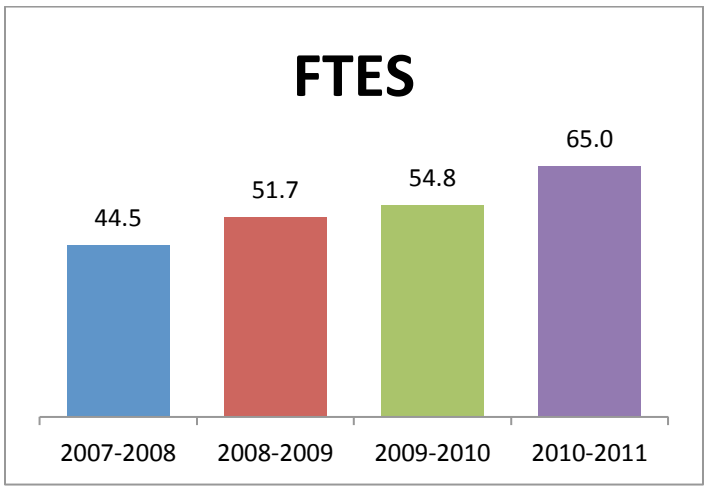
Challenges and Opportunities

- Currently there is only one full-time Fine and Applied Arts instructor in a department that has historically had two.
- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

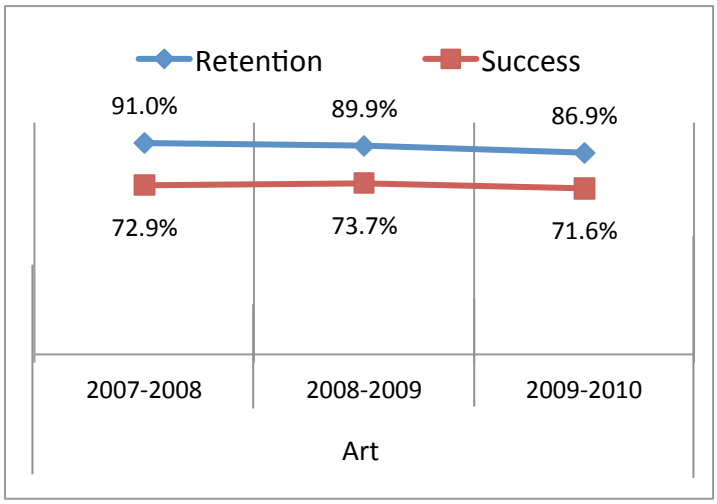
Source: PC Catalog 2011-2012; Program Review, Fine and Applied Arts, 2010

Discipline Area:

Art



	07-08	08-09	09-10	10-11
Sections	36	34	24	25
Census	507	555	428	497
FTEF	2.8	2.8	2.7	3.2
FTES/FTEF	15.9	18.5	20.5	20.3



Source: ODS Course Book by Subject report October, 2011

Description:

The Art program provides classes which meet the General Education requirement and course work that prepares art students for transfer. Classes also serve as enrichment experiences for many students. Students from diverse backgrounds are prepared for a culturally complex world by training them to think critically about visual information in their lives and through studio and lecture courses that foster creativity, communication skills, problem-solving abilities, and cultural appreciation. A broad variety of courses are provided that meet graduation, CSU and UC requirements, as well as degrees in Applied Design, Art: Studio, Art: Commercial, and Photography, and certificates in the above areas as well as Technical Illustration: Art Graphics and Technical Illustration: Photography.

Assessment

- FTES has increased steadily over the past four years.
- General increase in FTES per FTEF.
- Retention is slightly below college averages, while student success rates are higher.
- Very few degrees and no certificates have been awarded over the past several years.

Program Plans:

- Replace retired full-time Fine and Applied Arts instructor.
- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with regular assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

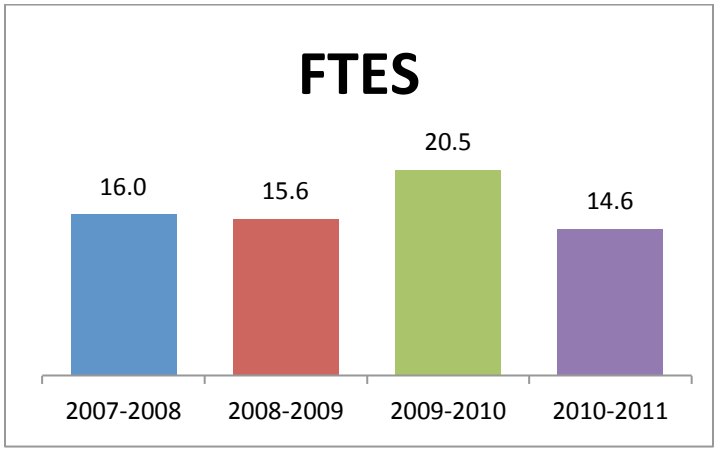
Challenges and Opportunities

- Currently there is only one full-time Fine and Applied Arts instructor in a department that has historically had two.
- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

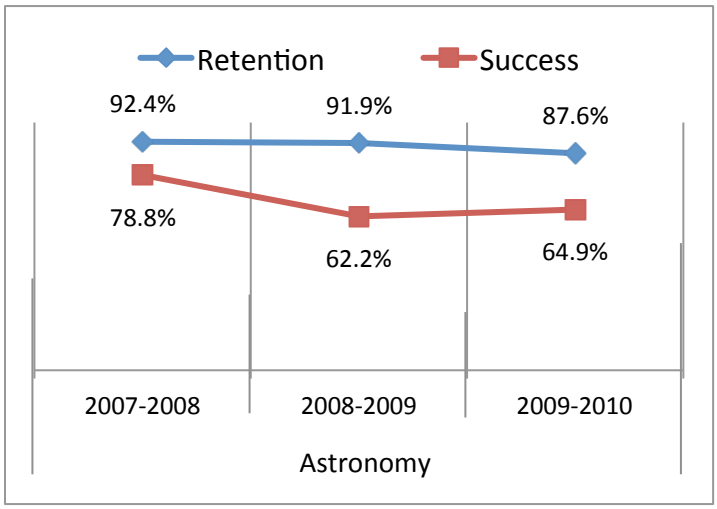
Source: PC Catalog 2011-2012; Program Review, Fine & Applied Arts, 2010

Discipline Area:

Astronomy



	07-08	08-09	09-10	10-11
Sections	2	2	3	2
Census	76	74	97	68
FTEF	.8	.8	1.2	.8
FTES/FTEF	20.1	19.5	17.1	18.2



Source: ODS Course Book by Subject report October, 2011

Description:

The Astronomy program offers one course that meets General Education, graduation, CSU and UC requirements. This course is an introductory course that covers the origin, characteristics, and evolution of the solar system, the stars, the galaxies, and the universe; historical milestones in the science of astronomy; considers the future of astronomical research and current theories; and contains a laboratory portion in which students analyze electromagnetic radiation, perform distance measurements, learn the principles of telescope construction, and observe the constellations, planets, stars, nebulae and galaxies.

Assessment

- FTES increased slightly in 2009-2010 and decreased in 2010-2011.
- General decrease in FTES per FTEF.
- Retention is slightly higher than the college average, while student success is slightly lower.
- Very few sections are offered from year to year due to a lack of qualified instructors.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Evaluate course content for C-id numbering and SB-1440 requirements.

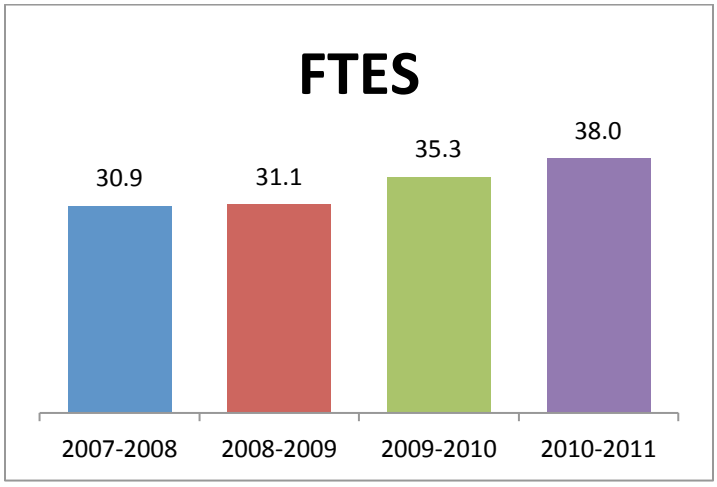
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

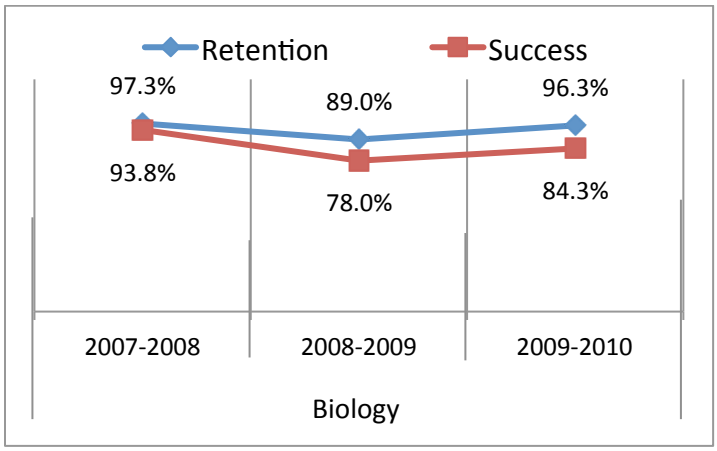
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Biology



	07-08	08-09	09-10	10-11
Sections	4	4	4	4
Census	117	119	134	145
FTEF	2.0	2.0	2.0	2.0
FTES/FTEF	15.5	15.6	17.6	19.0



Source: ODS Course Book by Subject report October, 2011

Description:

The Biology program offers various courses for students majoring in any of the biological and related sciences, as well as the general student population. All of the courses meet graduation, CSU and UC requirements. Courses include an introduction to the molecular basis of cells, cell structure and function, and energy metabolism; an introduction to ecology and environmental biology; an introduction to the general concepts of biology as related to the chemical nature of life, the cell, molecular genetics, heredity and reproduction, ecology, and evolution; and a scientific study of the basic chemical and physiological concepts of human nutrition.

Assessment

- FTES has increased steadily over the past four years.
- General increase in FTES per FTEF.
- Retention and success are well above college averages.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Evaluate course content for C-id numbering and SB-1440 requirements.

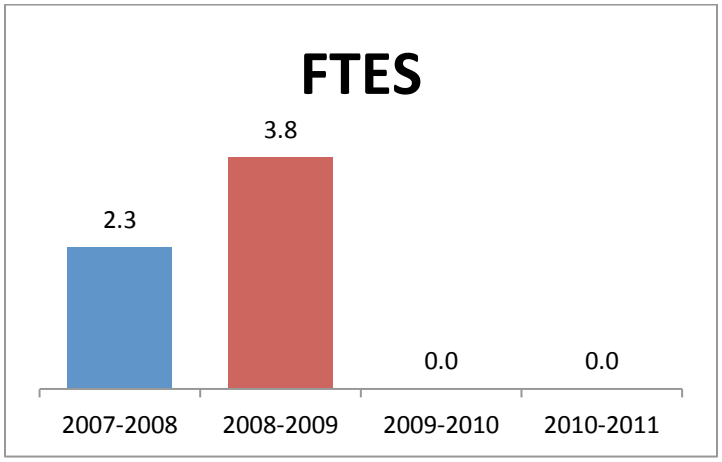
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

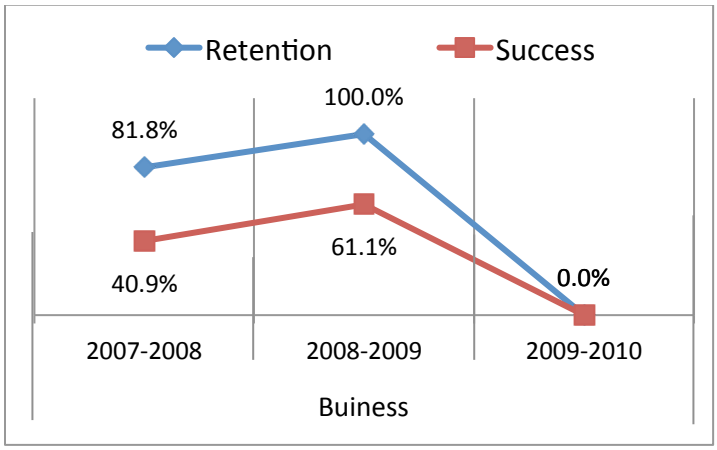
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Business



	07-08	08-09	09-10	10-11
Sections	1	2	0	0
Census	23	36	0	0
FTEF	.2	.2	0	0
FTES/FTEF	11.6	19.0	0	0



Source: ODS Course Book by Subject report October, 2011

Description:

The Business program provides students with knowledge and training necessary for leadership roles in an organization or community. Topics include visionary leadership, personal goal setting, assessment of individual leadership styles, effective communication skills, group dynamics, and the group process. Only once course is currently offered and counts towards any degree as an elective credit. All other courses have been moved to the Business Administration program.

Assessment

- FTES increased from 2007 to 2009.
- Only one course is currently offered at this time; all other courses were folded into Business Administration.
- Increase in FTES per FTEF from 2007 to 2009.
- Retention and success were below college averages until the 2008-2009 academic year.
- Very few degrees offered; however, degrees are now offered in Business Administration and Accounting.

Program Plans:

- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

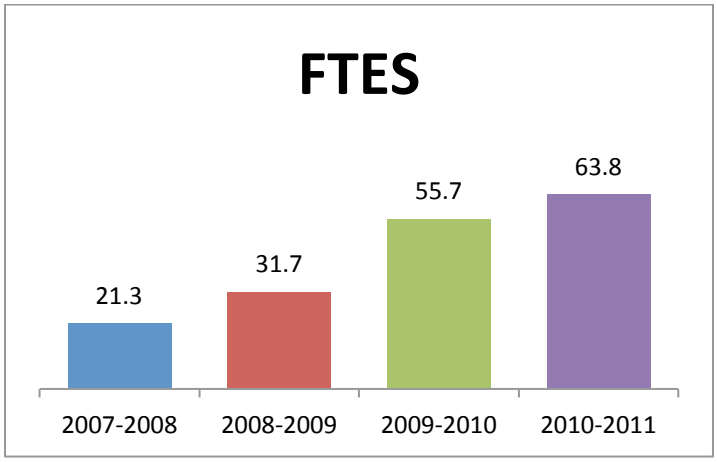
Challenges and Opportunities

-

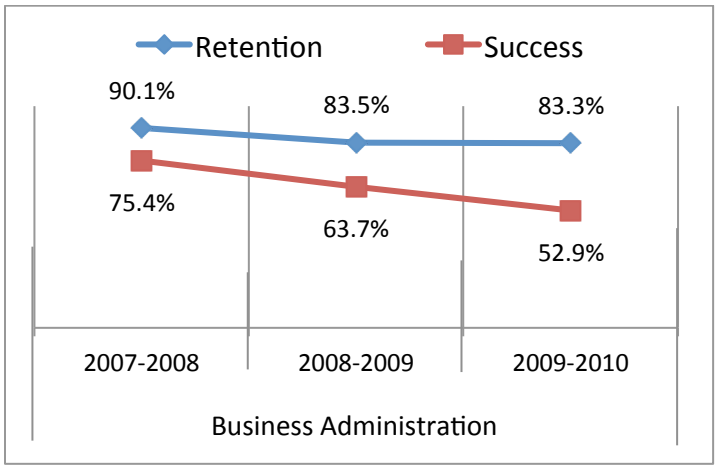
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Business Administration



	07-08	08-09	09-10	10-11
Sections	8	9	15	16
Census	180	276	501	562
FTEF	1.7	2.0	3.3	3.5
FTES/FTEF	12.3	15.8	16.7	18.0



Source: ODS Course Book by Subject report October, 2011

Description:

The Business Administration program offers numerous courses to meet both graduation and transfer requirements, as well as skills enhancement, career preparation and certificates of completion. The courses provided include instruction for students interested in business or majoring in business; managers and supervisors in both public and private sectors seeking to build professional expertise in the areas of management and organization; and those wishing to fulfill CSU and UC requirements.

Assessment

- FTES has increased steadily over the past four years.
- FTES per FTEF has increased.
- Retention meets the college average; however student success has fallen well below college averages.
- A mid number of degrees have been awarded.
- Courses from the Business program were moved to this program in 2009, which may account for the significant increases.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.
- Increase community outreach activities to businesses, community members and high schools.

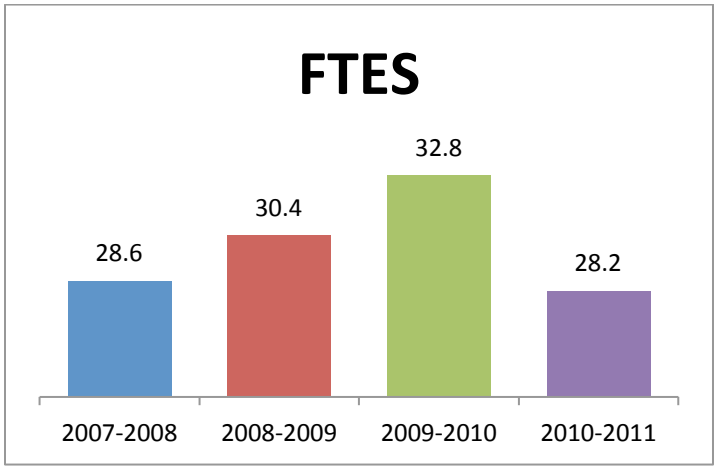
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.
- The addition of the Entrepreneurship courses has increased interest in the program.

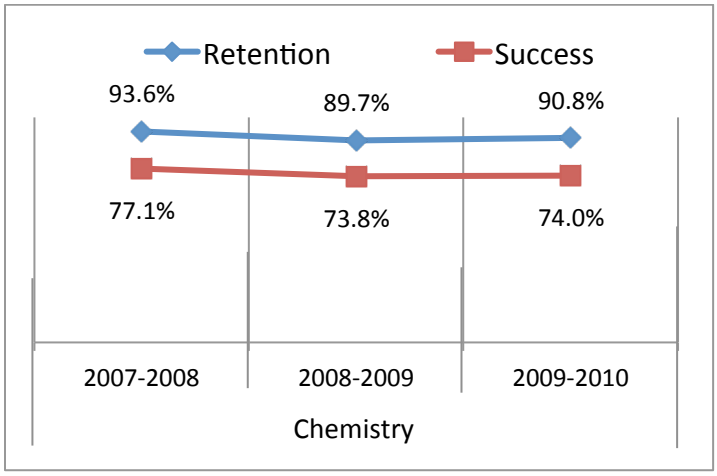
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Chemistry



	07-08	08-09	09-10	10-11
Sections	5	5	5	4
Census	126	126	134	109
FTEF	2.4	2.2	2.4	2.0
FTES/FTEF	11.9	13.6	13.7	14.1



Source: ODS Course Book by Subject report October, 2011

Description:

The Chemistry program offers courses for students interested in pre-med, pre-dental, and pre-pharmacy, as well as engineering, science, and liberal arts majors; in addition to those who are interested in chemical industries, medicine, dentistry, pharmacy, biology and related biological fields, engineering, medical terminology, and chiropractic, or students requiring on lye semester of organic chemistry to complete chemistry requirements. All classes meet graduation and CSU and UC transfer requirements.

Assessment

- FTES increased each year, with a decrease in the most recent year.
- FTES per FTEF dropped sharply from 2007-2008 to 2008-2009; however, in the past years there has been a steady increase.
- Retention and success below college averages.
- Certificates and degrees are not offered; however, courses are needed for other programs.
- Evaluate course content for C-id numbering and SB-1440 requirements.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

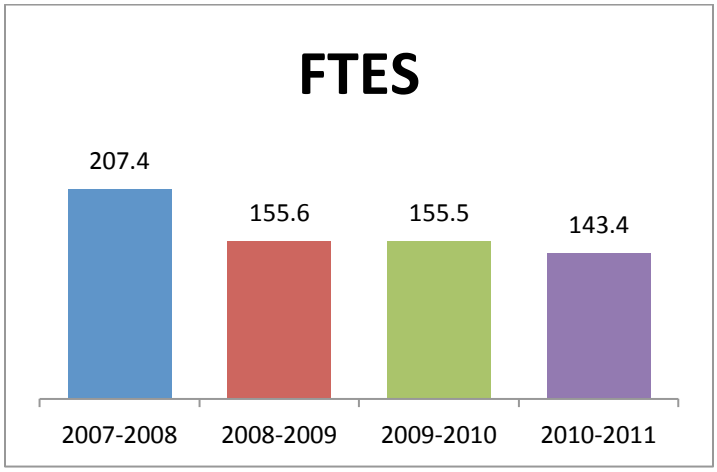
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors, especially those available during the day.
- Develop strategies to increase student success and retention.

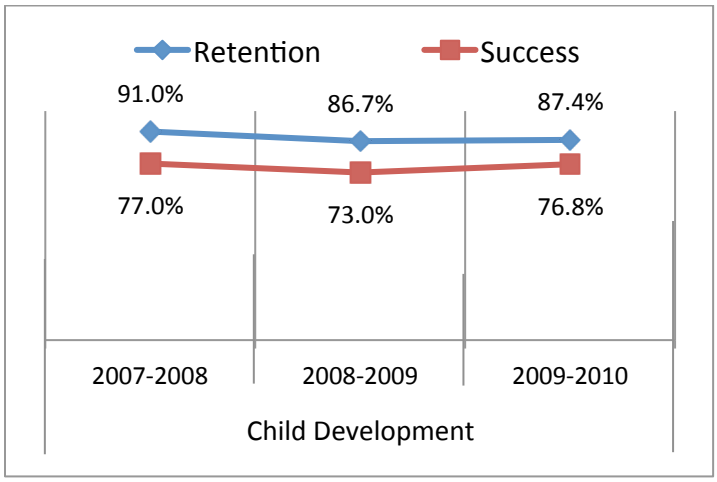
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Child Development



	07-08	08-09	09-10	10-11
Sections	81	58	44	36
Census	2123	1751	1622	1488
FTEF	15.6	11.1	9.3	7.5
FTES/FTEF	13.3	14.1	16.7	19.2



Source: ODS Course Book by Subject report October, 2011

Description:

The Child Development program provides students with academic courses based on theory and best practices in early care and education. Courses are offered that orient students to the field of early care and education; providing the opportunity to develop the knowledge, skills and abilities to be successful in the workforce. Early Childhood Education/Child Development faculty engage in leadership through collaboration with educational, community, industry, state and federal partners. Several degrees and certificates in this program are available.

Assessment

- FTES has decreased over the last four years.
- FTES per FTEF has fluctuated each year.
- Retention is close to the college average; however, success remains above the college average.
- An average number of degrees are awarded.

Program Plans:

- Currently, the Child Development program only employs one full time instructor.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

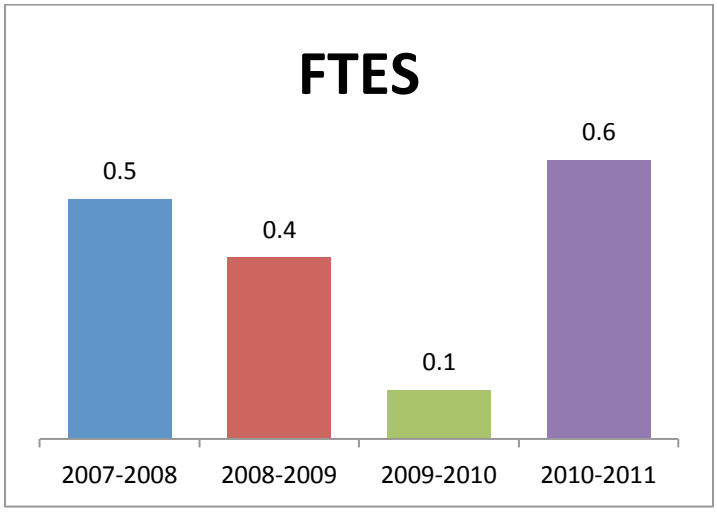
Challenges and Opportunities

- Develop strategies to increase student success and retention.

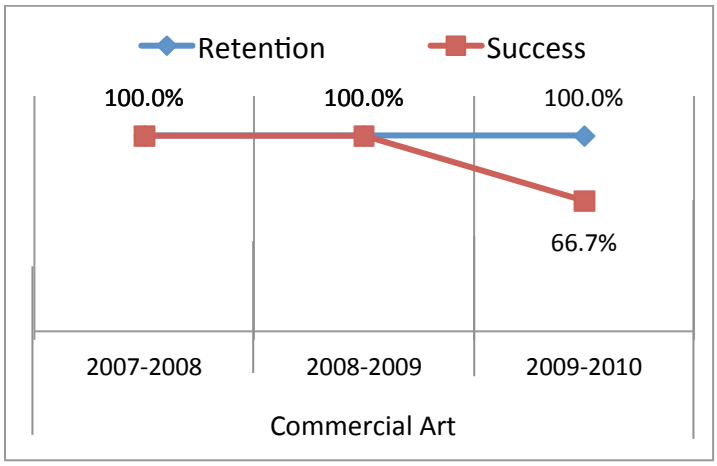
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Commercial Art



	07-08	08-09	09-10	10-11
Sections	3	4	1	4
Census	4	7	1	4
FTEF	0	0	0	0
FTES/FTEF	0	0	0	0



Source: ODS Course Book by Subject report October, 2011

Description:

The Commercial Art program provides courses for students who are interested in a career in the advertising, digital and print media, web, book editing, and illustration fields. Commercial Layout and Design provides students with concepts and methods by which they learn how design layouts are produced. The Illustration course focuses on student concepts and individual expression through a continuing development of skills. Finally, the Air Brush course allows students to concentrate their studies on the techniques of the air brush and its potential and best suited uses. Courses are offered that are required for the Commercial Art degree, as well as the Commercial Art, Applied Design and Technical Illustration certificates

Assessment

- FTES had decreased for several years; however, a significant increase is seen in the current year.
- *FTES per FTEF – unable to calculate*.
- Retention and success are both extremely high.
- Very few certificates offered; however, courses are also applicable to the degree in Art, as well as elective courses in other programs.

Program Plans:

- Replace retired full-time Fine and Applied Arts instructor.
- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with regular assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

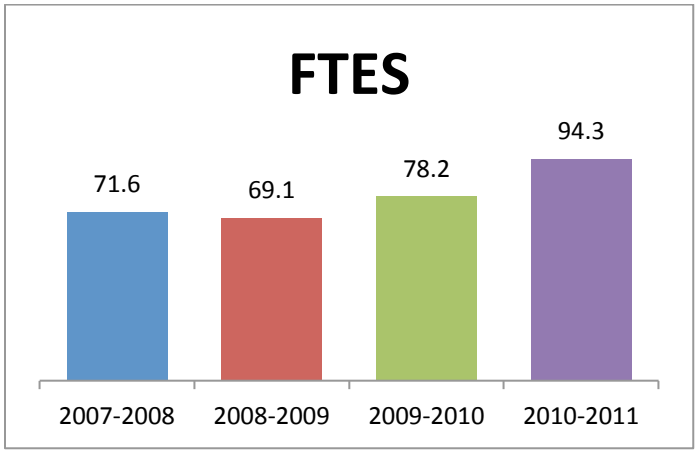
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Commercial Art instructor.
- Develop strategies to increase student success and retention.

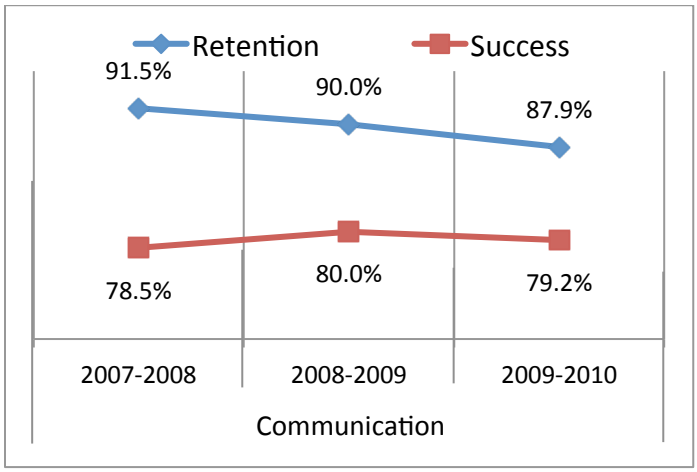
Source: PC Catalog 2011-2012; Program Review, Fine & Applied Arts, 2010

Discipline Area:

Communication



	07-08	08-09	09-10	10-11
Sections	18	15	18	24
Census	687	655	745	913
FTEF	3.6	3.0	3.5	4.8
FTES/FTEF	19.9	23.0	22.1	19.7



Source: ODS Course Book by Subject report October, 2011

Description:

The Communication program (formerly named Speech), offers courses in Introduction to Public Speaking, Interpersonal Communication, Argumentation and Debate, Intercultural Communication, and Oral Interpretation. All courses meet graduation and CSU and/or UC transfer requirements. Additionally, as of 2011 the program offers an Associate of Arts-Transfer Degree in Communication and will be offering a Certificate of Achievement in Communication beginning in Spring 2012.

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Assessment

- FTES has increased over the past three years.
- General decrease in FTES per FTEF.
- Retention rates are in line with the college average; however, success rates are well above the college averages.
- Until recently there were no certificates or degrees offered. The AA-T in Communication was approved in 2011 and the Certificate of Achievement in Communication is expected to begin in Spring 2012.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with regular assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

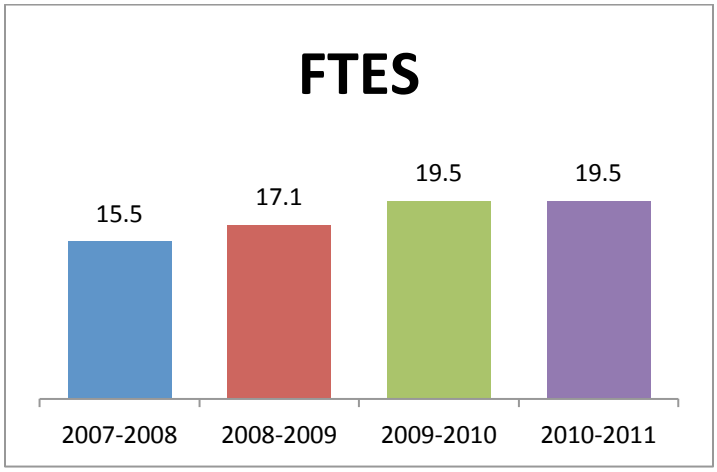
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

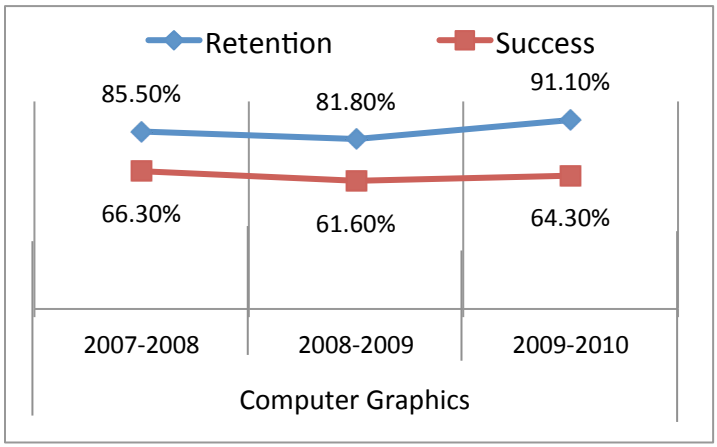
Source: PC Catalog 2011-2012; Program Review, Fine & Applied Arts, 2010

Discipline Area:

Computer Graphics



	07-08	08-09	09-10	10-11
Sections	13	12	11	9
Census	89	98	112	112
FTEF	1.7	1.7	1.7	1.3
FTES/FTEF	9.3	10.3	11.7	14.6



Source: ODS Course Book by Subject report October, 2011

Description:

The Computer Graphics program offers three courses in which students learn the basic to more advanced theories and techniques of art and design production on the computer. Through the exploration of tools, techniques, and concepts of graphic art and design and digital imaging using Adobe Illustrator and its vector-based environment and Adobe Photoshop and its bit-mapped environment, students will design and create original graphic designs and digital works of art. All courses count toward graduation and as CSU credit and may be applied towards any of the four Art degrees offered through Porterville College.

Assessment

- FTES has increased consistently over the past four years.
- General increase in FTES per FTEF.
- Retention remains on average with the college; however success falls slightly below the college average.
- While no certificates are offered in Computer Graphics, the courses are taken by both Art majors and those looking for an elective.

Program Plans:

- Replace retired full time Fine and Applied Arts instructor.
- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with regular assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

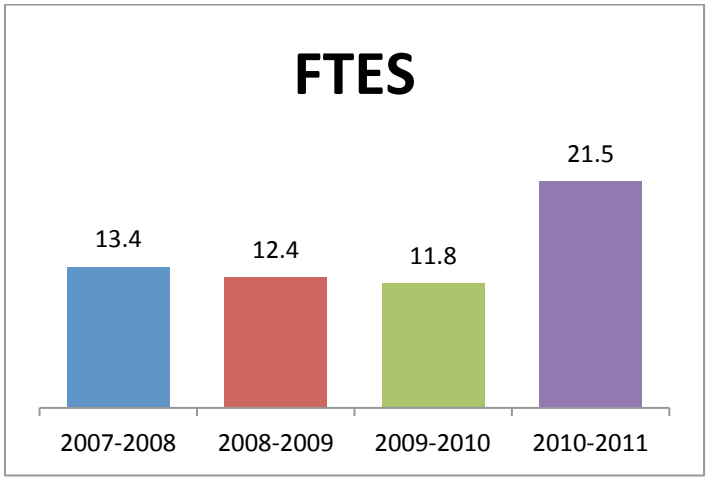
Challenges and Opportunities

- Currently there is only one full-time Fine and Applied Arts instructor in a department that has historically had two.
- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

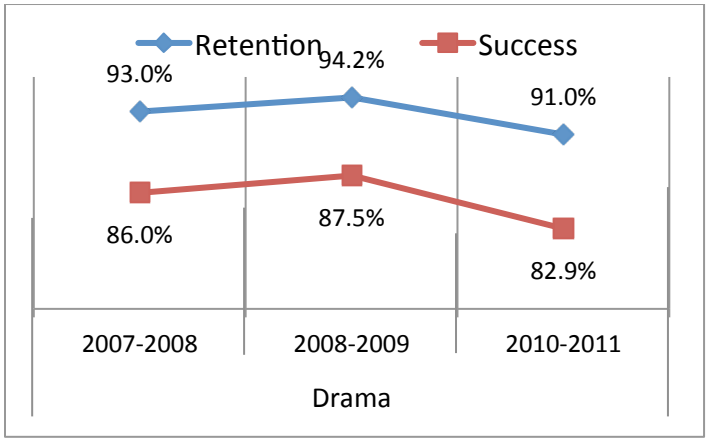
Source: PC Catalog 2011-2012; Program Review, Fine & Applied Arts, 2010

Discipline Area:

Drama



	07-08	08-09	09-10	10-11
Sections	3	5	2	5
Census	127	120	112	213
FTEF	.6	.5	.4	1.0
FTES/FTEF	22.3	23.3	29.6	21.5



Source: ODS Course Book by Subject report October, 2011

Description:

The Drama program currently offers two courses; however, these courses remain extremely popular with students and count towards graduation and both CSU and UC transfer requirements. The Introduction to Theater course provides students with a survey of major dramatic forms and works; a study of historical theatrical literary periods and their relationships to the socioeconomic, religious, and political issues of the times; and an introduction to the literature of significant playwrights. Introduction to Contemporary Drama is a study of the creative process and techniques of staging a theatrical production and provides a survey of the mass media, including the style and techniques in film, radio, and television drama.

Assessment

- FTES increased significantly in most recent year.
- FTES per FTEF increased from 2007 to 2009 and then began to decrease.
- Retention and success are well above the college averages.
- While no certificates or degrees are offered in Drama, it is a course chosen by many of our students in order to meet both graduation and transfer requirements.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Currently, there is one full time instructor teaching Drama as 40% of load.
- Follow up with assessment of SLOs.

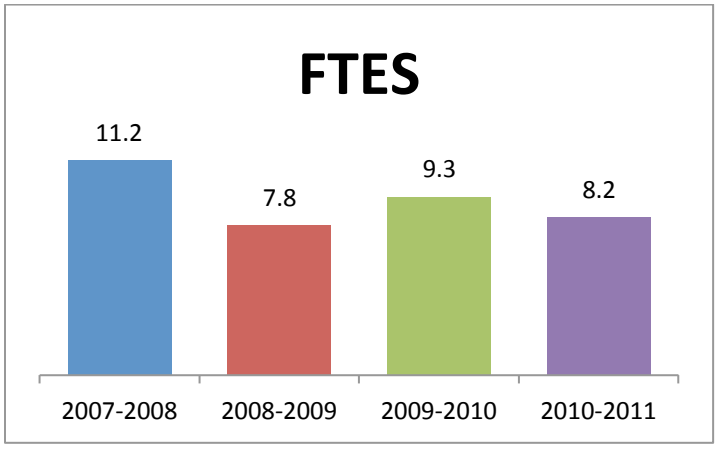
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors.
- Develop strategies to increase student success and retention especially among Basic Skills students.
- Evaluate whether to require a pre-requisite of completion of ENG 50.

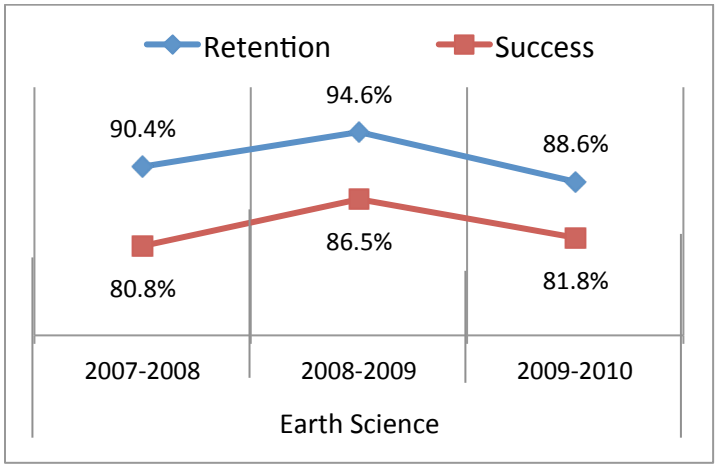
Source: PC Catalog 2011-2012; Program Review, Fine & Applied Arts, 2010

Discipline Area:

Earth Science



	07-08	08-09	09-10	10-11
Sections	2	1	1	1
Census	53	37	44	38
FTEF	.8	.4	.4	.4
FTES/FTEF	14.0	19.5	23.2	20.6



Source: ODS Course Book by Subject report October, 2011

Description:

The Earth Science program is made up of two courses in which students either receive an introduction to earth sciences (i.e. geology, oceanography, meteorology, and astronomy) or a basic study of physical geography, including a focus on the earth's major geological and climatological patterns and their influence upon the characteristics of landforms, vegetation, and soils. Both courses meet graduation and CSU or UC transfer requirements. Introduction to Earth Science has an assigned C-id number GEOL 121.

Assessment

- FTES dropped considerably from 2007-2008 to 2008-2009; however, there has been an average increase since.
- General increase in FTES per FTEF since 2008-2009.
- Retention falls slightly above the college average, while success runs much higher than the college averages.
- There are no certificates or degrees offered specifically for the Earth Science program; however, courses are applicable to fulfill specific areas toward both graduation and transfer to CSU and UC.
- Evaluate course content for C-id numbering and SB-1440 requirements.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

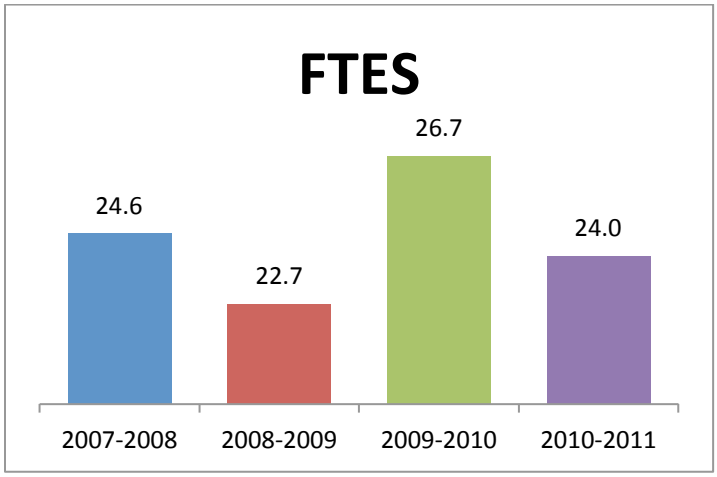
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

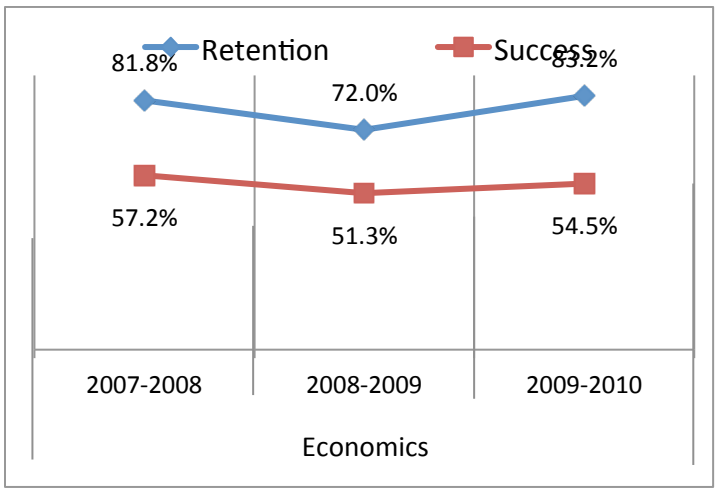
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Economics



	07-08	08-09	09-10	10-11
Sections	8	8	7	6
Census	246	231	268	236
FTEF	1.6	1.4	1.4	1.2
FTES/FTEF	15.4	16.2	19.1	20.0



Source: ODS Course Book by Subject report October, 2011

Description:

The Economics program currently offers two courses, both of which meet graduation and transfer for CSU and UC requirements. Microeconomics discusses the principles of economic analysis and decision making from the viewpoint of the individual consumer, worker and firm; specifically, there is an emphasis on the price system allocation of resources and income, supply and demand analysis, the structure of American industry, and applications to current economic policy and problems. Macroeconomics is taught from the viewpoint of the society; specifically, there is an emphasis on national income analysis, unemployment, inflation, economic growth, fiscal and monetary policies, international trade and applications of current economic policy and problems.

Assessment

- FTES has fluctuated from year to year.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- There are no certificates or degrees offered in Economics; however, the courses are integral to those studying business; are an integral part of the Social Science A.A. degree; and meet CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for instructors in order to offer a wide range of courses throughout the day.
- Follow up with continued assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

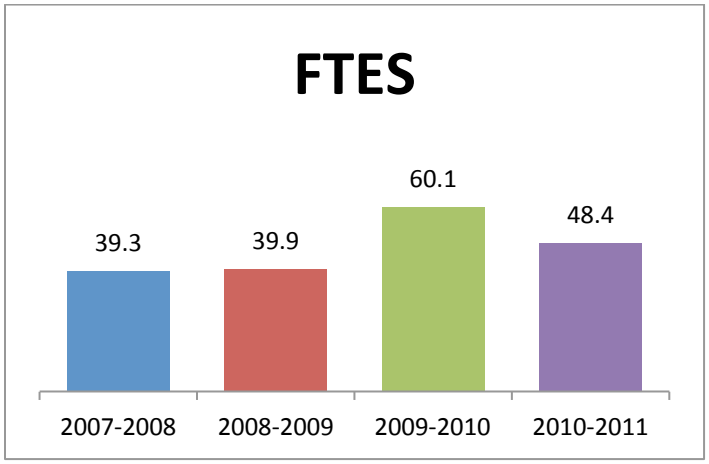
Challenges and Opportunities

- Difficulty in finding additional qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

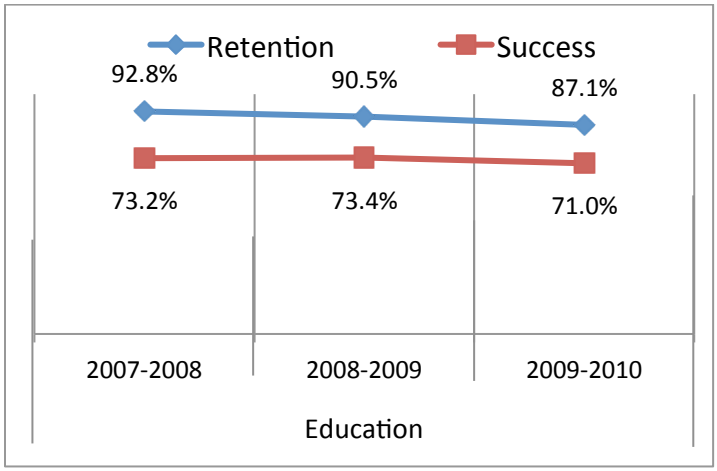
Source: PC Catalog 2011-2012; Program Review, Social Science, 2009

Discipline Area:

Education



	07-08	08-09	09-10	10-11
Sections	24	27	33	27
Census	840	837	1191	1045
FTEF	2.4	2.6	3.0	2.5
FTES/FTEEF	16.4	15.6	19.7	19.6



Source: ODS Course Book by Subject report October, 2011

Description:

The Education program offers a wide variety of courses to better prepare students for success in the academic environment. Courses offered include: Effective Learning Skills, Learning Strategies for Students with Learning Disabilities, Educating Parents about the Educational Opportunities Available to Their Children, College Planning and Success Strategies, Personal and Career Exploration, Introduction to Teaching, Strategies for Personal and Academic Success, and College Success for Student – Athletes. Of these courses, six are articulated for transfer.

Assessment

- FTES increased until a drop in 2010-2011.
- General increase in FTES per FTEF.
- Retention and success above college averages.
- There are no certificates or degrees offered in Education; however, there is a graduation requirement for the completion of at least EDUC P101, P102, or P107.
- According to a recent study, PC students who passed a student success course were 54% more likely to achieve their educational goal

Program Plans:

- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

Challenges and Opportunities

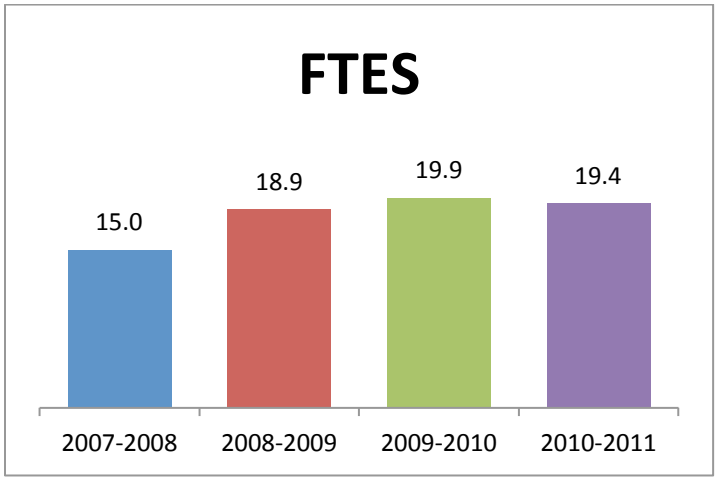
- Currently there is not a full time Education instructor; classes are taught by both full time and adjunct counselors.

Develop strategies to increase student success and retention.

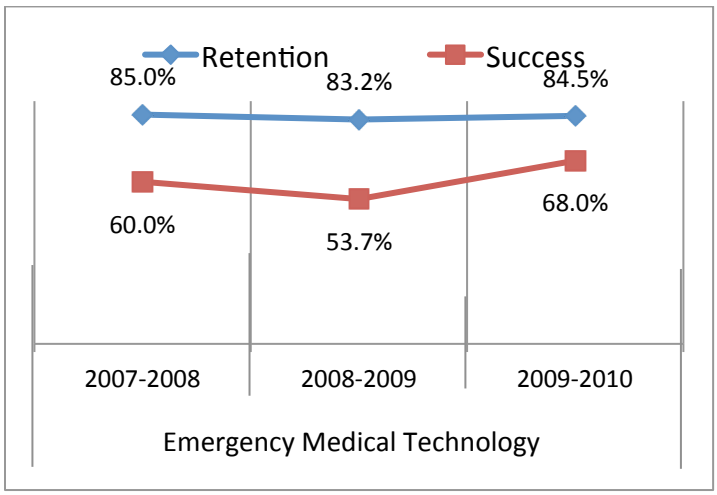
Source: PC Catalog 2011-2012; Program Review, Student Services, 2009

Discipline Area:

Emergency Medical Technology



	07-08	08-09	09-10	10-11
Sections	2	2	2	2
Census	83	104	97	92
FTEF	1.1	1.0	1.0	1.0
FTES/FTEF	13.7	19.0	20.1	19.5



Source: ODS Course Book by Subject report October, 2011

Description:

The Emergency Medical Technology program provides foundation skills and assessment techniques to care for an ill or injured person in the pre-hospital setting. By following state regulations for EMT1, it provides training and leads to certification at the county level. The program is for ambulance personnel and appropriate fire personnel and requires that students meet the Health Careers Division health requirements to participate in the laboratory section of the course.

Assessment

- FTES increased each year, up until 2010-2011.
- General increase in FTES per FTEF, up until 2010-2011.
- Retention and success below college averages, this may occur because national standards for EMT-I performance must be maintained.
- Data indicates an average of 50-55 completion certificates were awarded each year for the last four years. Students may complete the EMT-I course successfully but choose not to do the skills testing. Passing the final comprehensive exam and successfully completing the skills testing allows the student to take the national certification exam for EMT-I (basic) and become certified as an EMT-I. Many students take the course for personal knowledge or such jobs as coaches and do not pursue becoming certified.

Program Plans:

- Follow up with evaluation of SLOs.
- Evaluate course offerings in relation to community and student need.
- Evaluate the curriculum to insure it is aligned with the national curriculum. Make any content adjustments if necessary.
- Encourage the instructor to attend conferences relating to EMT-I education and the national curriculum to insure the curriculum stays up-to-date and aligned with the national curriculum.

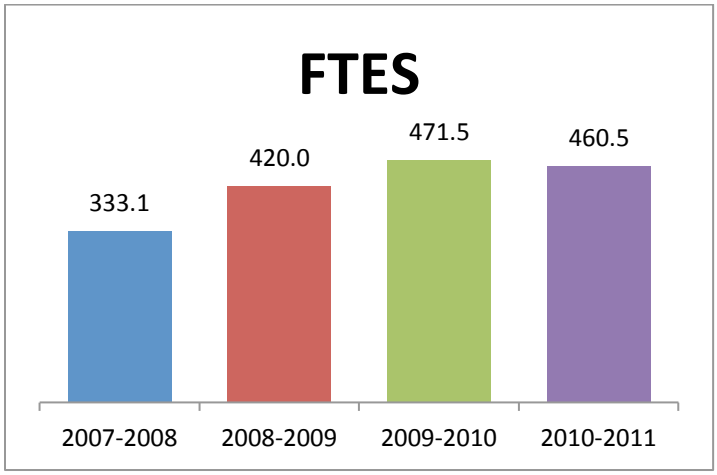
Challenges and Opportunities

- Currently there is not a full time EMT instructor.
- Develop strategies to increase student success and retention.
- Maintaining “state of the art” skills lab experiences that reflect the work environment.

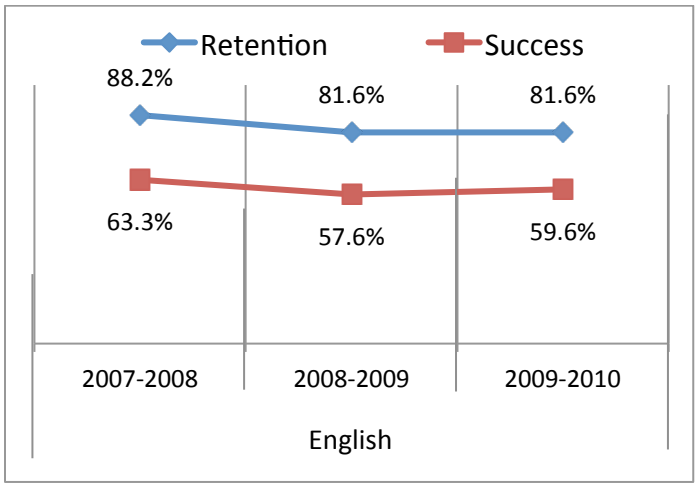
Source: PC Catalog 2011-2012; Program Review, Health Careers, 2011

Discipline Area:

English



	07-08	08-09	09-10	10-11
Sections	131	158	127	119
Census	3057	3866	3856	3695
FTEF	24.8	30.3	33.1	32.5
FTES/FTEF	13.4	13.8	14.3	14.2



Source: ODS Course Book by Subject report October, 2011

Description:

The English program provides instruction for students at all levels of skills and abilities. Through a commitment to teaching, students are provided with the tools and encouragement in which to achieve better communication and critical thinking skills in order to become more reflective, productive, and successful citizens in the greater community. Courses are provided to address four levels of English proficiency, from Basic Skills to CSU and UC transfer. Additionally, assistance is given through lab courses, tutoring, and both faculty and student mentors. There are seven courses offered for below transfer level proficiency and 16 courses at the transfer level. Of the transfer level courses, Expository Composition and Composition & Literature courses are offered every semester, while the remaining courses are offered on a rotational basis.

Assessment

- FTES has consistently increased over the years, with a slight decrease in 2010-2011.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- Very few degrees have been offered; however, courses are required for both graduation and transfer to CSU and UC.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Hire an additional full time English instructor (in addition to two retirement slots having been replaced).
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

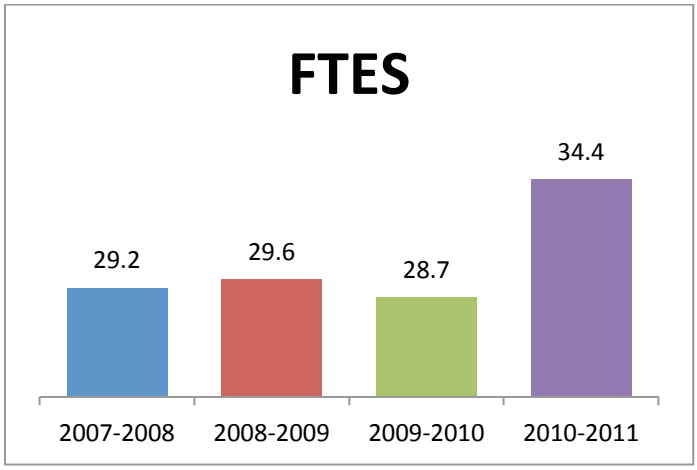
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

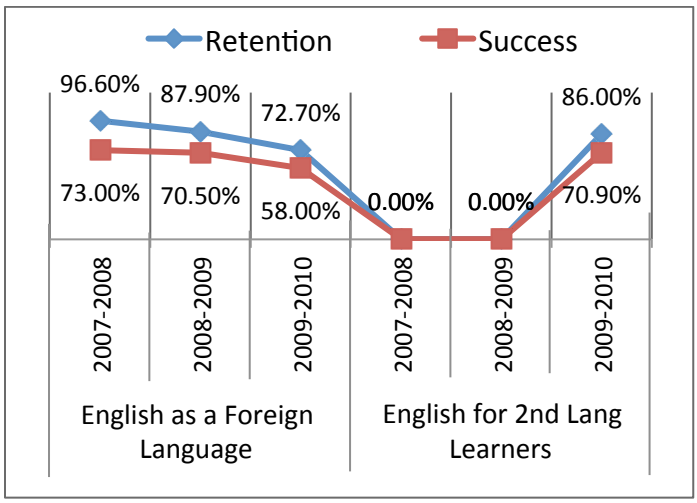
Source: PC Catalog 2011-2012; Program Review, Language Arts, 2009

Discipline Area:

EFL / EL2



	07-08	08-09	09-10	10-11
Sections	21	18	14	14
Census	250	305	174	209
FTEF	2.2	2.2	2.0	2.0
FTES/FTEF	27.2	30.3	28.7	17.2



Source: ODS Course Book by Subject report October, 2011

Description:

The EFL program is a noncredit course, offering courses at four different levels, which introduces adults with minimal English-speaking skills to English-as-a-Second Language instruction and rudimentary aspects of oral and written English and encourages students to seek additional instruction in English. In the spring 2010 semester, the EFL courses were revised and renamed EL2. This course was introduced in order to provide a more consistent program.

The EL2 program provides course work for matriculated students with elementary English speaking, reading, and writing skills for whom English is not a native language. Courses provide exposure to the structure of oral and written English at the low-intermediate level with emphasis on establishing sentence patterns as habits and the building of sufficient vocabulary to deal with practical situations.

Assessment

- FTES increased considerably in 2009-2010. This is most likely due to the addition of EL2 in the spring 2010 semester.
- Significant decrease in FTES per FTEF.
- EFL has shown a marked decrease in both retention and success over the past three years. However, rates tend to run above the college average.
- EL2 retention rates are slightly below the college average; however, success rates run slightly above the college average.
- There are no certificates or degrees offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

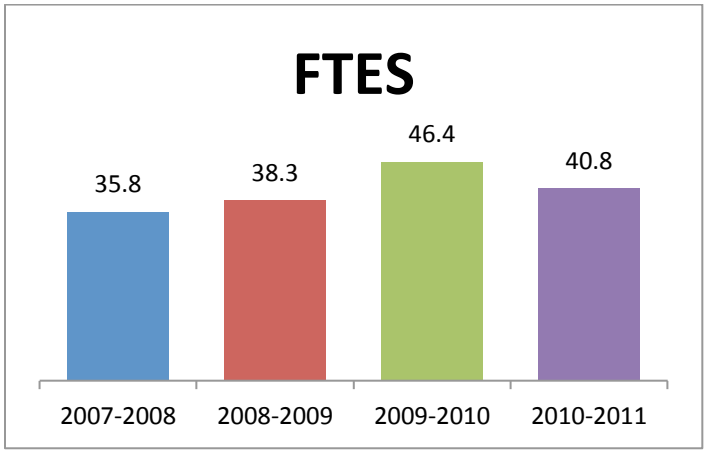
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is only one full time EFL/EL2 instructor; however, they teach mainstream English courses as well.
- Develop strategies to increase student success and retention.

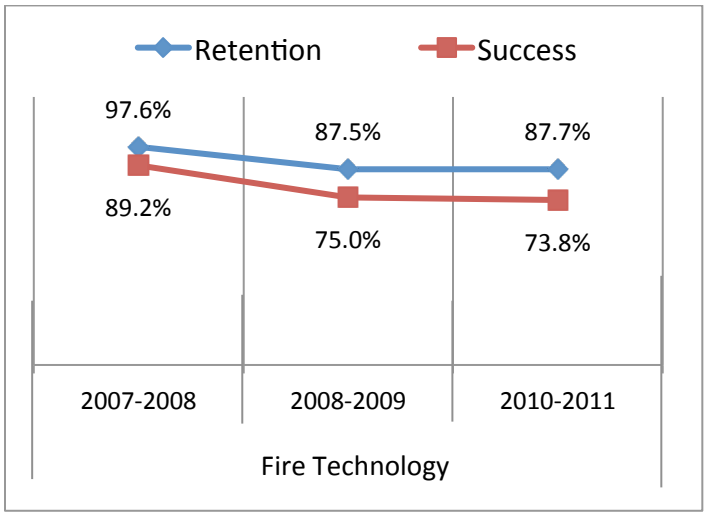
Source: PC Catalog 2011-2012; Program Review, Language Arts, 2009

Discipline Area:

Fire Technology



	07-08	08-09	09-10	10-11
Sections	2	3	3	3
Census	86	117	124	114
FTEF	1.0	1.2	1.2	1.1
FTES/FTEF	37.4	33.1	37.9	36.9



Source: ODS Course Book by Subject report October, 2011

Description:

The Fire Technology program provides instruction that helps students achieve their academic and career goals while at the same time meeting the needs of the community. Courses are offered for both fire personnel and those looking to learn new skills. While some courses are for graduation or certification only, others are available that meet CSU transfer requirements.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success above college averages.
- There are no certificates or degrees offered through Porterville College for the Fire Technology program. Any certifications received are issued by the county and/or state.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

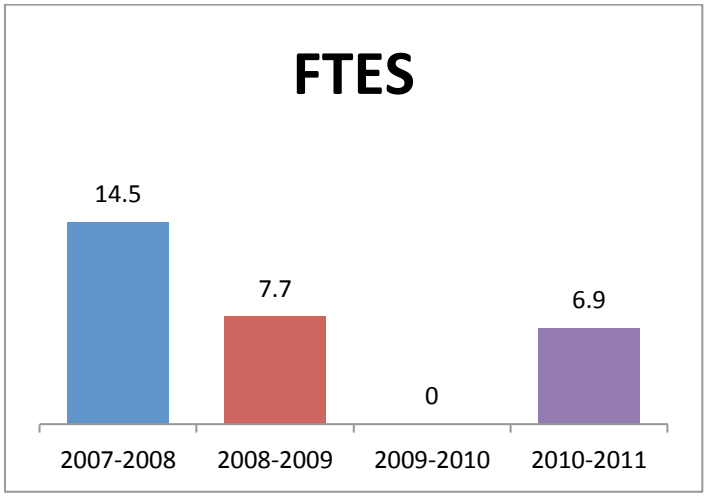
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Fire Technology instructor.
- Develop strategies to increase student success and retention.

Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

General Studies



	07-08	08-09	09-10	10-11
Sections	24	8	0	2
Census	192	124	0	65
FTEF	.5	0	0	.4
FTES/FTEF	30.2	0	0	17.2

Source: ODS Course Book by Subject report October, 2011

Description:

The General Studies program provides the Student Government course. This course is designed to train students to assume student body leadership and responsibility in school affairs. Specific instruction in principles and application of parliamentary law; the co=curricular activity program; finances, including budgetary procedure; and group dynamics. The course meets graduation requirements.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- Very few certificates offered; however, courses are required for both the Business Administration and Child Development degrees, both of which have high award rates.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Replace full time Accounting instructor.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

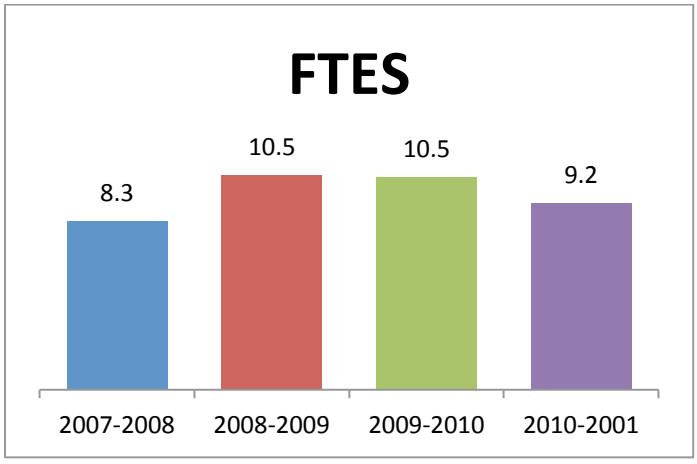
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Accounting instructor.
- Develop strategies to increase student success and retention.

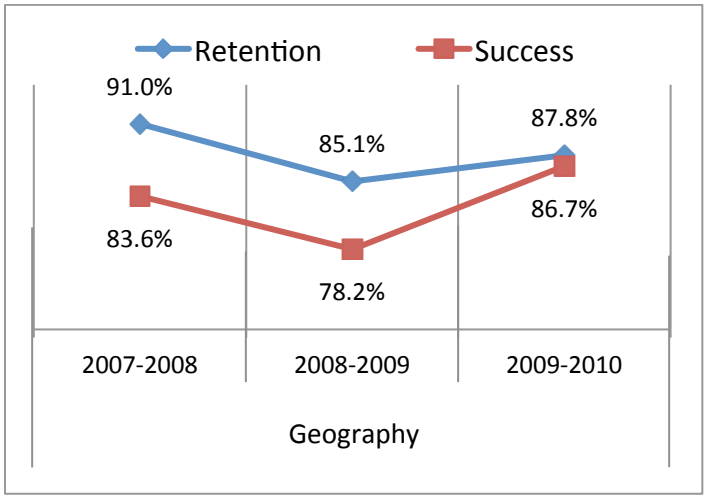
Source: PC Catalog 2011-2012; Program Review, Social Science, 2009

Discipline Area:

Geography



	07-08	08-09	09-10	10-11
Sections	4	3	2	2
Census	79	101	99	87
FTEF	.8	.6	.4	.4
FTES/FTEF	10.3	17.5	26.1	23.0



Source: ODS Course Book by Subject report October, 2011

Description:

The Geography program consists of both a Cultural Geography and Physical Geography course. The courses meet graduation and transfer to CSU and UC requirements. The Cultural course introduces understanding the impact of human culture on earth, including language, religion, population dynamics, food production, economic and political organization, settlement systems, natural resource exploitation, culture history, and globalization; whereas the Physical course is a basic study of physical geography and the earth as a system.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention meets the college average; however, success is above the college average.
- There are currently no certificates or degrees offered in Geography; however, the courses are an integral part of the Social Science A.A. degree; count toward general education requirements; and meet CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for instructors in order to continue to offer courses in this discipline.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

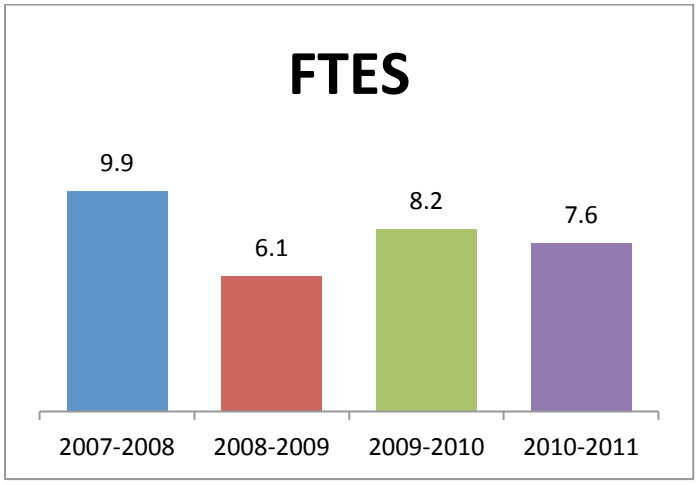
Challenges and Opportunities

- It has been extremely difficult to find qualified and available adjunct instructors.
- Currently there is not a full time Geography instructor.
- Develop strategies to increase student success and retention.

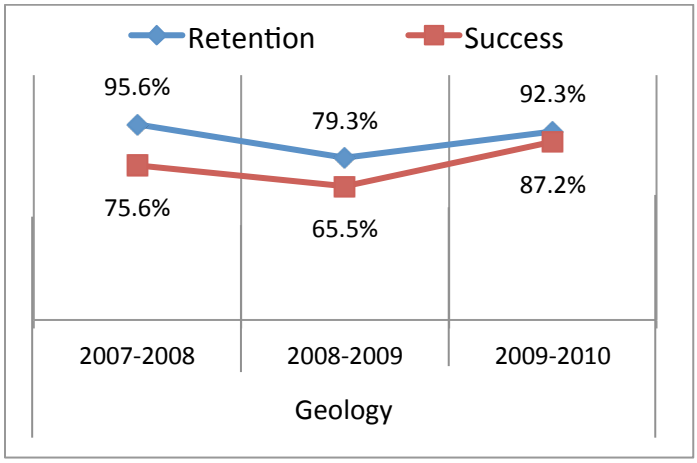
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Geology



	07-08	08-09	09-10	10-11
Sections	2	1	1	1
Census	47	29	39	37
FTEF	.8	.4	.4	.4
FTES/FTEF	12.4	15.3	20.6	19.0



Source: ODS Course Book by Subject report October, 2011

Description:

The Geology program provides one course: Introduction to Geology. This course is designed as an introductory survey and is for those students not necessarily majoring in physical sciences and engineering. Topics include the processes and materials which together produce the different topographic and geologic features on earth; an emphasis is placed on the theory of Plate Tectonics as the unifying model to explain geological phenomena; and laboratory work includes a systematic study of minerals and rocks, as well as the methods of geology. Introduction to Geology has an assigned C-id number GEOL 101.

Assessment

- FTES has fluctuated from year to year.
- FTES per FTEF has fluctuated year to year.
- Retention aligns with the college average; however, success is above the college average.
- There are no certificates or degrees offered in Geology; however, the course meets graduation and CSU and UC transfer requirements.
- Introduction to Geology has an assigned C-id number GEOL 101.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

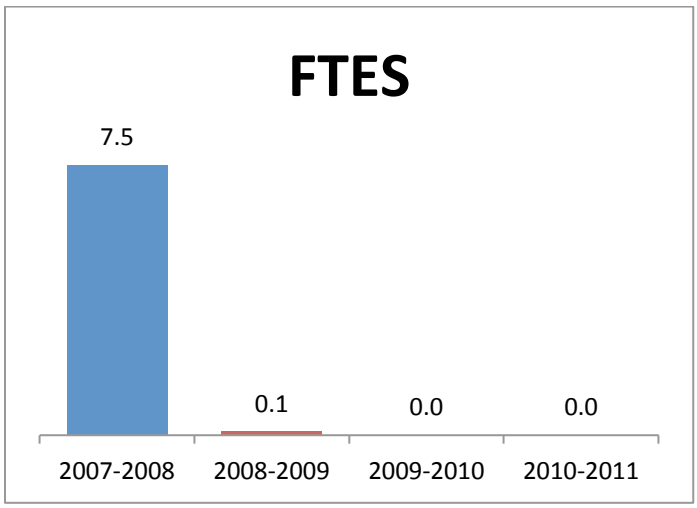
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Geology instructor.
- Develop strategies to increase student success and retention.

Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Health



	07-08	08-09	09-10	10-11
Sections	25	24	0	0
Census	612	1142	0	0
FTEF	1.0	.8	0	0
FTES/FTEF	7.5	.1	0	0

Source: ODS Course Book by Subject report October, 2011

Description:

The Health program offers a non-credit course in which students participate in physical activity, instruction, and testing in activities related to the development and maintenance of cardiovascular endurance, muscular strength, agility and flexibility. The course was inactivated in the fall 2009 semester.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- Very few certificates offered; however, courses are required for both the Business Administration and Child Development degrees, both of which have high award rates.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Replace full time Accounting instructor.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

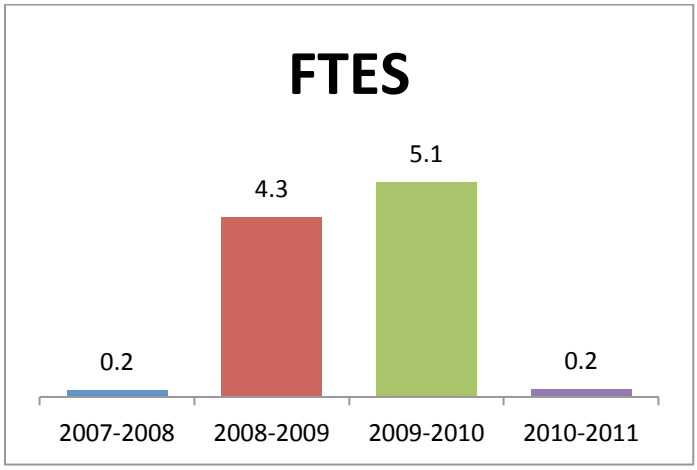
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Accounting instructor.
- Develop strategies to increase student success and retention.

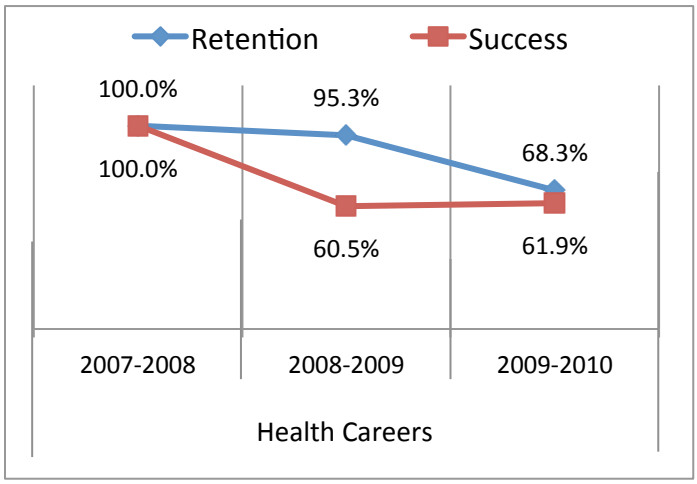
Source: PC Catalog 2011-2012; Program Review, Physical Education & Athletics, 2007

Discipline Area:

Health Careers



	07-08	08-09	09-10	10-11
Sections	2	3	3	3
Census	5	41	60	25
FTEF	0.0	.2	.4	.2
FTES/FTEF	0.0	21.5	12.8	1.0



Source: ODS Course Book by Subject report October, 2011

Description:

The Health Careers program provides a course for faculty newly hired to teach in the Vocational Nursing or Psychiatric Technician programs. Techniques of Teaching in Health Careers Programs is a one unit course that studies the variety of teaching techniques which are applicable to classroom instruction and clinical supervision of students pursuing a health profession. Med Pep was a course in the discipline area of Health Careers that was discontinued in spring semester 2011.
Each of these courses is offered sporadically and therefore may reflect inconsistent data.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success below college averages, this was for the Med Pep course, success in the Techniques in Teaching course was consistently 100%.

Program Plans:

- The division will continue to offer the techniques in teaching course for new faculty.
- Follow-up with continual assessment of course SLOs.

Challenges and Opportunities

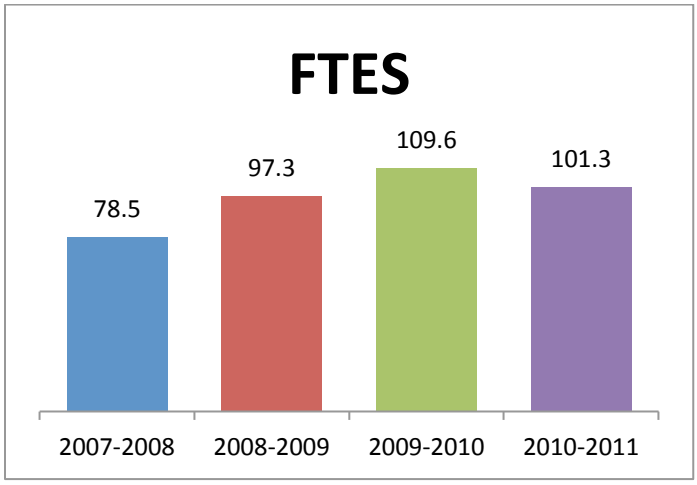
- The teaching techniques course offers a framework to support new faculty when hired to teach in the Vocational Nursing or Psychiatric Technician programs.
- Develop a faculty handbook and orientation to additionally support new faculty.

Source: PC Catalog 2011-2012; Program Review, Health Careers, 2011

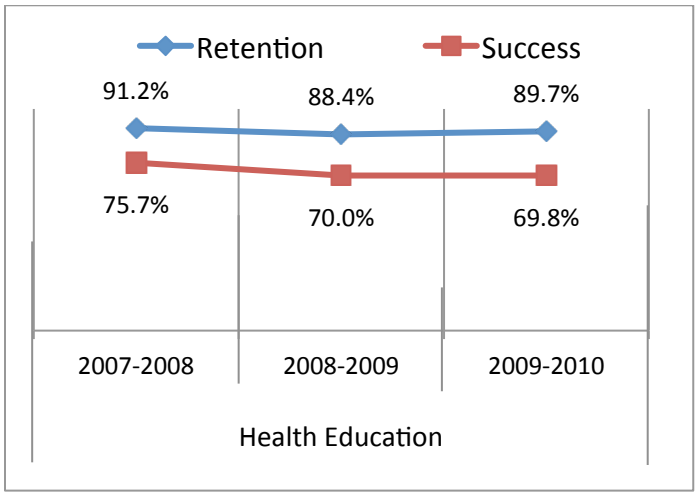
** Not sure what should be written.

Discipline Area:

Health Education



	07-08	08-09	09-10	10-11
Sections	21	23	24	27
Census	780	959	1085	1018
FTEF	4.2	4.6	4.8	5.4
FTES/FTEF	18.7	21.2	22.8	18.8



Source: ODS Course Book by Subject report October, 2011

Description:

The Health Education program offers a course in which students are introduced to the fundamental concepts of human anatomy, human biology, including study of human infections; heart disease; stroke; cancer; sexuality and sexual relationships; stress; mental health and disorders; nutrition and healthy diets; weight control; fitness; and health care decisions making. The course meets both graduation and CSU and UC transfer requirements.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention aligns with college average; however, success is above the college average.
- There are no certificates or degrees offered in Health Education; however, the course is a graduation requirement and meets both CSU and UC transfer requirements.

Program Plans:

- Follow up with completion of SLOs.
- Evaluate course offerings in relation to student need.

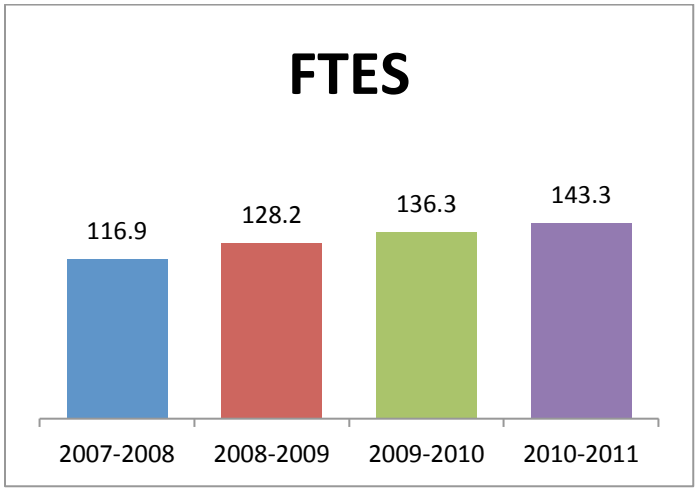
Challenges and Opportunities

- Currently there is not a full time Health Education instructor.
- Courses are taught by both full time and adjunct faculty assigned to the Health & Physical division.
- Develop strategies to increase student success and retention.

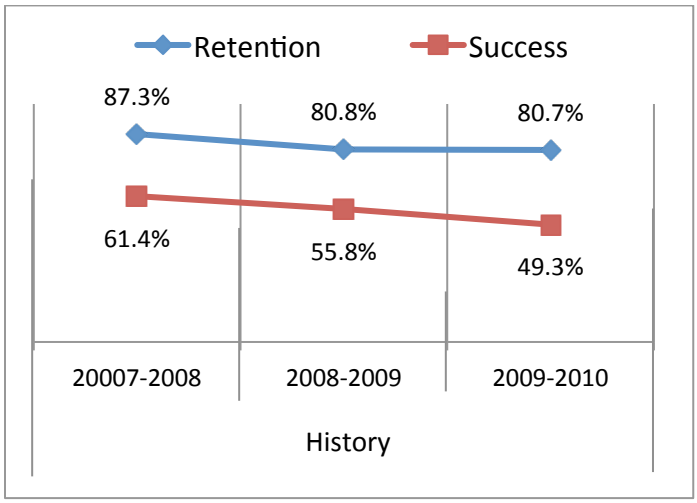
Source: PC Catalog 2011-2012; Program Review, Physical Education & Athletics, 2007

Discipline Area:

History



	07-08	08-09	09-10	10-11
Sections	32	31	32	32
Census	1144	1253	1318	1375
FTEF	6.4	6.2	6.4	6.4
FTES/FTEF	18.3	20.7	21.3	22.4



Source: ODS Course Book by Subject report October, 2011

Description:

The History program offers courses that meet both graduation and some CSU and UC requirements. Courses cover topics in World History, the History of Western Civilization, California History, Early and Modern Latin American History, the History of the United States, Mexican American History, the History of the Middle East, the History of East Asia, and the History of Mexico.

Assessment

- FTES has increased each succeeding year for the past four years.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- There are currently no certificates or degrees offered in History; however, the courses are an integral part of the Social Science A.A. degree; count toward general education requirements; and meet CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for instructors in order to offer a wide range of courses throughout the day.
- Follow up with continued assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

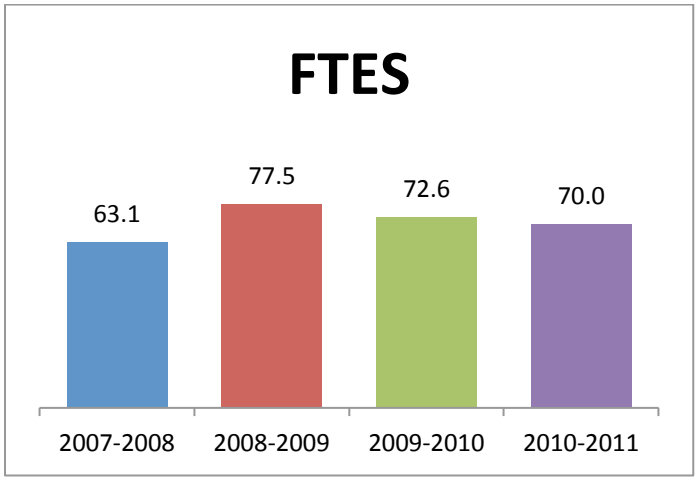
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

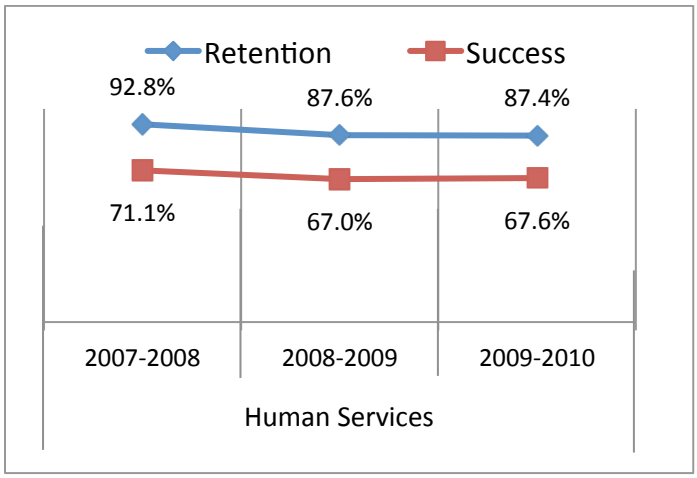
Source: PC Catalog 2011-2012; Program Review, Social Science, 2009

Discipline Area:

Human Services



	07-08	08-09	09-10	10-11
Sections	27	27	21	20
Census	1354	1567	701	672
FTEF	3.2	3.2	3.4	3.2
FTES/FTEF	19.7	24.2	21.4	21.9



Source: ODS Course Book by Subject report October, 2011

Description:

The Human Services program offers courses intended for those students who are planning on entering the counseling field, or simply want to take a few courses toward graduation and/or transfer. Additionally, there are several certificates available within the Human Services program, including emphasis in: Mental Health/Substance Abuse, Geriatrics, and Developmental Disabilities.

Assessment

- FTES increased from 2008 to 2009; however, there has been a decline in the past two years.
- General increase in FTES per FTEF.
- Retention and success are slightly above college averages.
- Some certificates offered; however, many of the courses meet both graduation and CSU transfer requirements. Additionally, the courses are an integral part of the Social Science A.A. degree.

Program Plans:

- Increase recruitment efforts for instructors in order to offer a wide range of courses throughout the day.
- Follow up with completion and continued assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

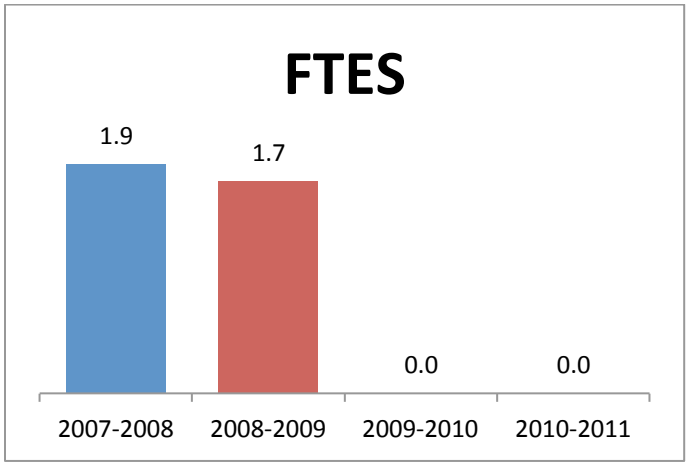
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is only one full time Human Services instructor.
- Develop strategies to increase student success and retention.

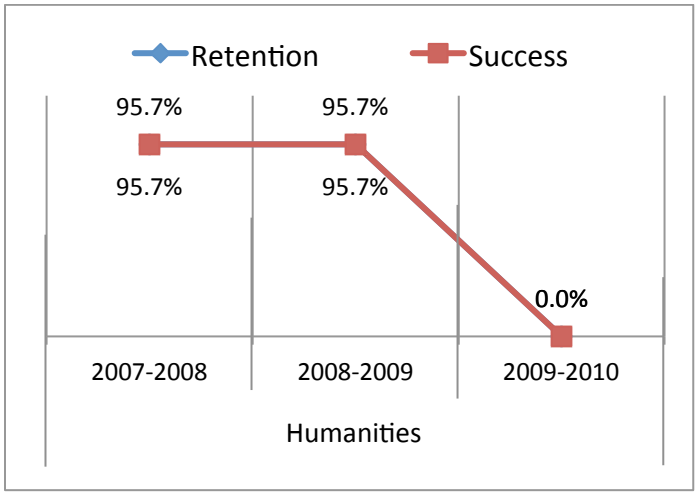
Source: PC Catalog 2011-2012; Program Review, Social Science, 2009

Discipline Area:

Humanities



	07-08	08-09	09-10	10-11
Sections	2	2	0	0
Census	52	50	0	0
FTEF	.1	.1	0	0
FTES/FTEF	27.8	25.6	0	0



Source: ODS Course Book by Subject report October, 2011

Description:

The Humanities program offers courses in Explorations in the Arts and Topics in the Humanities. Courses meet graduation and/or CSU transfer requirements.

The Explorations course is a two unit course that uses arts as a way to understand our society and ourselves, including discussion of how major art forms (such as sculpture, painting) are studied in light of the times in which they were created, the way they were created, their meaning and techniques for their evaluation and the way in which other aspects of the humanities (literature, music, drama) are related, and how they all reveal societal values.

The Topics course is a one unit course that is designed to provide additional exploration of topics covered in less depth in other courses in literature, art, drama, music, or philosophy. The content is dependent upon the interests of the students, but could include such topics as current theater appreciation, and field trips to famous art galleries.

Both courses were inactivated in fall 2009.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- Very few certificates offered; however, courses are required for both the Business Administration and Child Development degrees, both of which have high award rates.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Replace full time Accounting instructor.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

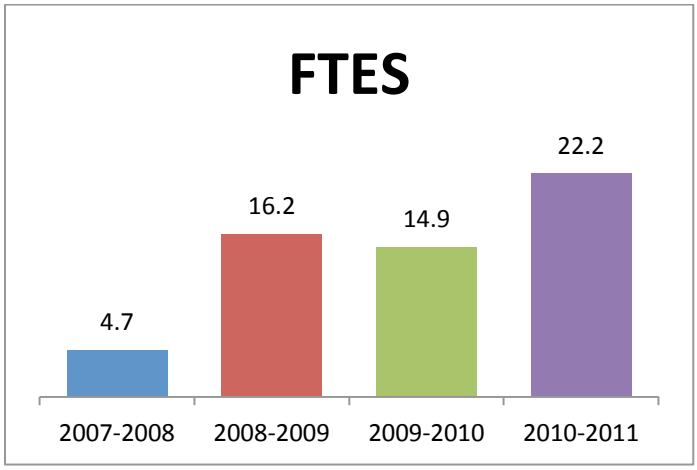
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Accounting instructor.
- Develop strategies to increase student success and retention.

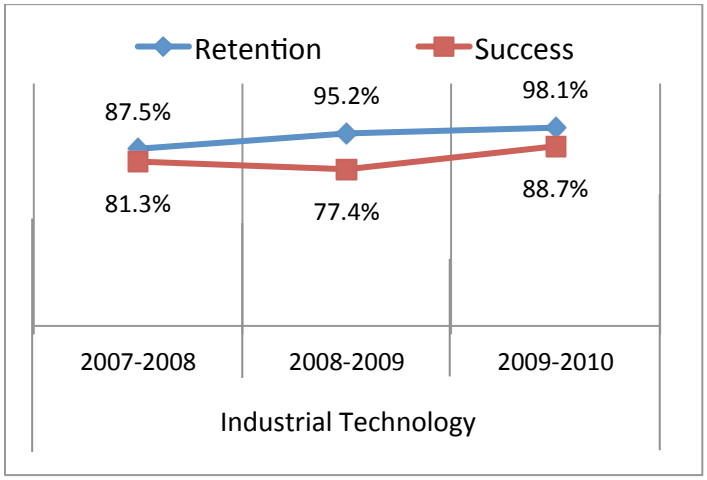
Source: PC Catalog 2011-2012; Program Review, Fine & Applied Arts, 2010

Discipline Area:

Industrial Technology



	07-08	08-09	09-10	10-11
Sections	1	2	2	2
Census	16	60	53	54
FTEF	.5	1.2	1.1	1.1
FTES/FTEF	9.3	13.1	14.2	21.1



Source: ODS Course Book by Subject report October, 2011

Description:

The Industrial Maintenance program provides instruction that helps students achieve their academic and career goals while at the same time meeting the needs of the community. Students who complete this certificate program will be prepared for a job as a building or production line maintenance technician. Courses provide foundational skills training for maintenance technicians and include: math, electrical, pneumatics and hydraulics, mechanical, plumbing/air-conditioning, welding and workplace success skills. The second set of coursework includes to build skills in Programmable Logic Controllers (PLC), Pneumatics Maintenance, Mechanical Drives, Electrical Wiring, Electronic Sensors and welding.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success are well above the college averages.
- Very few certificates offered; however, courses are required for both the Business Administration and Child Development degrees, both of which have high award rates.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

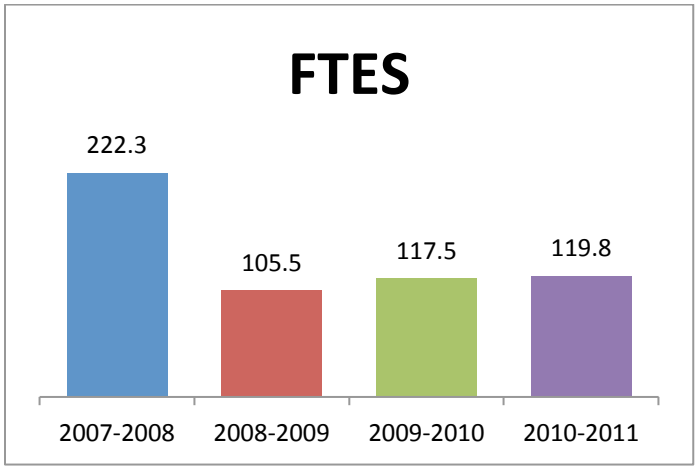
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Industrial Maintenance instructor.
- Develop strategies to increase student success and retention.

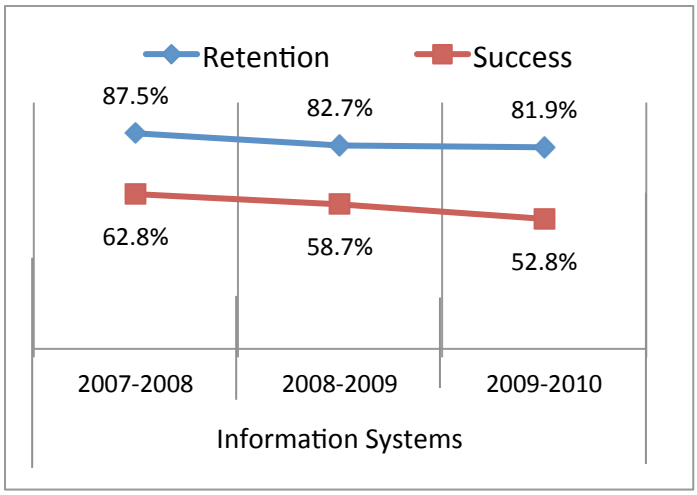
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Information Systems



	07-08	08-09	09-10	10-11
Sections	38	43	42	42
Census	3329	4064	1154	1131
FTEF	11.1	11.5	8.5	8.7
FTES/FTEF	20.1	9.1	13.8	13.8



Source: ODS Course Book by Subject report October, 2011

Description:

The Information Systems (INFS) Program at Porterville College is committed to providing students, both transfer and non-transfer level courses, with a solid understanding of information systems and technologies and the critical roles they play in our society. We strive to teach our students to think critically, to learn continuously, to grow professionally, and to conduct themselves ethically and responsibly.

Assessment

- FTES decreased considerably after 2007-2008 with slight increases each year since.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- Very few certificates and degrees have been awarded; however, courses also count toward graduation and CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

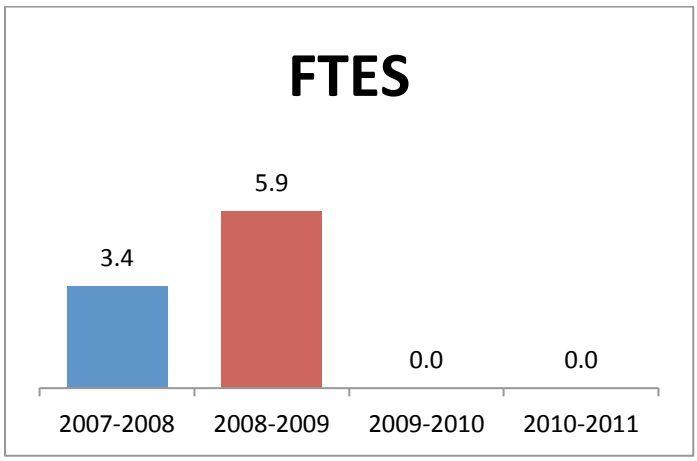
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

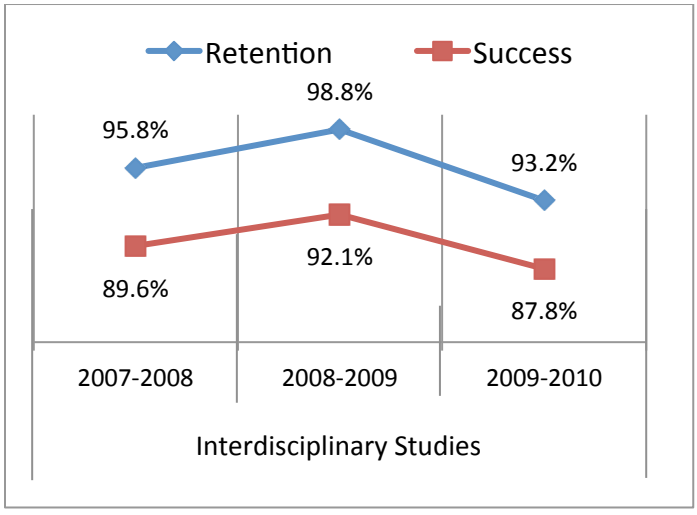
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Interdisciplinary Studies



	07-08	08-09	09-10	10-11
Sections	4	8	8	4
Census	93	165	145	59
FTEF	.3	.6	.6	.3
FTES/FTEF	11.3	10.2	0	0



Source: ODS Course Book by Subject report October, 2011

Description:

Interdisciplinary Studies in a group of 1.0 to 1.5 unit courses meant to provide students with experiences and skills with higher education prior to their becoming Porterville College students. The two programs consisted of the P055 series (a Summer Bridge program for at-risk students) and the P100 series (a pre-med program for students interested in the medical field).

Assessment

- FTES increased from the 2008 to 2009 year; however, courses have not been offered since
- FTES per FTEF remained the same over the two years.
- Retention and success well above the college averages.
- Neither certificates or degrees are offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Replace full time Accounting instructor.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

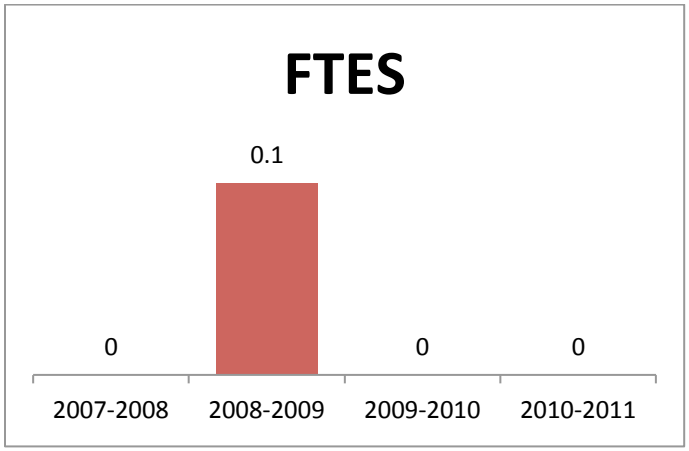
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Accounting instructor.
- Develop strategies to increase student success and retention.

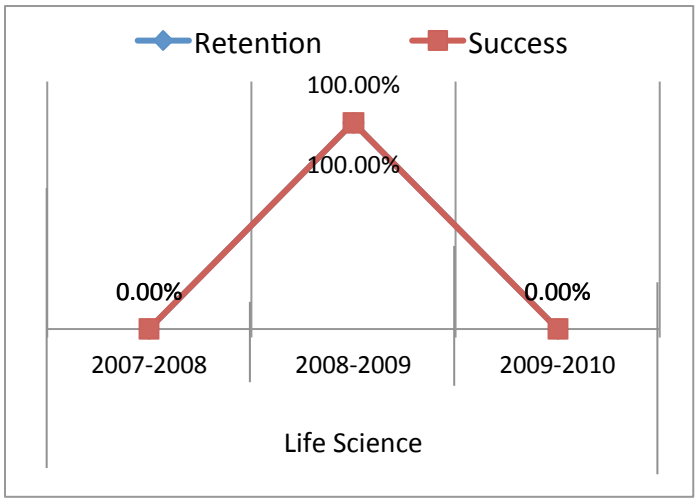
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Life Science



	07-08	07-08	08-09	10-11
Sections	0	0	1	0
Census	0	0	1	0
FTEF	0	0	0	0
FTES/FTEF	0	0	0	0



Source: ODS Course Book by Subject report October, 2011

Description:

The Life Science program is intended for students who plan to work in the life science laboratory. Students learn life science laboratory techniques and procedures, and assist in preparation and maintenance of equipment and materials.

Assessment

- Course is only offered to one student per semester as needed to assist in laboratory preparation.

Program Plans:

- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

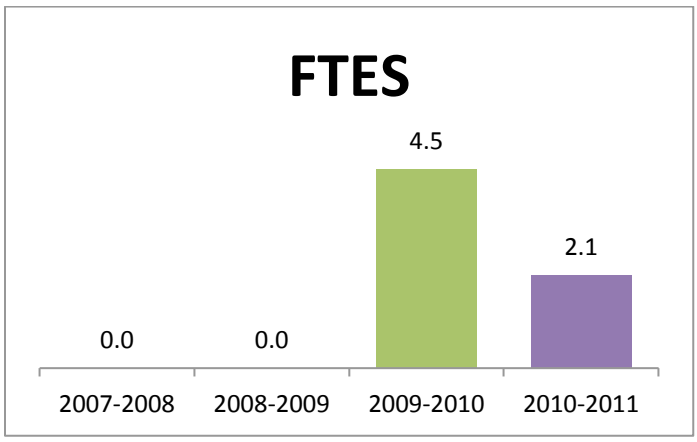
Challenges and Opportunities

- Develop strategies to increase student success and retention.

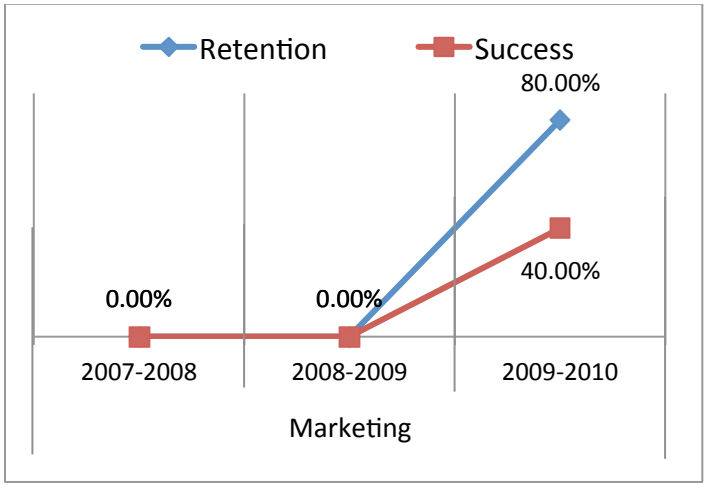
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Marketing



	07-08	08-09	09-10	10-11
Sections	0	0	2	1
Census	0	0	45	20
FTEF	0	0	.4	.2
FTES/FTEF	0	0	11.3	10.6



Source: ODS Course Book by Subject report October, 2011

Description:

The Marketing program provides students with an active-learning approach involving students in the operational, promotional and developmental problems of marketing from local to global issues. Topics include buying, pricing, sales promotion, salesmanship, public relations, stock control and record keeping. The course meets both graduation and CSU and UC transfer requirements.

Assessment

- This course was introduced in 2008-2009.
- FTES decreased from the first to second year due to one of the two sections being cut.
- FTES per FTEF decreased due to section cuts as well.
- Retention and success well below college averages.
- There are no certificates or degrees offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

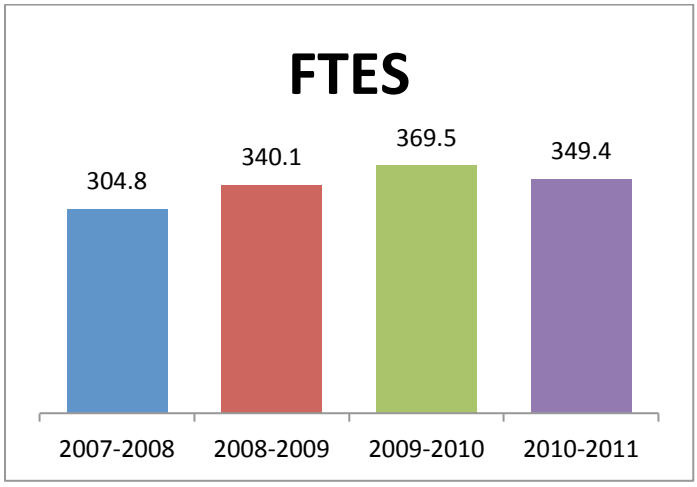
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Marketing instructor.
- Develop strategies to increase student success and retention.

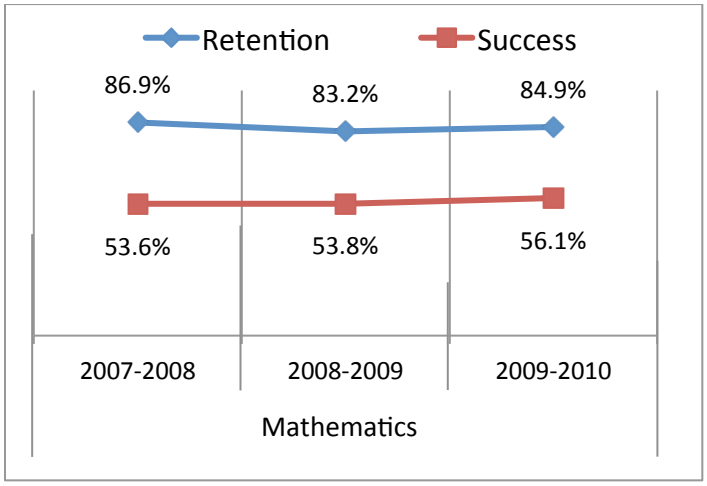
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Mathematics



	07-08	08-09	09-10	10-11
Sections	58	58	62	58
Census	2164	2288	2463	2250
FTEF	17.0	17.3	17.3	16.7
FTES/FTEF	17.9	19.6	21.3	21.0



Source: ODS Course Book by Subject report October, 2011

Description:

The Mathematics program is committed to making the learning of mathematics interesting, meaningful and enjoyable to our students. The program provides courses in Basic Skills and transfer level mathematics. Additionally, an Associates of Arts degree in Mathematics and an Associates of Science for Transfer are available.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- Very few degrees offered; however, courses also meet general education requirements for graduation, as well as both CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Evaluate course content for C-id numbering and SB-1440 requirements.
- Discontinue the Associates of Arts degree.

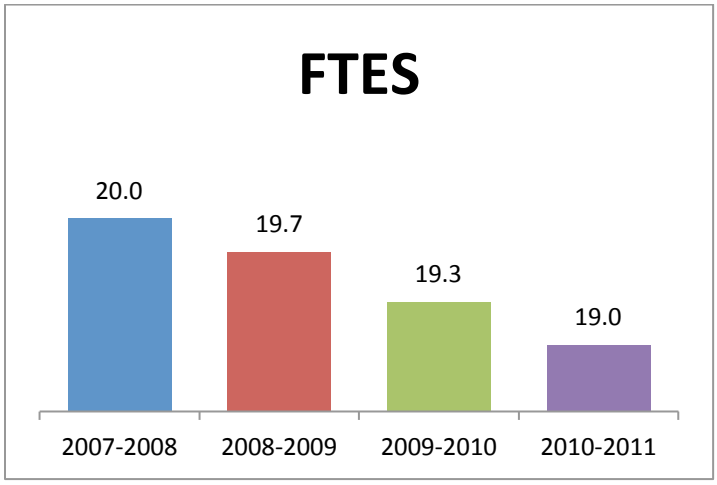
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

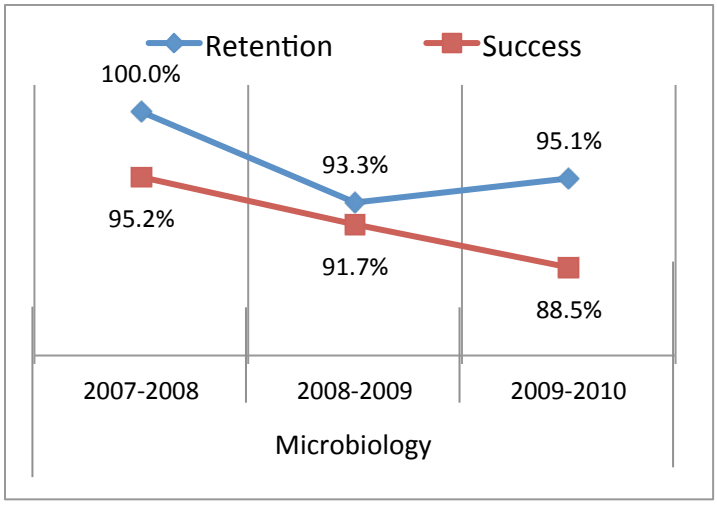
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Microbiology



	7-08	08-09	09-10	10-11
Sections	2	2	2	2
Census	63	60	61	60
FTEF	1.2	1.2	1.2	1.2
FTES/FTEF	16.6	16.5	16.1	15.8



Source: ODS Course Book by Subject report October, 2011

Description:

The Microbiology program provides an introductory course dealing with morphology, physiology, classification and importance of bacteria, viruses, and multicellular parasites and immunology. It is recommended for students majoring in biology and allied health fields. The course meets graduation and CSU and UC transfer requirements.

Assessment

- FTES has decreased for the past four years.
- General decrease in FTES per FTEF.
- Retention and success well above college averages.
- There are no certificates or degrees available.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Evaluate course content for C-id numbering and SB-1440 requirements.

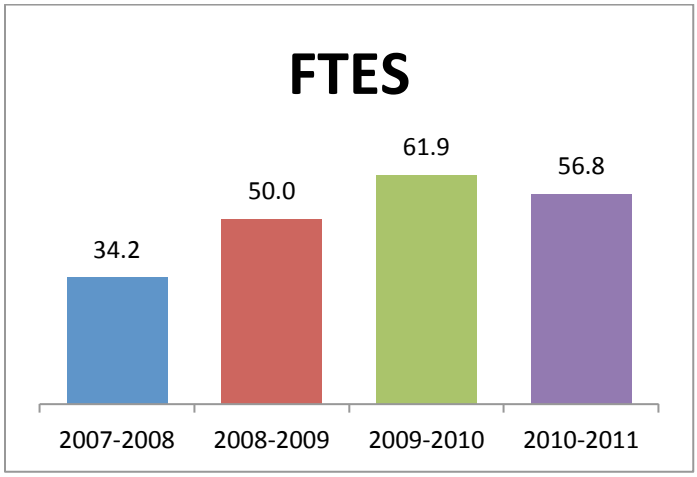
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

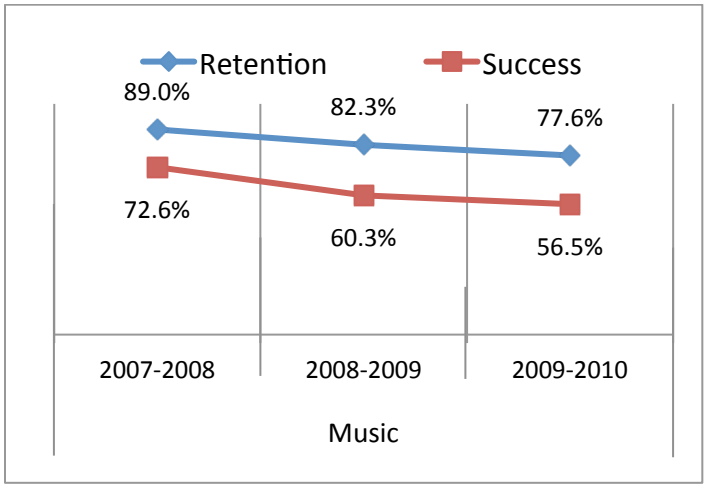
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Music



	07-08	08-09	09-10	10-11
Sections	27	28	31	19
Census	291	473	570	514
FTEF	4.5	4.0	3.8	3.0
FTES/FTEF	7.6	12.7	16.2	18.9



Source: ODS Course Book by Subject report October, 2011

Description:

The Music program offers courses only in music appreciation and chorus at this time due to administrative cuts blamed on the state's budget.

Assessment

- FTES increase with slight decrease in most recent year.
- Increase in FTES per FTEF.
- Retention and success below college averages.
- There are no certificates or degrees available, and until the proper courses are offered (sequentially) to satisfy the requirements for a major and for CSU transferability, this will not likely change.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with regular assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Convince administration of the dire need for expansion in course offerings, even if this means supporting low-enrolled courses while the program builds.

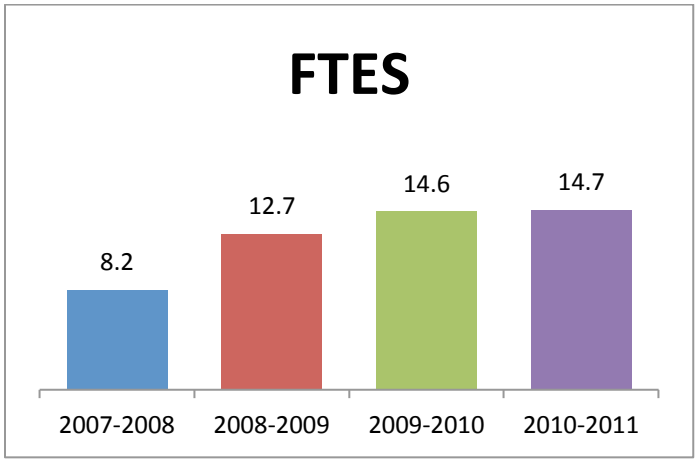
Challenges and Opportunities

- Currently there is only one full time Music instructor.
- Develop strategies to increase student success and retention.
- The local high school instructors recognize the weakness of the music program (caused by eight successive years of program cuts that are blamed on budget problems), this creates a severe difficulty in recruitment of students and program building.
- The campus administration does not support the expansion of the music program and has, in fact, cut classes that were fully enrolled and had wait-lists. Until this circumstance is resolved, the challenges will persist.

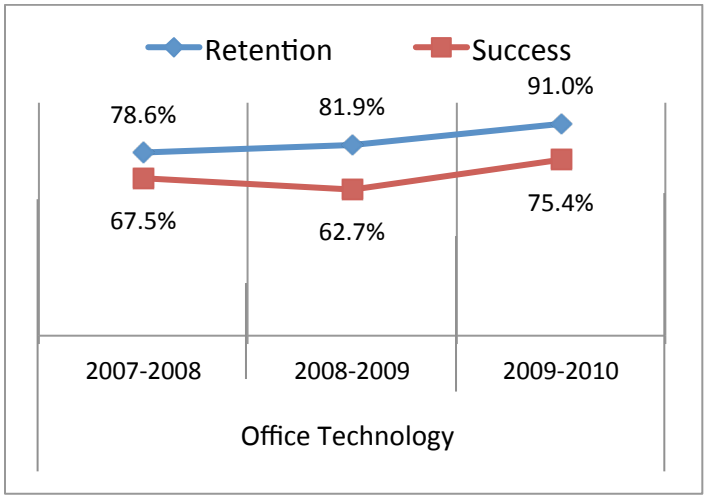
Source: PC Catalog 2011-2012; Program Review, Fine & Applied Arts, 2010

Discipline Area:

Office Technology



	07-08	08-09	09-10	10-11
Sections	6	7	7	7
Census	120	162	200	198
FTEF	.8	1.1	1.0	1.0
FTES/FTEF	10.2	11.2	14.6	14.7



Source: ODS Course Book by Subject report October, 2011

Description:

The Office Technology program offers courses in human relations, keyboarding, and administrative office procedures. Courses meet graduation and CSU transfer requirements. The program offers both a certificate and a degree.

Assessment

- FTES has increased every year.
- Increase in FTES per FTEF.
- Retention is slightly below the college average, while success is slightly higher than the college average.
- Very few certificates or degrees have been offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

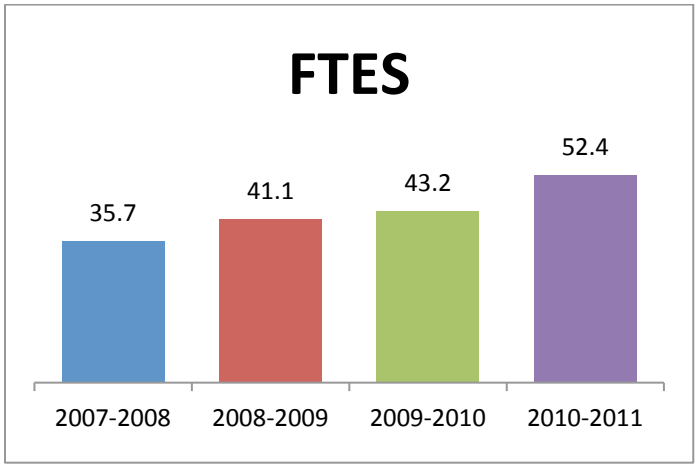
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Office Technology instructor.
- Develop strategies to increase student success and retention.

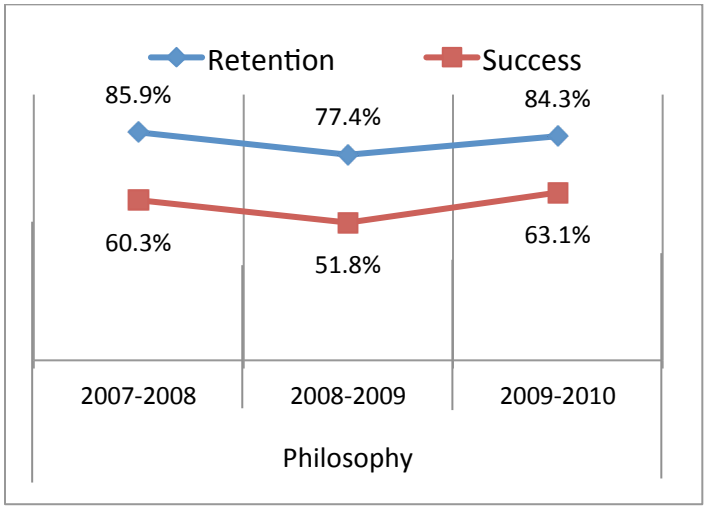
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Philosophy



	07-08	08-09	09-10	10-11
Sections	10	10	11	12
Census	349	391	408	504
FTEF	2.0	2.0	2.0	2.4
FTES/FTEF	17.8	20.6	21.6	21.8



Source: ODS Course Book by Subject report October, 2011

Description:

The Philosophy program provides coursework that includes an introduction to philosophy, logic, the philosophy of religion, the problems of metaphysics and epistemology, ethics, the world's religions, and the ethics of living and dying. Courses meet both graduation and CSU and UC transfer requirements.

Assessment

- FTES has increased steadily every year.
- Increase in FTES per FTEF.
- Retention and success below college averages.
- There are currently no certificates or degrees offered in Philosophy; however, the courses are an integral part of the Social Science A.A. degree; count toward general education requirements; and meet CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for instructors in order to offer a wide range of courses throughout the day.
- Follow up with continued assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

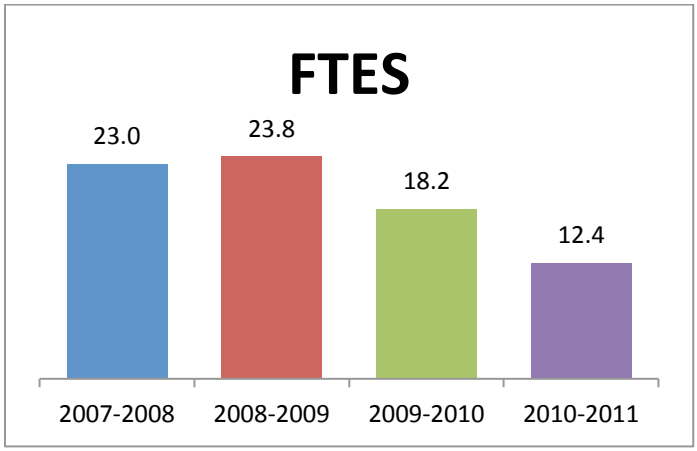
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is only one full time Philosophy instructor.
- Develop strategies to increase student success and retention.

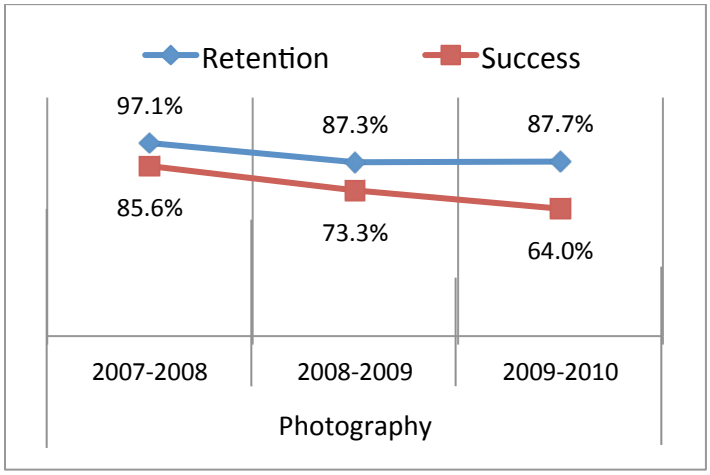
Source: PC Catalog 2011-2012; Program Review, Social Science, 2009

Discipline Area:

Photography



	07-08	08-09	09-10	10-11
Sections	22	23	17	8
Census	143	152	115	76
FTEF	2.1	1.9	1.3	.7
FTES/FTEF	10.8	12.8	14.4	18.6



Source: ODS Course Book by Subject report October, 2011

Description:

The Photography program offers courses in basic, intermediate and advanced photography, as well as in color, landscape, studio, and graphic art photography. Courses meet graduation and CSU and UC transfer requirements. Additionally, the program offers an Associates of Arts degree and a certificate in Art: Technical Illustration.

Assessment

- FTES has decreased over the past several years mainly due to the cancellation of summer school photography classes and a very popular second section of photography offered each term.
- With the exception of 2010-2011, there has been a general increase in FTES per FTEF.
- Retention and success above college averages.
- Few certificates and degrees offered; however, courses meet both general education and transfer requirements.

Program Plans:

- Replace retired full time Fine and Applied Arts instructor.
- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with regular assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

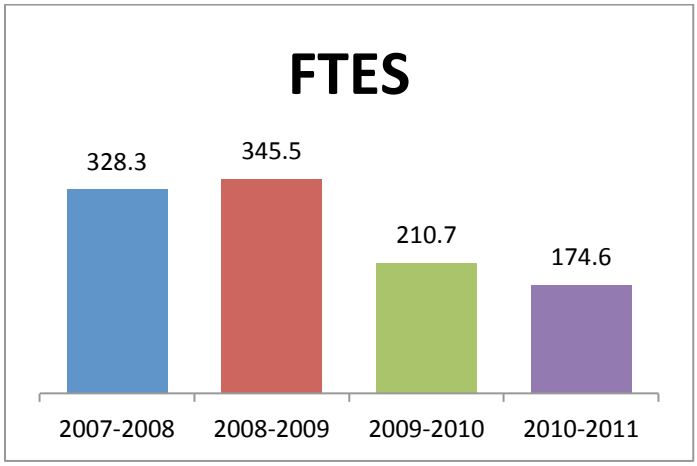
Challenges and Opportunities

- Currently there is only one full-time Fine and Applied Arts instructor in a department that has historically had two.
- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

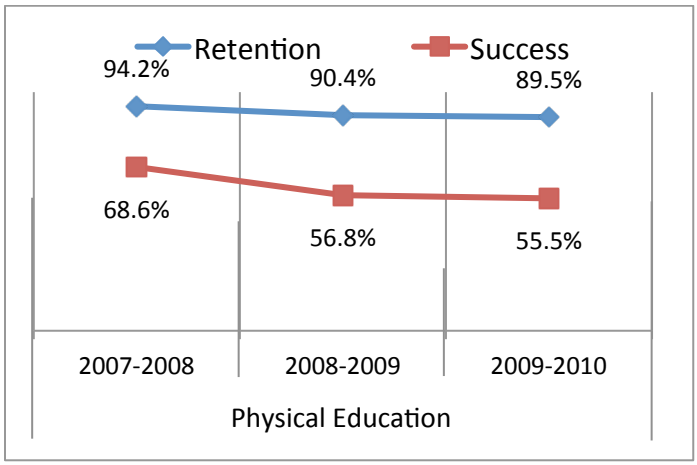
Source: PC Catalog 2011-2012; Program Review, Fine & Applied Arts, 2010

Discipline Area:

Physical Education



	07-08	08-09	09-10	10-11
Sections	126	133	68	41
Census	2463	3010	1867	1249
FTEF	18.1	17.7	10.5	7.8
FTES/FTEF	18.1	19.5	20.1	22.5



Source: ODS Course Book by Subject report October, 2011

Description:

The Physical Education program is committed to providing excellent education opportunities to students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. Students are encouraged to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle. Courses offered include: weight training, shape up, basketball, volleyball, softball, baseball, and sports conditioning. Courses meet both graduation and CSU and UC transfer requirements.

Assessment

- FTES has decreased significantly in the last two years.
- General increase in FTES per FTEF.
- Retention is in line with the college average; success is below the college average.
- There are no certificates or degreed offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.
- Increases FTES to 2002 levels.
- Increase variety of course offerings (i.e. spinning, cycling).

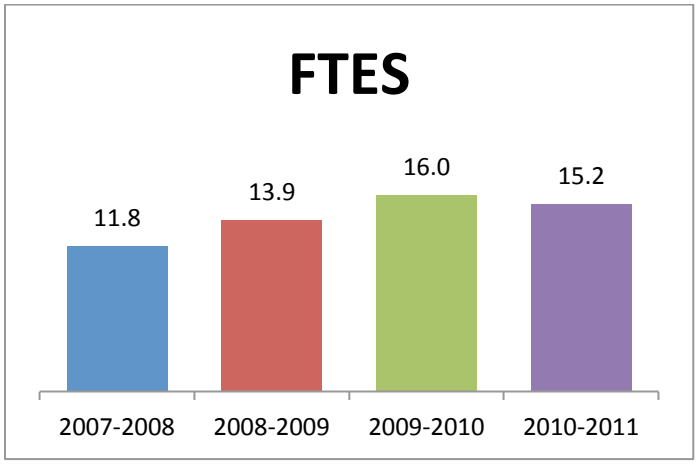
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

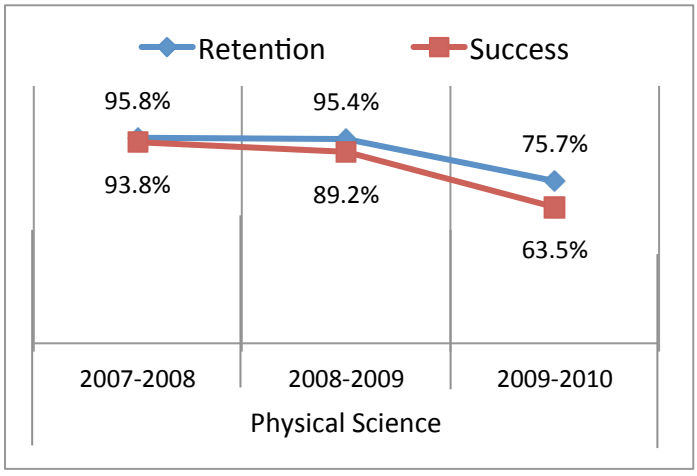
Source: PC Catalog 2011-2012; Program Review, Physical Education & Athletics, 2007

Discipline Area:

Physical Science



	07-08	08-09	09-10	10-11
Sections	2	2	2	2
Census	55	66	76	72
FTEF	.6	.8	.8	.8
FTES/FTEF	19.7	17.4	20.1	19.0



Source: ODS Course Book by Subject report October, 2011

Description:

The Physical Science program provides students an introductory study of the physical sciences: astronomy, geology, meteorology and physics. The course meets both graduation and CSU and UC transfer requirements.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success above college averages.
- There are no certificates or degreed offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Evaluate course content for C-id numbering and SB-1440 requirements.

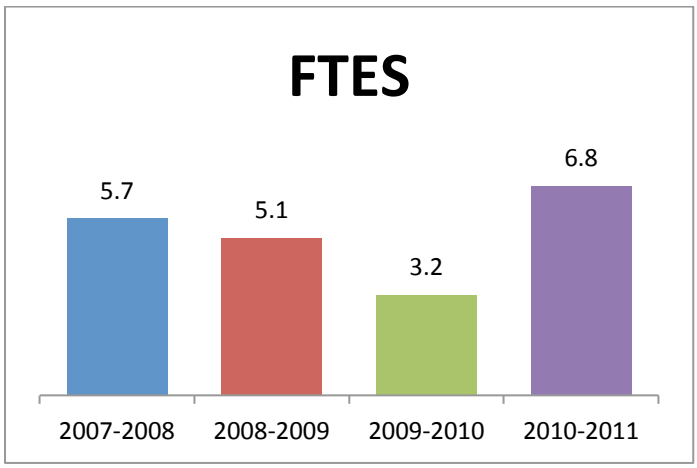
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

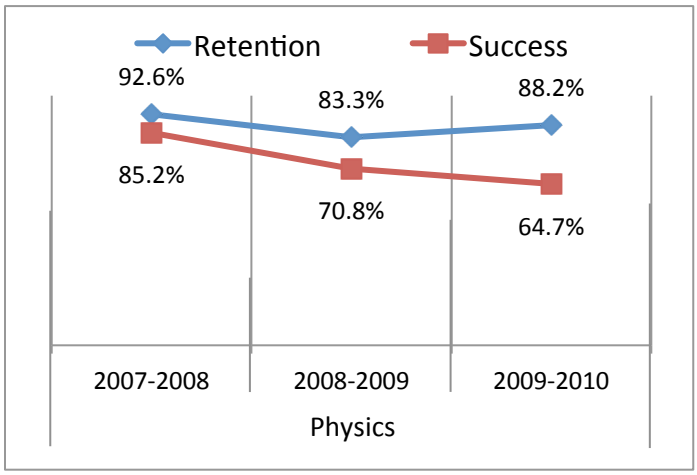
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Physics



	07-008	08-09	09-10	10-11
Sections	3	3	2	2
Census	27	24	17	32
FTEF	1.2	1.2	.4	.8
FTES/FTEF	4.8	4.2	8.1	8.4



Source: ODS Course Book by Subject report October, 2011

Description:

The Physics program offers courses intended for those students who plan to begin a career in physics, engineering, or the sciences. Both general physics and physics for scientists and engineers are offered. Courses meet graduation and CSU and UC transfer requirements.

Assessment

- There was a steady decrease in FTES, up until the most recent year.
- FTES per FTEF decreased steadily from 2007 to 2010; however, the 2010-2011 year saw a sharp increase.
- Retention and success above college averages.
- There are no certificates or degrees offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Evaluate course content for C-id numbering and SB-1440 requirements.

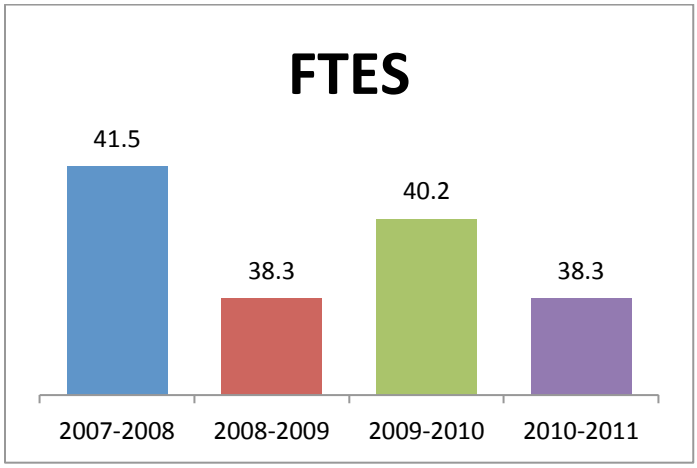
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

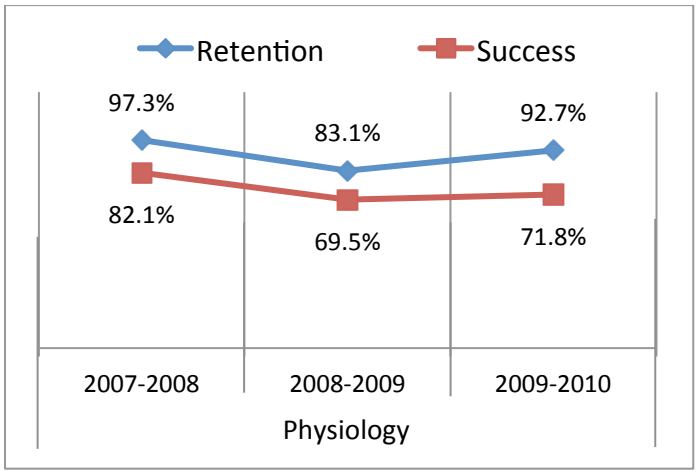
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Physiology



	07-08	08-09	09-10	10-11
Sections	4	4	4	4
Census	131	121	127	121
FTEF	2.4	2.4	2.4	2.4
FTES/FTEF	17.3	16.0	16.8	16.0



Source: ODS Course Book by Subject report October, 2011

Description:

The Physiology program provides coursework in the basic functions of the human body systems with emphasis on homeostatic mechanisms and systems integration, including a detailed study of the physical and chemical basis of life. The course meets both graduation and CSU and UC transfer requirements.

Assessment

- FTES has decreased, on average, over the past four years.
- FTES per FTEF has remained the same.
- Retention and success above college averages.
- There are no certificates or degrees offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.
- Evaluate course content for C-id numbering and SB-1440 requirements.

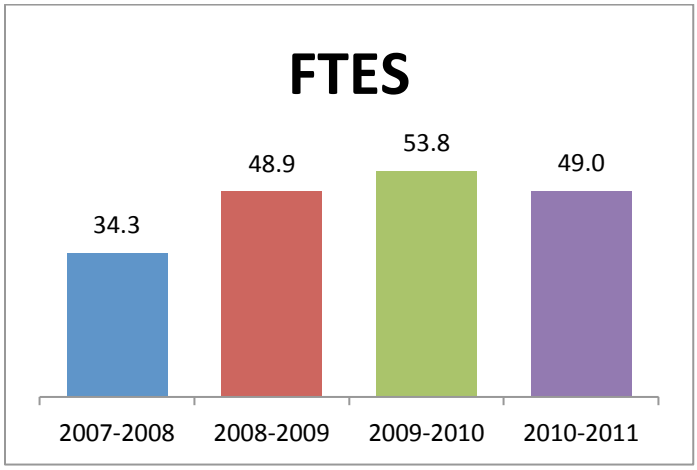
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

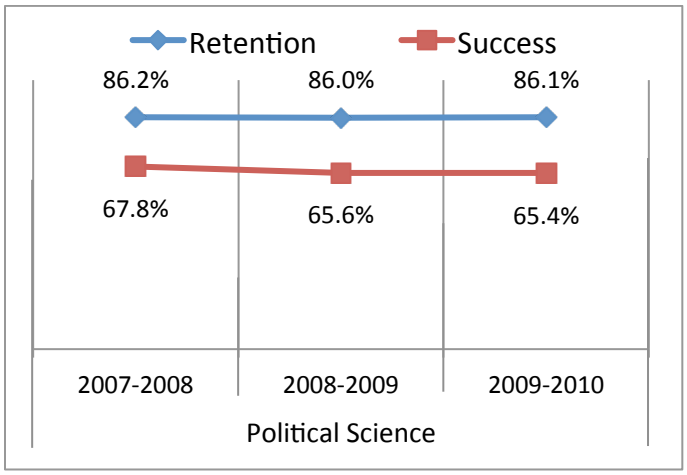
Source: PC Catalog 2011-2012; Program Review, Natural Science and Mathematics, 2010

Discipline Area:

Political Science



	07-08	08-09	09-10	10-11
Sections	12	15	18	11
Census	330	463	512	463
FTEF	2.4	2.4	2.6	2.2
FTES/FTEF	14.3	20.4	20.7	22.3



Source: ODS Course Book by Subject report October, 2011

Description:

The Political Science program provides coursework in American government, comparative politics and international politics. Courses meet graduation and CSU and UC transfer requirements.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention aligns with the college average; however, success runs slightly below the college average.
- There are currently no certificates or degrees offered in Political Science; however, the courses are an integral part of the Social Science A.A. degree; count toward general education requirements; and meet CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for instructors in order to offer a wide range of courses throughout the day.
- Follow up with continued assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

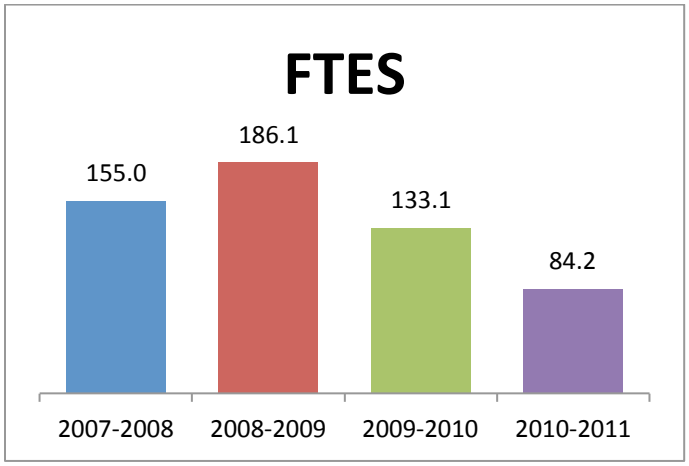
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Develop strategies to increase student success and retention.

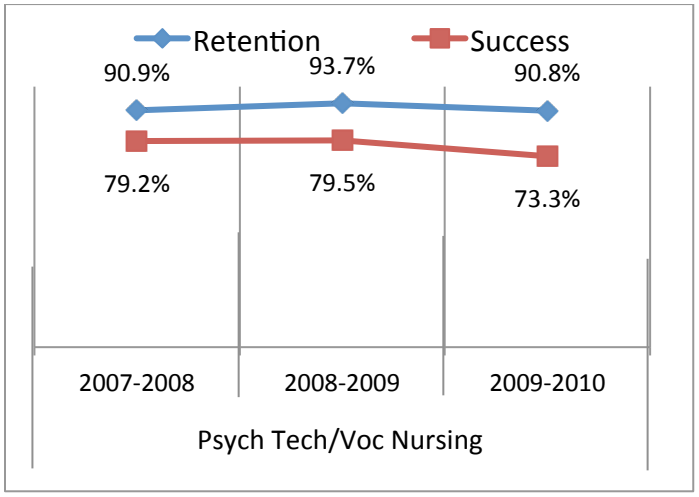
Source: PC Catalog 2011-2012; Program Review, Social Science, 2009

Discipline Area:

Psych Tech/Voc Nursing



	07-08	08-09	09-10	10-11
Sections	44	45	40	22
Census	1174	1339	1025	654
FTEF	13.0	13.6	13.7	7.3
FTES/FTEF	11.9	13.7	9.7	11.6



Source: ODS Course Book by Subject report October, 2011

Description:

The Psychiatric Technology (PT) program is a three-semester program and is offered in modules. Students must receive a grade of "C" or higher in each module to remain in the program. It is recommended that students take the assessment test and place level 2 in English, reading and math. In addition, it is recommended that students take English P050 and Math P061. Students are required to take Anatomy P052 and PTVN P009 and achieve a grade of "C" or higher prior to beginning the first semester. There is an application process required for admission into the program. A current CPR certification is required.

The Vocational Nursing (VN) program is a three-semester program and is offered in modules. Students must receive a grade of "C" or higher in each module to remain in the program. It is recommended that students take the assessment test and place level 2 in English, reading and math. In addition, it is recommended that students take English P050 and Math P061. Students are required to take Psychology P101A, Anatomy P052 and PTVN P009 and achieve a grade of "C" or higher prior to beginning the first semester. There is an application process required for admission into the program. A current CPR certification is required.

Assessment

- FTES increase from 2007 – 2008 to 2008 – 2009; however, subsequent years have seen a steady decrease because of loss of external funding for both the VN and PT programs.
- General decrease in FTES per FTEF.
- Retention and success above college averages.
- Since 2004, the Psychiatric Technology program has awarded an average of 70.5 certificates per year, resulting in a very high rate of completion; the Vocational Nursing program has awarded an average of 32 certificates per year, resulting in a very high rate of completion also.

Program Plans:

- Replace full time Psychiatric Technology and Vocational Nursing instructors.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

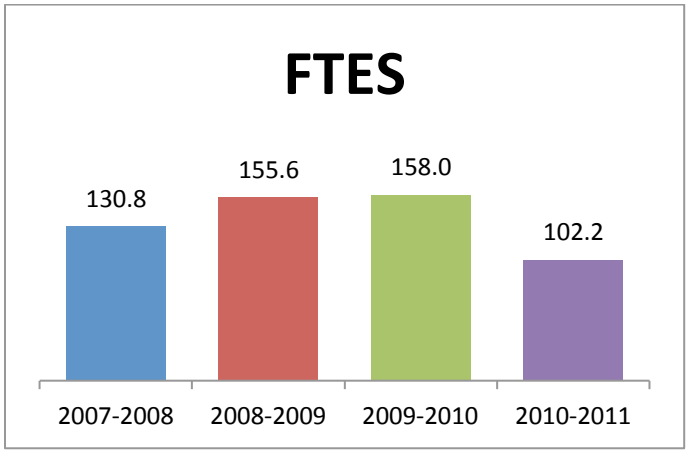
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available because hospital schedules conflict and salary is not competitive.
- Currently the programs have been cut, with the loss of both staff and faculty, due to decreased funding.
- Develop strategies to increase student success and retention.

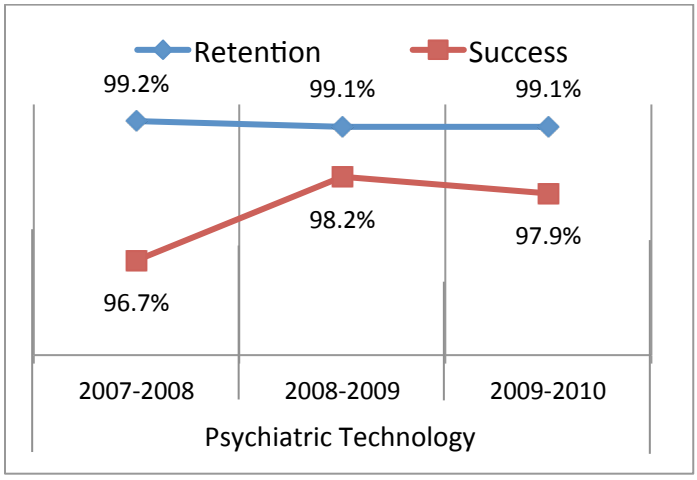
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Psychiatric Technology



	07-08	08-09	09-10	10-11
Sections	32	32	32	47
Census	852	947	961	789
FTEF	14.6	14.6	14.6	13.6
FTES/FTEF	9.0	10.7	10.8	7.5



Source: ODS Course Book by Subject report October, 2011

Description:

The Psychiatric Technology program is a three-semester program and is offered in modules. Students must receive a grade of "C" or higher in each module to remain in the program. It is recommended that students take the assessment test and place level 2 in English, reading and math. In addition, it is recommended that students take English P050 and Math P061. Students are required to take Anatomy P052 and PTVN P009 and achieve a grade of "C" or higher prior to beginning the first semester. There is an application process required for admission into the program. A current CPR certification is required.

Assessment

- FTES increased each subsequent year until the most recent year.
- General increase in FTES per FTEF up to the 2010-2011 year.
- Retention and success well above college averages.
- Since 2004, the Psychiatric Technology program has awarded an average of 70.5 certificates per year, resulting in a very high rate of completion.

Program Plans:

- Replace full time Psychiatric Technology instructor.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

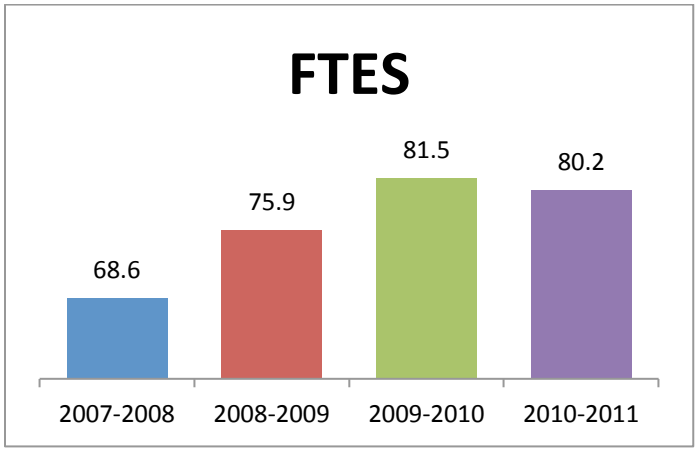
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available because hospital schedules conflict and salary is not competitive.
- Currently, there has been a decrease in both faculty and staff due to the loss of funding.
- Develop strategies to increase student success and retention.

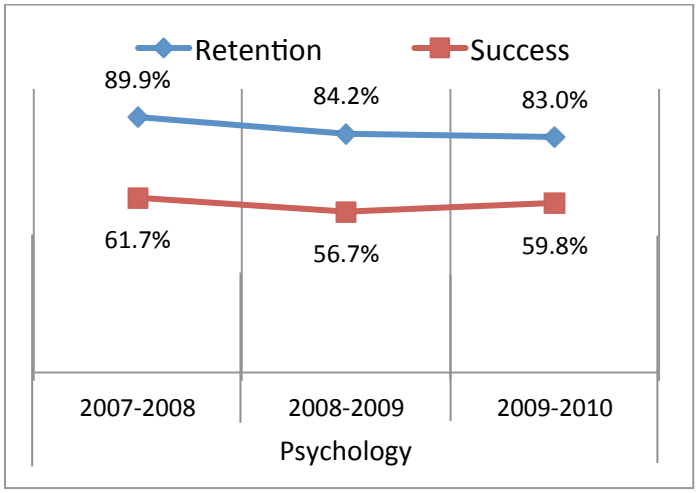
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Psychology



	07-08	08-09	09-10	10-11
Sections	18	18	19	18
Census	666	724	781	764
FTEF	3.6	3.6	3.6	3.6
FTES/FTEF	19.1	21.1	22.6	22.3



Source: ODS Course Book by Subject report October, 2011

Description:

The Psychology program offers courses in general, abnormal, adolescent, and child psychology, as well as lifespan human development, and personal and social adjustment. Courses meet both graduation and CSU and UC transfer requirements.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- There are currently no certificates or degrees offered in Psychology; however, the courses are an integral part of the Social Science A.A. degree; count toward general education requirements; and meet CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with continued assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

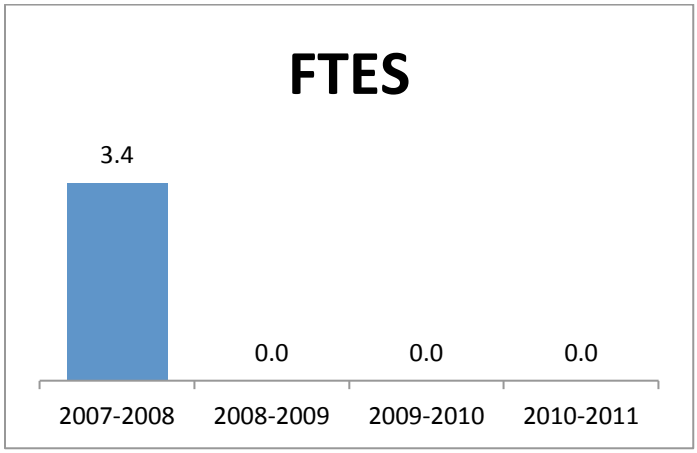
Challenges and Opportunities

- Difficulty in finding qualified instructors available during the day.
- Currently there are two full time instructors assigned to teaching in the area of Psychology.
- Develop strategies to increase student success and retention.

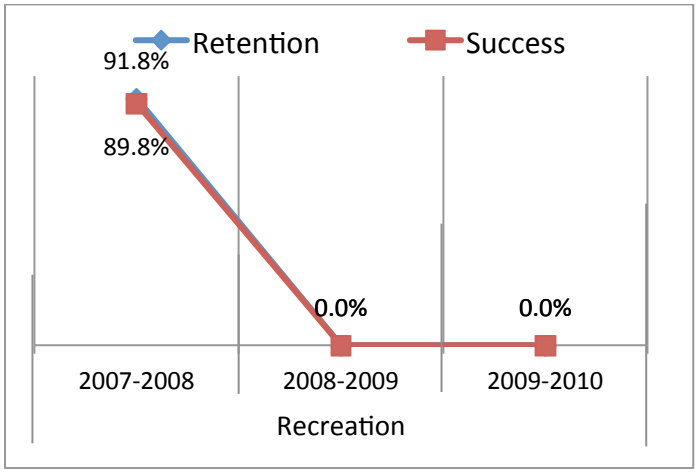
Source: PC Catalog 2011-2012; Program Review, Social Science, 2009

Discipline Area:

Recreation



	07-08	08-09	09-10	10-11
Sections	2			
Census	52	0	0	0
FTEF	.3	0	0	0
FTES/FTEF	12.6	0	0	0



Source: ODS Course Book by Subject report October, 2011

Description:

The Recreation program offered a two credit course in the basic fundamentals of playing poker. Students learned strategies and skills required to become proficient at limit, no limit, and tournament poker play. By the completion of this course the student should be able to: Differentiate between the most popular forms of poker being played today; identify and analyze the risks associated with PROBLEM GAMBLING and the corresponding treatment; dissect the skills necessary to be an accomplished poker player; compute probabilities and odds necessary to be a competent player; and identify the psychological skills required to improve at the game of poker. This course was discontinued in 2008.

Assessment

- FTES increase with slight decrease in most recent year.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- Very few certificates offered; however, courses are required for both the Business Administration and Child Development degrees, both of which have high award rates.

Program Plans:

- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need

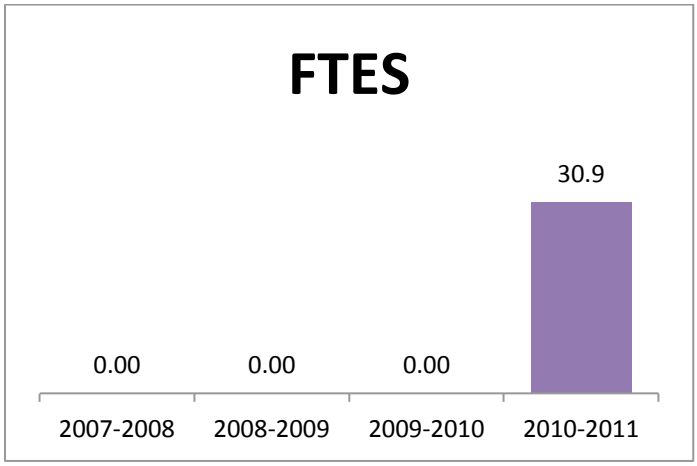
Challenges and Opportunities

- Develop strategies to increase student success and retention.
- This course was discontinued in 2008.

Source: PC Course/Program Cover Sheet (COR).

Discipline Area:

Registered Nursing



	07-08	08-09	09-10	10-11
Sections	0	0	0	7
Census	0	0	0	154
FTEF	0	0	0	4.2
FTES/FTEF	0	0	0	7.4

Source: ODS Course Book by Subject report October, 2011

Description:

The Registered Nursing program was introduced in 2010-2011 and offers courses in the study of nursing by providing a foundation for students to become competent registered nurses, as well as an Associates of Science degree in Registered Nursing. The aim of the program is to provide a positive, innovative learning model that fosters the development of critical thinking and problem solving skills so that the graduate nurse is equipped to deliver care to a culturally diverse population in a variety of healthcare settings. Students are required to take English P101, Anatomy P110, Physiology P101, and Microbiology P106 and achieve a grade of "C" or higher prior to beginning the first semester. In addition, the Board of Registered Nursing requires that students complete Mathematics P051, Speech P101 or P102, Psychology P101A, and Sociology P101 or Anthropology P102. (Additional recommendations and requirements are listed on the Health Careers Division website and are available in brochure form in various locations on campus.) There is an application process required for admission into the program. A current CPR certification, drug testing and background screening are required.

Assessment

- The first cohort of students started the newly approved ADN program in fall semester 2010. The cohort was selected from an applicant pool of 26. The applicant pool for the second cohort set to begin in fall semester 2011 had an applicant pool of 78.

Program Plans:

- Increase recruitment efforts for adjunct instructors to fulfill the specific content areas in the registered nursing program. The adjunct faculty must be approved by the Board of Registered Nursing prior to teaching in the ADN program.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

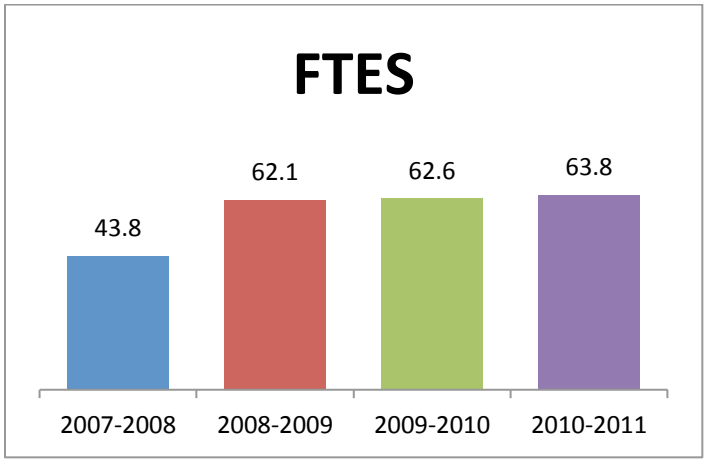
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available because hospital schedules conflict and salary is not competitive.
- Increase recruitment efforts to increase the pool of qualified applicants
- Continuous evaluation of the new program to insure student success. Evaluation process outlined in student and faculty handbooks.

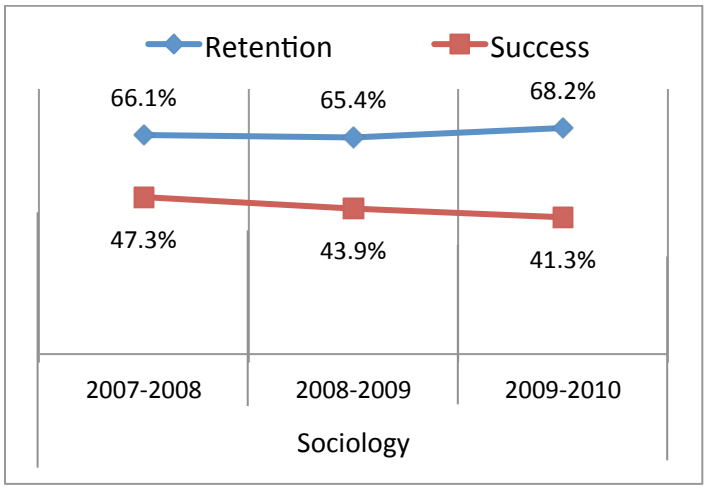
Source: PC Catalog 2011-2012; Program Review, CTE, 2009; ADN Brochure, July 2011

Discipline Area:

Sociology



	07-08	08-09	09-10	10-11
Sections	15	19	19	17
Census	455	636	619	644
FTEF	3.0	3.8	3.8	3.4
FTES/FTEF	14.6	16.3	16.5	18.8



Source: ODS Course Book by Subject report October, 2011

Description:

The Sociology program offers a wide range of courses including: The Social World, Critical Sociology and Social Problems, Current Topics, African American Experience, Mexican-American Experience, and Women and Society. All of the courses meet graduation requirements and CSU and/or UC transfer requirements.

Assessment

- FTES has increased over the past four years.
- General increase in FTES per FTEF.
- Retention and success rates are well below college averages.
- There are currently no certificates or degrees offered in Sociology; however, the courses are an integral part of the Social Science A.A. degree; count toward general education requirements; and meet CSU and UC transfer requirements.

Program Plans:

- Increase recruitment efforts for instructors in order to offer a wide range of courses throughout the day.
- Follow up with continued assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

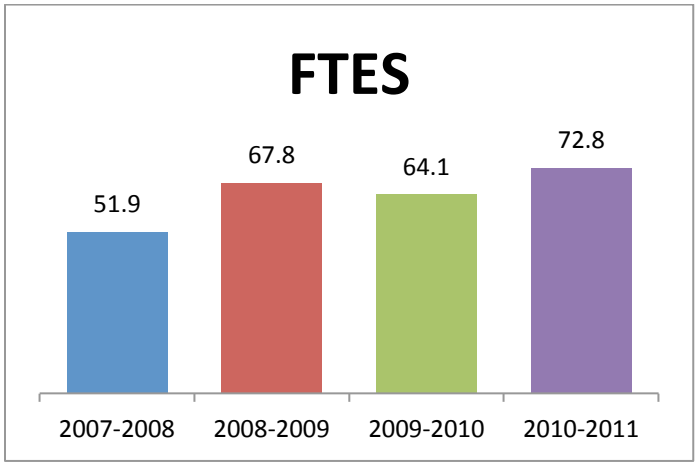
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is only one full time Sociology instructor.
- Develop strategies to increase student success and retention.

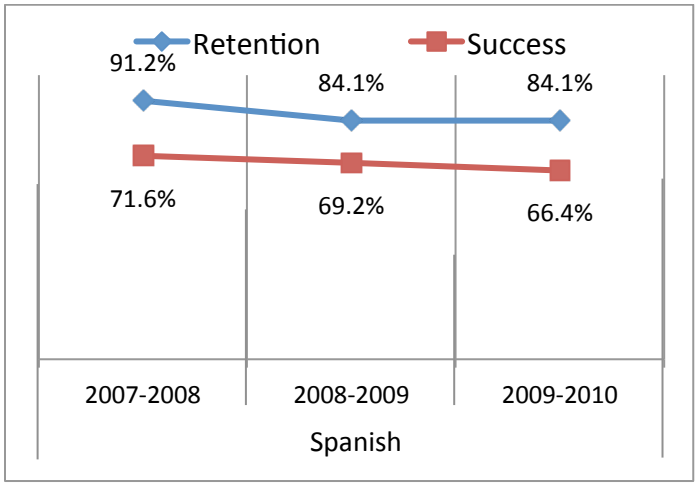
Source: PC Catalog 2011-2012; Program Review, Social Science, 2009

Discipline Area:

Spanish



	07-08	08-09	09-10	10-11
Sections	15	16	15	15
Census	331	426	435	458
FTEF	3.9	5.5	4.3	4.3
FTES/FTEF	13.2	12.4	14.8	16.8



Source: ODS Course Book by Subject report October, 2011

Description:

The Spanish program offers courses in four progressive levels, from Elementary (P101 and P102) to Intermediate (P103 and P104). All courses meet graduation and CSU and UC transfer requirements.

Assessment

- FTES has generally increased over the past four years.
- General increase in FTES per FTEF.
- Retention and success below college averages.
- There are no certificates or degrees offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Hire an additional full time Spanish instructor.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

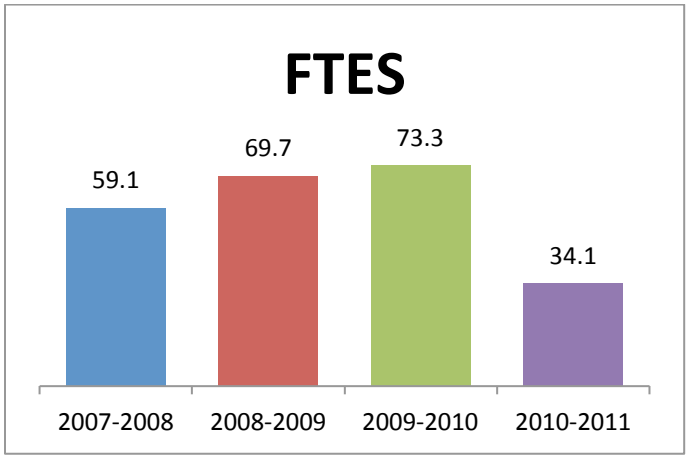
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is only one full time Spanish instructor.
- Develop strategies to increase student success and retention.

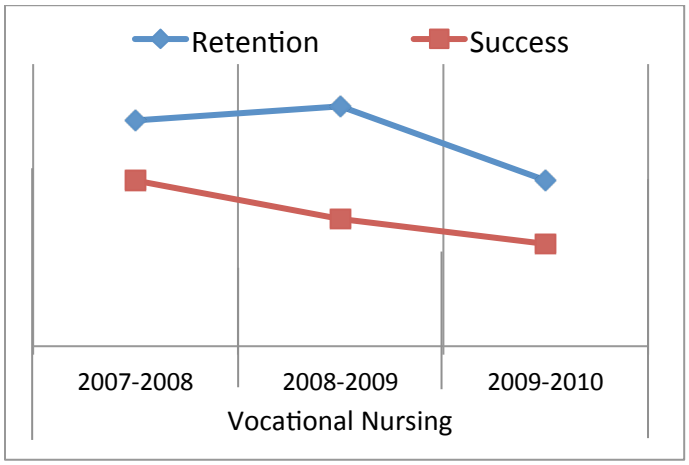
Source: PC Catalog 2011-2012; Program Review, Language Arts, 2009

Discipline Area:

Vocational Nursing



	07-08	08-09	09-10	10-11
Sections	29	29	30	37
Census	481	471	516	447
FTEF	6.4	7.5	7.5	6.9
FTES/FTEF	9.2	9.3	9.7	4.9



Source: ODS Course Book by Subject report October, 2011

Description:

The Vocational Nursing program is a three-semester program and is offered in modules. Students must receive a grade of "C" or higher in each module to remain in the program. It is recommended that students take the assessment test and place level 2 in English, reading and math. In addition, it is recommended that students take English P050 and Math P061. Students are required to take Psychology P101A, Anatomy P052 and PTVN P009 and achieve a grade of "C" or higher prior to beginning the first semester. There is an application process required for admission into the program. A current CPR certification is required.

Assessment

- FTES increased from 2007 – 2008 to 2009 – 2010; however, this past year saw a decrease.
- General decrease in FTES per FTEF.
- Retention and success above college averages.
- The Vocational Nursing program has awarded an average of 32 certificates per year, resulting in a very high rate of completion.

Program Plans:

- Replace full time Vocational Nursing instructors.
- Follow up with assessment of SLOs.
- Evaluate course offerings in relation to community and student need.

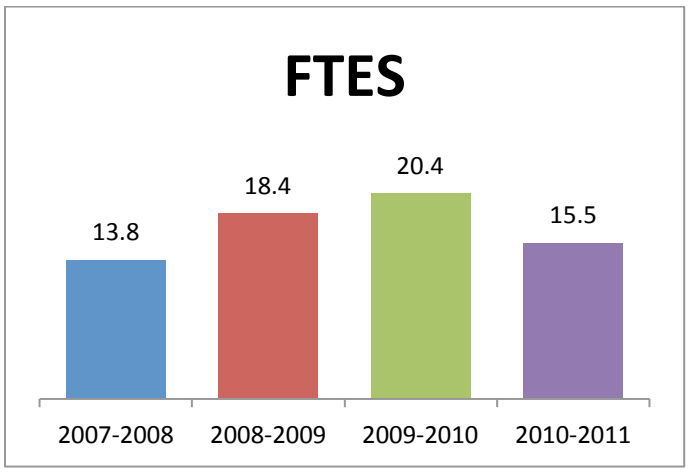
Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available because hospital schedules conflict and salary is not competitive.
- Currently the program has been cut, with the loss of both staff and faculty, due to decreased funding.
- Develop strategies to increase student success and retention.

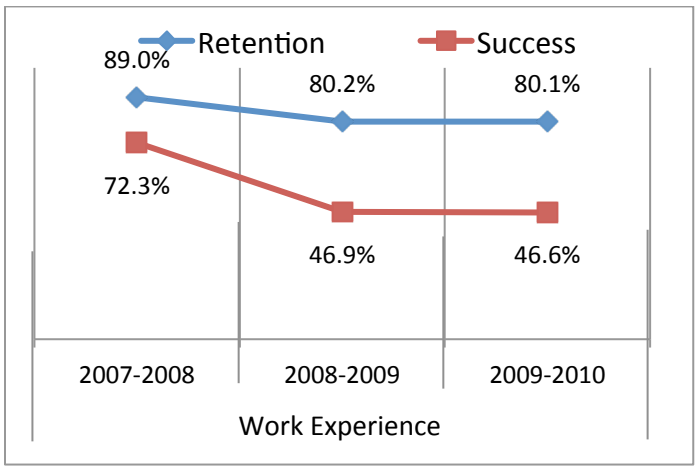
Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Discipline Area:

Work Experience



	07-08	08-09	09-10	10-11
Sections	42	59	49	43
Census	188	246	244	206
FTEF	1.2	1.8	1.9	1.8
FTES/FTEF	11.5	10.1	10.5	8.6



Source: ODS Course Book by Subject report October, 2011

Description:

The Work Experience program offers transfer level instruction in collaboration with both paid and volunteer on-the-job training by focusing on the learning environment, opportunities available in the workplace, and on a personal level that complements classroom instruction and nurtures the philosophy of lifelong learning. The primary objective of the program is to give students practical experience while they are in school and to help students relate their college learning experience to the world of work. Courses include occupational, entrepreneurial, and general work experience. Additionally, courses meet graduation and CSU and/or UC transfer requirements.

Assessment

- FTES increase with slight decrease in most recent year.
- General decrease in FTES per FTEF.
- Retention rates are in line with the college average; however, success rates are well below the college average.
- There are no certificates or degrees offered.

Program Plans:

- Increase recruitment efforts for adjunct instructors in order to offer a wide range of courses throughout the day.
- Follow up with completion of SLOs.
- Evaluate course offerings in relation to community and student need.

Challenges and Opportunities

- Difficulty in finding qualified adjunct instructors available during the day.
- Currently there is not a full time Work Experience instructor.
- Develop strategies to increase student success and retention.

Source: PC Catalog 2011-2012; Program Review, CTE, 2009

Top Ten Instructional Disciplines by FTES, 2007 – 2010

Program	Fall 2007	Fall 2008	Fall 2009	Fall 2010
English	155.0	196.4	214.9	216.4
Physical Education	147.8	137.9	74.3	90.0
Mathematics	135.9	158.6	167.4	144.9
Information Systems	109.4	51.5	60.5	57.0
Child Development	100.8	79.2	74.0	74.8
Psych Tech/Voc Nursing	78.9	83.9	70.3	41.0
Psychiatric Technology	60.5	78.2	83.0	54.6
Administration of Justice	51.9	46.7	64.9	72.6
History	51.9	57.8	62.0	61.0
Health Education	41.1	46.5	50.9	48.1

Source: ODS, Course Book by Subject report October, 2011

FTES per FTEF, 2007-2010

Program	Fall 2007	Fall 2008	Fall 2009	Fall 2010
English	14.6	14.6	14.5	15.4
Physical Education	20.6	19.0	16.2	23.7
Mathematics	19.4	20.7	22.8	21.7
Information Systems	20.2	9.1	14.2	14.3
Child Development	13.4	14.7	16.6	20.0
Psych Tech/Voc Nursing	13.0	12.7	10.9	12.1
Psychiatric Technology	8.3	10.7	11.4	7.5
Administration of Justice	13.6	14.3	19.3	20.3
History	18.5	20.7	22.2	23.5
Health Education	22.8	23.2	23.1	18.5

Source: ODS, Course Book by Subject report October, 2011

Course Retention Rates, 2007-2010

Program	Fall 2007	Fall 2008	Fall 2009	Fall 2010
English	87.1%	81.2%	81.5%	85.0%
Physical Education	93.6%	88.8%	87.7%	87.6%
Mathematics	85.0%	81.6%	84.5%	84.0%
Information Systems	84.7%	84.1%	82.6%	79.0%
Child Development	90.9%	84.3%	90.6%	83.3%
Psych Tech/Voc Nursing	91.5%	95.8%	92.0%	89.9%
Psychiatric Technology	98.3%	99.4%	99.6%	99.3%
Administration of Justice	90.0%	81.8%	85.5%	85.4%
History	86.2%	81.3%	80.8%	85.4%
Health Education	91.1%	88.3%	90.3%	88.4%

Source: ODS Course Book by Subject report October, 2011

Course Success Rates, 2007-2010

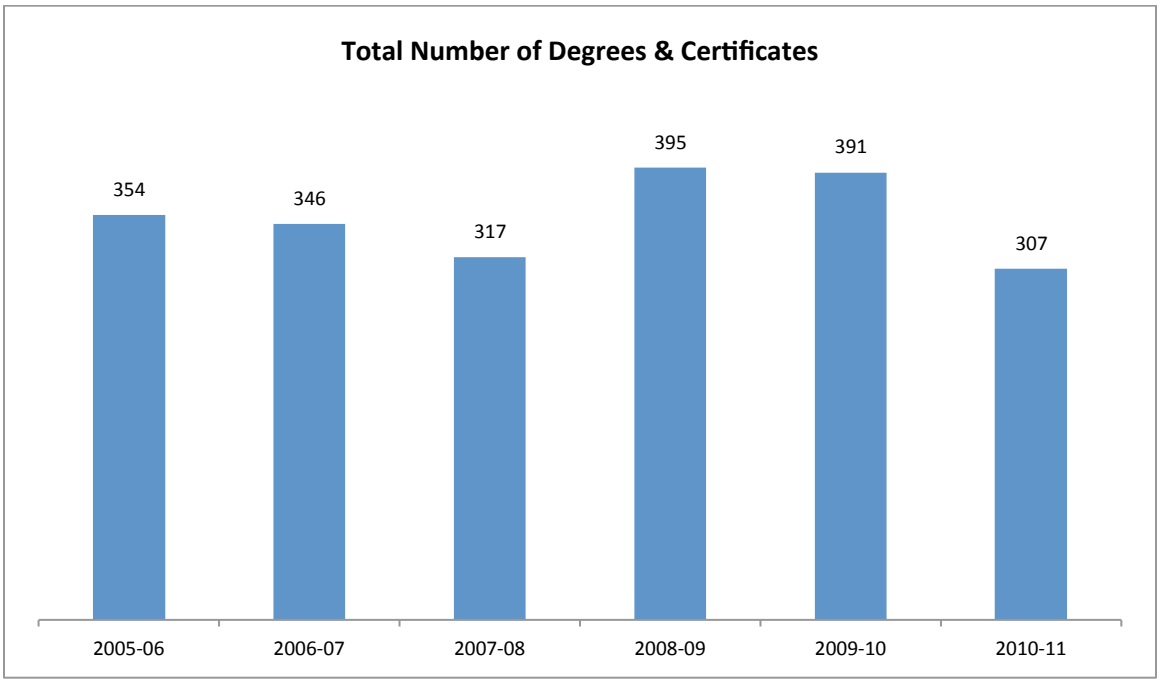
Program	Fall 2007	Fall 2008	Fall 2009	Fall 2010
English	62.1%	54.7%	57.3%	60.7%
Physical Education	66.3%	51.1%	52.5%	64.2%
Mathematics	51.7%	48.9%	54.1%	52.8%
Information Systems	54.9%	54.7%	51.8%	51.3%
Child Development	75.1%	71.8%	81.7%	70.8%
Psych Tech/Voc Nursing	78.1%	81.3%	74.5%	72.7%
Psychiatric Technology	93.4%	97.8%	98.6%	98.8%
Administration of Justice	62.3%	58.6%	56.3%	64.0%
History	56.8%	53.6%	50.0%	56.8%
Health Education	71.1%	69.7%	72.2%	63.1%

Source: ODS Course Book by Subject report October, 2011

Degrees and Certificates

From Fall 2005 to Fall 2010 Porterville College conferred a total of 2,110 degrees and certificates in various disciplines. Over 7.9% of these were Associate of Arts in Liberal Arts. The Liberal Arts Program has been renamed Liberal Studies and is currently under review and modification. Over 29.3% of these were Associate Degrees in Social Science and 29.9% were Certificates in the medical field.

The total number of degrees and certificates conferred by Porterville College has been steadily increasing over the past four years.



Source: PC Institutional Research website, "Porterville College: Degrees & Certificates Awarded 2005-06 through 2010-11."

Top 20 Programs by Total Number of Degrees/Certificate Conferred, 2005 – 2011

Discipline	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
Social Science - AS	103	102	116	119	97	81	**618**
Psychiatric Technology - Certificate	69	73	59	75	83	67	**426**
Nursing, LVN - Certificate	40	24	28	38	34	39	**203**
Child Development - AA	19	21	16	23	34	18	**131**
Administration of Justice - AA	13	19	9	21	23	19	**104**
Biological & Physical Science - AS	13	12	10	25	22	21	**103**
Liberal Studies / Liberal Arts - AA	28	24	17	5	2		**76**
Business Administration - AA	2	12	12	19	19	6	**70**
Mental Health / Substance Abuse - Certificate	12	5	5	8	7	9	**46**
Preschool Teacher - Certificate	15	3	5	7	3	1	**34**
Liberal Arts Transfer CVHEC - AA	9	17	6	1	0	0	**33**
Administration of Justice - Certificate	7	1	5	5	10	5	**33**
Business - AA	5	8	7	5	6	1	**32**
Liberal Arts / social & Behavioral - AA	0	0	0	7	11	8	**26**
Liberal Arts / Arts & Humanities - AA	0	0	0	4	7	11	**22**
Office Technology - AA	4	3	4	4	4	1	**20**
Mathematics - AS	0	5	4	3	6	1	**19**
English - AA	3	6	1	2	3	2	**17**
Information Systems - AA	0	2	1	6	5	3	**17**
Natural & Physical Science - AS	0	0	0	0	0	1	**1**

Source: PC Institutional Research website, "Porterville College: Degrees & Certificates Awarded 2005-06 through 2010-11."

Transfers to Four Year Institutions

Porterville College Transfers to UC and CSU

Four-Year Public Institution	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011
University of California, Berkeley	2	0	1	0	1	2
University of California, Davis	2	2	2	1	1	3
University of California, Irvine	1	0	0	1	0	
University of California, Los Angeles	3	1	1	0	1	
University of California, Merced	1	1	1	0	1	2
University of California, Riverside	1	0	1	0	0	0
University of California, San Diego	3	0	3	0	0	0
University of California, Santa Barbara	4	2	2	0	1	3
University of California, Santa Cruz	3	1	1	1	2	1
UC Subtotal	20	7	12	3	7	11
California Maritime Academy	0	2	0	0	0	1
California Polytechnic State University, San Luis Obispo	4	5	2	5	0	3
California State Polytechnic University, Pomona	1	0	0	0	1	0
California State University, Bakersfield	36	24	32	22	34	57
California State University, Channel Islands	1	1	3	0	1	0
California State University, Chico	4	1	4	2	0	0
California State University, Dominguez Hills	1	4	0	1	1	2
California State University, East Bay	0	0	0	1	0	0
California State University, Fresno	40	36	45	56	35	56
California State University, Fullerton	0	2	7	1	2	1
California State University, Long Beach	0	1	4	0	3	0
California State University, Los Angeles	0	1	0	1	0	0
California State University, Monterey Bay	1	2	0	2	1	0
California State University, Northridge	0	1	4	3	1	3
California State University, Sacramento	1	5	3	5	4	3
California State University, San Bernardino	2	0	0	0	1	0
California State University, San Marcos	2	1	0	0	0	0
California State University, Stanislaus	0	0	0	1	1	1
Humboldt State University	3	2	1	1	0	0
San Diego State University	3	2	8	2	0	1
San Francisco State University	1	3	2	1	0	1
San Jose State University	1	3	4	1	2	1
Sonoma State University	1	0	1	0	0	0
CSU Subtotal	102	96	120	105	87	131
Total	**122**	**103**	**132**	**108**	**94**	**142**

Sources: California Postsecondary Education Commission, Detailed Data, Transfer Pathways. Retrieved 11/12/11 from www.cpec.ca.gov/OnLineData/Transferpathway.asp; California State University, Analytic Studies. Retrieved 4/20/12 from www.calstate.edu/AS/status.shtml; University of California, Office of the President. Student_Reg_All_ADMC in DWH

Porterville College Transfers to UC and CSU

	Academic Year of Transfer					
Transfer To	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10***
In-State Private	40	66	86	99	73	106
Out-of-State	41	37	30	40	46	53
Total	**81**	**103**	**116**	**139**	**119**	**159**
*latest available data						

Sources: California Community College Chancellor's office. In-State and Out-of-State Transfer Reports 2004-05 to 2009-10.

The counts of transfer to In-State private and Out-of-State institutions is based on those who completed at least 12 units over the six years before transfer and a match of student identification numbers with the National Student Clearinghouse database.

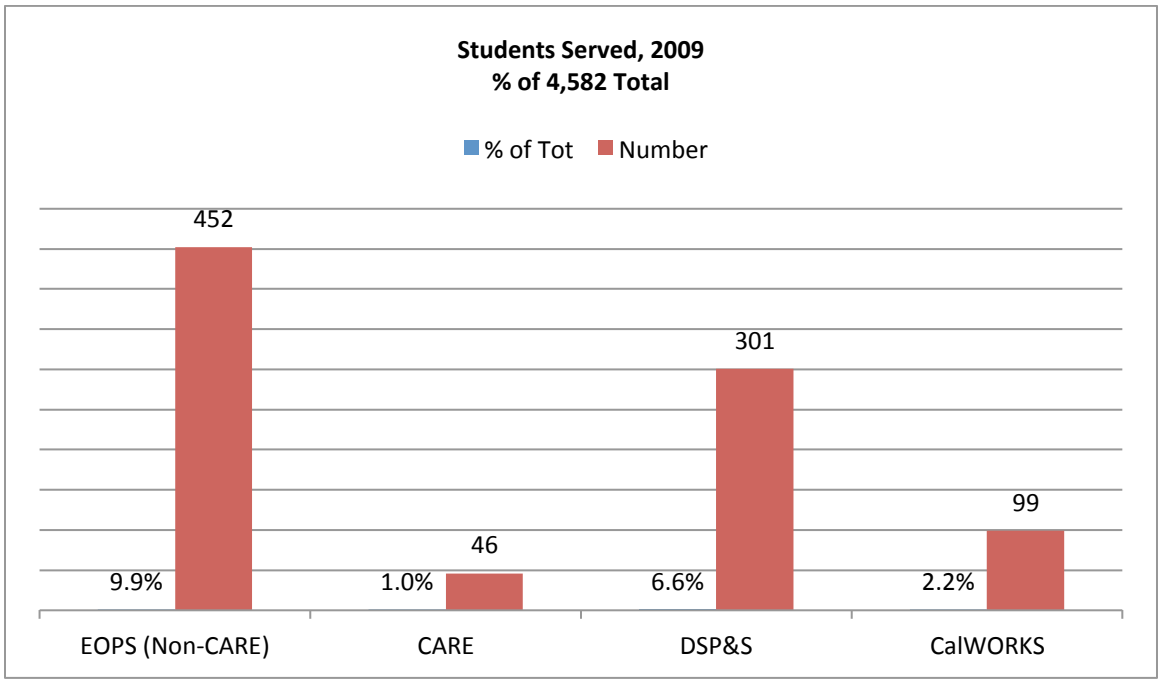
Section VI: Student Services

Student services are an important and integral function at Porterville College. The college develops and offers a wide scope of support services that are dedicated to supplementing and complementing instructional programs and providing educational and cultural resources to students, faculty, and the community.

For the purposes of this Educational master Plan, the student services included are those dealing with Matriculation, EOPS, CARE, CalWORKS, DSP&S, and Financial Aid.

Matriculation

Description: the matriculation process at Porterville College provides an admission process, an orientation to college programs, services, and procedures; pre-enrollment assessment and counseling for course selection, a suitable curriculum, and a continuous follow up on student progress with referral to support services.



Source: PC Institutional Research Website, "Porterville College Fall Student Demographics 2005-2009."

Extended Opportunity Program and Services (EOPS)

Description: the EOPS program and services is a state funded program that provides supplemental support services to students with financial and educational needs. Eligibility is determined by income level and demonstration of need.

Cooperative Agencies Resources for Education (CARE)

Description: The CARE program is cooperative effort between Tulare County Human Services System, the Employment Development Department, and the college's EOPS program. The focus of the program is to assist single parents on AFDC via supplemental grants and workshops that will provide them support for their academic success and retention.

Cal WORKs

Description: The CalWORKS program is a state funded program to assist families who have received state aid. It provides an opportunity to return to college and receive education and training to become employable.

Disabled Students Programs and Services

Description: The DSP&S program provides equal access to education for disabled persons. The college's office provides services to students with physical, learning, and psychological disabilities with a large range of support services.

Financial Aid

Description: This department assists students through the various financial aid programs administered by the college. Financial aid is funding provided by federal and state governments and institutional sources to help students with their educational expenses. The funding is made up of grants, and scholarships.

Section VII: Opportunities for the Future and Labor Market Information

Future Labor Markets

The U.S. Chamber of Commerce has estimated that 90% of all jobs in the future will require some form of postsecondary education. The U.S. Department of Labor has estimated that one-third of future jobs will demand skills in the science, technology, engineering and mathematics (STEM) disciplines. These observations are stimulating the calls for more students to complete their college degrees and for increased efforts to attract more students to major in the STEM disciplines. These national trends are echoed in California.

The Public Policy Institute of California (PPIC) has pointed to a mismatch between the level of education the future population is likely to possess and the level of education that will be demanded by the future state economy. In their analysis the supply of college-educated workers will not meet the projected demand. These estimates portend an opportunity for the College to contribute to the economic vitality of the society and to secure future employment for its graduates. In this longer-term view to 2025, the two industries with the greatest growth (state and local government and health care and social assistance) both require a significant portion of the prospective employees to be college educated. Collectively, those occupational areas where 60% or more of the individuals employed have a college degree are anticipated to represent 29% of the workforce in California. Some of the details from the PPIC analysis are illustrated in the two tables below.

California Growth Industries and Education

	Industry Share of State Employment (%)			College-Educated Workers Within Industry (%)		
High-growth Industries*	**1990**	**2006**	**2025**	**1990**	**2006**	**2025**
Administration & support	3.7	6.5	8.3	14	17	21
Accommodation & food services	4.4	8.1	8.2	15	15	16
Health care & social assistance	7.1	8.8	9.8	37	41	46
Professional & scientific services	4.7	6.2	7.2	52	67	87
Construction	4.6	5.7	5.9	13	11	10
Arts, entertainment & recreation	0.4	1.6	1.7	23	38	57
Education services	1.5	1.8	2.1	56	64	74
Other services	2.7	3.4	3.3	16	20	26
Local & state government	13.8	14.4	14.3	46	52	59
Finance, insurance	3.6	4.2	3.8	32	46	64
* Those growing as a share of overall employment						

Source: Public Policy Institute of California. *California's Future Workforce*. 2008

California Growth Occupations and Education

High-growth Occupations*	Occupations Share of State Employment (%) 1990	2006	2025	College-Educated Workers Within Occupation (%) 1990	2006	2025
Construction & maintenance	3.8	5.8	6	7	7	6
Computer & mathematical science	1.2	2.5	3.3	65	69	75
Building & grounds cleaning & maintenance	1.9	3.8	3.9	4	5	6
Business operations	1.1	2.6	3	31	53	80
Transportation & material moving	4.9	6.6	6.7	8	8	7
Education, training & library	5.4	6	6.9	78	77	76
Health care practitioner & technical	3.3	3.8	4.3	59	64	70
Community & social services	0.5	1.3	1.4	64	63	61
Personal care & service	2.1	3	3	10	15	22
Management	5.6	6.4	6.4	42	54	70
Heath care support	1.9	2.1	2.6	12	16	21
Food preparation & service	6.8	7.2	7.4	7	10	13
Protective service	1.9	2.2	2.3	20	26	33
Legal	0.6	0.8	0.8	82	79	75
Arts, design, entertainment, sports & media	2.5	2.5	2.6	48	60	74
*Those growing as a share of overall employment.						

Source: Public Policy Institute of California. *California's Future Workforce*. 2008

Several leading occupations can be identified that will require educated workers in the future, if the entire state economy is considered with a focus on the high demand/high wage STEM occupations. The occupational family with the greatest projected demand that commonly requires an Associate Degree for entry is healthcare. The healthcare support job family is the second largest group, followed by computer and math science, and engineers and technicians. Students educated in these fields will have the most opportunities for relocating to areas throughout the State where there will be more available jobs.

Where the California Jobs Will be in 2018 (in thousands of jobs)

Occupation Group	Occupation	Some College	%	Associate Degree	%	Bachelor's Degree	%	Total
STEM	Computer & Math Science	89	16%	45	8%	242	44%	545
STEM	Architects & technicians	13	20%	9	14%	25	38%	65
STEM	Engineers & technicians	34	11%	28	9%	141	44%	317
STEM	Life and Physical Scientists	9	6%	6	4%	45	32%	140
STEM	Social Scientists	5	6%	3	4%	27	33%	82
Healthcare	Healthcare Practitioners	109	13%	160	19%	239	29%	836
Healthcare	Healthcare Support	148	33%	51	11%	49	11%	448

Source: Carnival, Anthony; Smith, Nicole; and Strohl, Jeff (2010). *Help Wanted: Projections of Jobs and Educational Requirements Through 2018*. Center on Education and the Workforce, Georgetown University.

The pubic-private partnership known as the California Partnership for the San Joaquin Valley has identified five industry clusters that they believe should be targeted as part of the efforts to support a highly skilled workforce and promote a competitive economy in the Central Valley. The identified clusters are: (1) Agribusiness, including Food Processing, Agricultural Technology, and Biotechnology; (2) Manufacturing; (3) Supply Chain Management and Logistics; (4) Health and Medical Care; and (5) Renewable Energy. The Partnership envisioned high quality vocational training and academic institutions in the Central Valley that would educate the workforce.[7]

The Centers for Excellence have completed a series of environmental scans and studies to further document the occupational opportunities and related educational requirements in several of these targeted clusters. For example, the agriculture value chain is defined using four clusters: (1) support; (2) production; (3) processing and packaging; and (4) distribution statewide. Agriculture employs close to 2.5 million individuals with more than 800 job titles within the agriculture value chain. With the exception of production, employment opportunities are positive in the other three clusters over the next five years. However, agriculture production employers are concentrated in the Central Valley. Distribution and processing employers are located in the LA/Orange, Central Valley and Inland Empire regions. When surveyed, a majority of the employers indicated an interest in on-site, customized training for current employees and a certificate specific to an occupation. Employers indicated some interest in two and four-year degree programs specific to each occupation. Two-thirds of the employers were interested in potential partnerships with colleges and in creating internship opportunities. The concluding recommendations in the study stress the creation of partnerships and consideration for contract education as the mode of service delivery.[8]

Agriculture Value Chain Occupation Projections by Sector

Sector	2011 Jobs	5-Year Growth	Avg. Hourly Wage
Support	1,446,232	183,018	$24.56
Production	206,303	-36,364	$23.34
Processing/Packaging	226,216	5,137	$23.49
Distribution	585,014	29,913	$24.04
Totals	2,463,765	181,704	$23.87

Source: Centers for Excellence. *Agriculture Value Chain in California*. June, 2011

In their study of the bio-energy industry the Centers defined the industry as consisting of five clusters: (1) agriculture, forestry, fishing and hunting; (2) manufacturing; (3) professional, scientific and technical services; (4) public administration; and (5) utilities. Surveys of employers indicated that most experienced difficulty in finding qualified candidates for bio-energy occupations. Employers in the Central Valley expect to increase hiring in seven key occupations over the next three years. The associate degree was identified as an appropriate preparation for three of the occupations that will account for 210 of the 350 projected new jobs[9].

[7] California Partnership for the San Joaquin Valley. *Strategic Action Proposal.* October, 2006
[8] Centers of Excellence. *Agriculture Value Chain for California*. June, 2011
[9] Centers of Excellence. *Bio-Energy Occupations in California.* January, 2011

Bio-Energy Occupations in the Central Valley

Occupation	2010 Jobs Est.	3-Yr Projected Growth	Growth Rate	Ed Level
Bio-energy Manager or Supervisor	105	0	0%	
Biomass Plant Technician	455	35	8%	
Bio-energy Engineering Technician	525	0	0%	
Bio-energy Instrument and Controls Technician or Operator	595	35	6%	AA
Methane Gas Generation System Technician or Operator	420	140	33%	AA
Bio-Energy Research Assistant or Analyst	70	105	150%	
Biofuels Processing Technician	875	35	4%	AA
Totals	3,045	350	11%	

Source: Centers of Excellence. *Bio-energy Occupations in California*. January, 2011

The Centers also studied medical imaging occupations in 14 counties that comprise the Central Valley. They project a need for 987 medical imaging positions over the next three years in those counties. Among the five occupations, employers had the greatest difficulty hiring cardiovascular technicians and radiologic technician subspecialties. Employers expressed a strong preference for associate degree preparation to enter these occupations. The study findings support the creation, adaptation and expansion of medical imaging programs throughout the region.[10]

Medical Imaging Occupations in the Central Valley

Occupation	2010 Jobs	3-Yr Projected Growth	Growth Rate	Average Annual Openings	Hourly Wage*
Cardiovascular Technologist	379	494	30%	165	$29.47
Diagnostic Medical Sonographer	616	837	36%	279	$28.53
Nuclear Medicine Technician	205	265	29%	88	$35.97
Radiation Therapist	169	259	53%	86	$34.41
Radiologic Technologist	1,505	1,761	26%	587	$27.31
Total	2,874	3,616	26%	1,205	$31.14

*entry level

Source: Centers of Excellence. *Medical Imaging Occupations in the Central Region*. March, 2010

In 2009 the Centers of Excellence completed a study of Energy Efficiency Occupations in the Central Valley region. These occupations are commonly found in three different industry sectors: (1) public or private utilities; (2) building design and construction; and (3) building or facility operations and maintenance. With the help of survey responses from 214 firms, the study focused on eight occupations, which totaled 3,200 jobs, based on the survey responses, but could be as high as 10,800 jobs. All eight occupations showed growth over the projection period of three years and employers reported having difficulty finding qualified applicants for openings. Employers also expressed great interest in training programs that could be offered by community colleges.[11]

[10] Centers of Excellence. *Medical Imaging Occupations in the Central Region.* March, 2011
[11] Centers of Excellence. *Energy Efficiency Occupations in the Central Region.* October 2009

Energy Efficiency Occupations in the Central Valley

Occupation	2009 Jobs	3-Yr Projected Growth	Growth Rate
Resource conservation or energy efficiency managers	2,000	440	22%
Project managers for construction or design work	1,890	520	28%
HVAC mechanics, technicians or installers	1,780	820	46%
Building performance or retrofitting specialists	1,290	460	36%
Building operators or building engineers	1,140	220	19%
Energy auditors or home energy raters	1,000	420	42%
Compliance analyst or energy regulation specialists	870	260	30%
Building controls systems technician	820	280	34%
Total	10,790	3,420	32%

Source: Centers of Excellence. *Energy Efficiency Occupations in the Central Region.* October 2009

Representatives from the Centers of Excellence recently addressed the question, "Where should community colleges invest resources to support "green" employment?"[12] They concluded that the solar industry has a sufficient supply of programs and courses offered by the community colleges. These programs are considered most successful when instruction is informed by industry certificate standards. Wind industry employers present limited instructional program opportunities for the colleges. The colleges could consider forming partnerships with employers near college facilities, or developing strategies to incorporate wind turbine technician training into existing programs. Two-thirds of the jobs in the energy efficiency industry are traditional occupations, not new occupations. Colleges are advised to invest in new content for existing courses, build relationships with employers to create apprenticeships, and "pipeline" training programs, and direct the instruction to industry certification standards. The bio-energy industry, which is strongly tied to the agriculture industry, is projected to have slow growth, and therefore, few new employment opportunities. For the present, the colleges are advised to monitor state and federal policy or legislation that may support the industry in California. Alternative transportation as an industry is located within large vehicle fleet operations. Where these are near a college, the recommended strategy is to embed alternative fuels education into existing electrical and automotive instructional programs. The compliance and sustainability employment opportunities span across several industries and affect both public and private employers. The greatest need in compliance and sustainability is knowledge of regulations and policy.

These state and regional highlights of occupations for the future provide opportunities for those students willing and able to relocate. There are opportunities for students with different levels of education from industry certification to an associate degree or a bachelor's degree. As noted below, there are some future employment opportunities in the local county economy as well. The labor market information below was developed by the California Employment Development Department (EDD) through surveys they conducted with business and industry. That work was completed in 2007 for the ten-year projection 2008-2018. At the time neither the survey respondents nor the officials at EDD could have anticipated the depth of the recession that started in 2008 or the protracted nature of the recovery with particularly severe consequences to state and local government employment. While the economy is recovering, it has been a relative "job-less" recovery with more employment growth in the private sector than in public sector jobs. The projections that follow should be interpreted with this caveat in mind.

Through the year 2018, the EDD expects the *fastest growing industry sectors* in Tulare County to be Education Services, Health Care and Social Assistance, each with an annual growth rate of about 1.8%. Several other sectors will exceed the average annual growth rate of .7%. These include Transportation, Warehousing, and Utilities (1.5% annual growth), Other Services (1.3% annual growth), Leisure and Hospitality (1.2% annual growth), and

[12] Centers of Excellence. "Green Job Opportunities," Presentation to the California Community College Association for Occupational Education (CCCAOE) Conference, October, 2011

Construction (1% annual growth). Between 2008 and 2018, approximately 12,800 new jobs are expected from industry growth while 37,900 job openings are anticipated from net replacements. That is a combined total of more than 50,700 job openings.[13]

In Tulare County, 50 occupations with *the most job openings* are expected to make up 64% of all job openings. The occupations with the highest growth numbers are predicted to be farm workers and laborers (crop, nursery, and greenhouse), cashiers, and retail salespersons. None of these are particularly high paying occupations and all usually require only short-term on-the-job training. Occupations requiring low to moderate amounts of on-the-job training (up to 12 months) make up 33 of the 50 occupations with the most openings. Therefore, there are opportunities for the College to contribute to the economic development of the County by providing education and skill development experiences that will lead to higher-wage jobs. Occupations with growth expectations, which require an Associate Degree or higher, include registered nurses, elementary and secondary school teachers, and farm, ranch and other agricultural managers.[14] The list of the Tulare County occupations with the most anticipated openings with selected education levels is found in the table below.

[13] State of California, Employment Development Department "2008-2018 Tulare County Projection Highlights," *Labor Market Information* Retrieved November 2, 2011 from http://www.labormarketinfo.edu.ca.gov

[14] State of California, Employment Development Department "Occupational Projections for Tulare County 2008-2018" *Labor Market Information* Retrieved November 2, 2011 from http://www.labormarketinfo.edu.ca.gov

Tulare County Most Openings 2008-2018 & Selected Education Level

Occupational Title	Total Job Openings	Annual Job Openings	2010 Median Hourly	2010 Median Annual	Education
Accountants and Auditors	210	21	$30.11	$62,617	Bachelor's
Elementary School Teachers, Except Special Education	920	92	N/A	$63,420	Bachelor's
Middle School Teachers, Except Special and Vocational Education	500	50	N/A	$64,755	Bachelor's
Secondary School Teachers, Except Special and Vocational Education	860	86	N/A	$62,738	Bachelor's
Registered Nurses	790	79	$38.76	$80,627	Associate
Licensed Practical and Licensed Vocational Nurses	230	23	$21.73	$45,194	Post-secondary Voc Ed.
Medical Secretaries	310	31	$12.51	$26,020	Post-secondary Voc Ed.
Cooks, Restaurant	220	22	$10.58	$22,010	12 mos + OJT & formal ed
Farmers and Ranchers	300	30	N/A	N/A	12 mos + OJT & formal ed
Maintenance and Repair Workers, General	270	27	$15.77	$32,806	12 mos + OJT & formal ed
Police and Sheriff's Patrol Officers	220	22	$30.46	$63,352	12 mos + OJT & formal ed

Source: State of California, Employment Development Department, "Tulare County Occupations With The Most Growth Projected 2008-2018"; analysis by Cambridge West Partnership, LLC

Of the 50 *fastest-growing occupations* in Tulare County that anticipate an annual growth rate of 8.7% or more, one-fourth require a Bachelor's degree or higher. Occupations with the highest percentage of expected growth are compensation, benefits and job analysts (21%), hairdressers, stylists and cosmetologists (20%) and special education teachers and fire fighters (18%). The list of the Tulare County occupations with the most anticipated openings and the required education level for each is found in the table below.

Tulare County Fastest Growing Occupations 2008-2018 and Selected Education Level

Occupational Title	Annual Av 2008	Annnual Av 2018	Employ-ment Change Percent	2010 Median Hourly	2010 Median Annual	Education
Accountants and Auditors	670	770	14.9	$30.11	$62,617	Bachelor's
Compensation, Benefits, and Job Analysis Specialists	240	290	20.8	$31.76	$66,063	Bachelor's
Elementary School Teachers, Except Special Education	2,360	2,730	15.7	N/A	$63,420	Bachelor's
Kindergarten Teachers, Except Special Education	400	460	15	N/A	$60,173	Bachelor's
Secondary School Teachers, Except Special and Vocational Education	2,260	2,460	8.8	N/A	$62,738	Bachelor's
Special Education Teachers, Preschool, Kindergarten, and Elementary School	220	260	18.2	N/A	$73,568	Bachelor's
Insurance Sales Agents	210	230	9.5	$24.81	$51,595	Associate
Registered Nurses	2,350	2,730	16.2	$38.76	$80,627	Associate
Automotive Service Technicians and Mechanics	690	760	10.1	$16.44	$34,184	Post-secondary Voc Ed.
Bus and Truck Mechanics and Diesel Engine Specialists	310	340	9.7	$18.20	$37,847	Post-secondary Voc Ed.
Hairdressers, Hairstylists, and Cosmetologists	250	300	20	$9.16	$19,063	Post-secondary Voc Ed.
Licensed Practical and Licensed Vocational Nurses	550	610	10.9	$21.73	$45,194	Post-secondary Voc Ed.
Medical Secretaries	1,020	1,190	16.7	$12.51	$26,020	Post-secondary Voc Ed.
Preschool Teachers, Except Special Education	410	470	14.6	$12.69	$26,410	Post-secondary Voc Ed.
Cooks, Restaurant	640	700	9.4	$10.58	$22,010	12 mos + OJT & formal ed
Fire Fighters	220	260	18.2	$21.86	$45,465	12 mos + OJT & formal ed
Industrial Machinery Mechanics	370	410	10.8	$21.43	$44,575	12 mos + OJT & formal ed

Source: State of California, Employment Development Department, "Tulare County Fastest Growing Occupations Projected 2008-2018"; analysis by Cambridge West Partnership, LLC

The EDD has projected that approximately 5,000 job openings will be available in Tulare County each year between 2008 and 2018. Only 7% of these jobs require an Associate Degree or some form of postsecondary vocational education. Preparation at the Bachelor's Degree level is the most common entry path for another 16% of these openings.[15]

Tulare County Average Annual Job Openings by Education or Training Level

Training Levels Bureau of Labor Statistics	2008-2018 Annual Average Total Job Openings	%
BA + work experience	270	6%
Bachelor's Degree	480	10%
Associate Degree	140	3%
Postsecondary Vocational Education	190	4%
Total	1,080	
Graduate education	110	2%
OJT	3,640	75%
Total	3,750	
Grand Total	**4,830**	**100%**

Source: State of California, Employment Development Department, "Tulare County Occupational Projections 2008-2018"; analysis by Cambridge West Partnership, LLC

Planning Considerations for Potential New Programs

College of the Sequoias is one other public provider of post-secondary education in Tulare County. It presently operates from two sites within the County and will be opening a third within a year in the City of Tulare, just a 30-minute drive from Porterville College (see the competitor graphic in the appendix). In addition to general education, the new site will host farm-related programs and a veterinarian program for College of the Sequoias. Combined, College of the Sequoias and Porterville College, offer 155 degrees and/or certificates in fields of study described by the California Community College Chancellor's Office Taxonomy of Programs manual.[16] The Delano Educational Center, operated by Bakersfield College is roughly a 30-minute drive south from Porterville College. Please see the chart plotting the location of competitors that are located in the appendix. Before new career and technical instructional programs are implemented, care should be taken to analyze the existing programs offered by these institutions.

The enactment of the Student Transfer Achievement Reform (STAR) Act (aka SB 1440) provided the College with an opportunity to "retool" some of its current transfer-oriented programs and to introduce new ones. The legislation requires a community college district to grant an associate degree for transfer to a student in his/her field of study once the student has met degree and transfer requirements for a particular major. Upon completion of the transfer associate degree, the student is eligible to transfer with junior standing into a local California State University (CSU) campus. STAR students will be given priority when applying to a particular program that is similar to his/her community college field of study. The bill prohibits a community college district or campus from adding local course

[15] State of California Employment Development Department, "2008-2018 Tulare County Projection Highlights" *Labor Market Information* Retrieved November 2, 2011 from http://www.labormarketinfo.edu.ca.gov

[16] California Community College Chancellor's Office, *Program Inventory* Retrieved November 11, 2011 from http://www.cccco.edu/ChancellorsOffice/Divisions/Academic Affairs/inventory of programs

requirements in addition to requirements of the STAR Act, and prohibits the CSU from requiring a transferring student to repeat courses similar to those taken at the community college that counted toward their associate degree for transfer.

The statewide strategy to implement the STAR Act is to develop transfer model curriculums (TMC) through inter-segmental faculty dialogue using the structure of the course identification numbering system (C-ID) as much as possible so that common course descriptions will be used as building blocks. The initial focus of the project is on the top 20 transfer majors within the CSU. The goal is to reach agreements on a model curriculum that all community colleges could adopt for each particular major. Sixteen TMCs have been completed since the law was enacted. Another group of five model curriculums is almost finalized. The College has the authority to offer eight programs of study that align with the initial TMCs. A ninth program in History is pending Board approval. The College also offers two additional programs that potentially align with one of the established CSU Lower Division Transfer Preparation (LDTP) patterns, but are not yet aligned to a prospective TMC.[17] A complete analysis of the extent to which current College programs of instruction align with the TMCs and the 42 major fields of study included in the LDTP program can be found in the appendices.

In an effort to identify new program areas that would meet labor market needs in Tulare County, an analysis was completed of the occupations expected to have 20 or more job openings annually through the year 2018. The list was filtered using the Bureau of Labor Statistics training level definitions with a focus on those occupations requiring a Bachelor's or Associate Degree, some post-secondary vocational education, or long-term on-the-job-training of more than twelve months (either of which might culminate in a certificate). Those occupations that qualified were mapped through the Standard Occupational Classification (SOC) codes to Associate Degree and Certificate of Achievement instructional programs offered by the public community colleges in Tulare County. Because the occupations map to one or more Taxonomy of Programs (TOP) code used by the community college system, there can be multiple programs, even within the same community college, offered for each occupation. For that reason some of the values in the "Total CC Programs" column show a count higher than the number of the colleges in the study area.

The table below identifies Tulare County occupations commonly requiring a college degree. For each occupation the EDD has projected 20 or more annual job openings through the year 2018. An initial course of study for some of these occupations might begin in a community college; therefore, the transfer degree initiative may be a starting point for instructional programs that lead to those occupations.

[17] Academic Senate for the California Community Colleges, *SB1440 Update* Retrieved November 19, 2011 from http://www.asccc.org and California State University System Office, *Lower Division Transfer Preparation* Retrieved March 30, 2011from http://www.calstate.edu/acadaff/ldtp/agreements

Tulare County Occupations That Require a College Degree and the Extent of Neighboring Community College Programs Related to Those Occupations

Educational Preparation	Standard Occupational Classification Title	Annual Average Total Jobs	2010 Median Hourly Wage	2010 Median Annual Wage	Total CC Programs
Bachelor's	Accountants and Auditors	21	$30.11	$62,617	3
Bachelor's	Elementary School Teachers, Except Special Education	92	N/A	$63,420	1
Bachelor's	Middle School Teachers, Except Special and Vocational Education	50	N/A	$64,755	1
Bachelor's	Secondary School Teachers, Except Special and Vocational Education	86	N/A	$62,738	1
Associate	Registered Nurses	79	$38.76	$80,627	2

Source: California Employment Development Department, Labor Market Information; California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

The table below identifies Tulare County occupations with 20 or more annual openings through 2018 that commonly require some post-secondary vocational education or formal training plus OJT lasting more than twelve months. Some of these occupations may be accessed through formal apprenticeship programs offered by trade unions. Employment preference may go to the graduates of those programs. While information from the Federal Bureau of Labor Statistics may show that police and sheriff's patrol officers enter the occupation through extensive on-the-job training, the tradition in California is to hire graduates from a formal Peace Officer Standards and Training (POST)-certified academy program. A similar preference is found for California fire fighters.

Tulare County Occupations Commonly Requiring Some Post-secondary Vocational Education and the Extent of Neighboring Community College Programs Related to Those Occupations

Educational Preparation	Standard Occupational Classification Title	Annual Average Total Jobs	2010 Median Hourly Wage	2010 Median Annual Wage	Total CC Programs
Post Sec Voc Ed	Automotive Service Technicians and Mechanics	20	$16.44	$34,184	2
Post Sec Voc Ed	Licensed Practical and Licensed Vocational Nurses	23	$21.73	$45,194	1
Post Sec Voc Ed	Psychiatric Technicians	21	N/A	N/A	1
Post Sec Voc Ed	Medical Secretaries	31	$12.51	$26,020	0
>12 mos. OJT & Formal Trgn	Farmers and Ranchers	30	N/A	N/A	9
>12 mos. OJT & Formal Trgn	Maintenance and Repair Workers, General	27	$15.77	$32,806	1
>12 mos. OJT & Formal Trgn	Cooks, Restaurant	22	$10.58	$22,010	0
>12 mos. OJT & Formal Trgn	Police and Sheriff's Patrol Officers	22	$30.46	$63,352	1

Source: California Employment Development Department, Labor Market Information; California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

Because there are major distribution center employers in the community, it might be useful for the College to consider a partnership with them to provide logistics occupation education or training programs. A study by the Centers of Excellence, which focused on the San Francisco area and counties in the northern part of the Central Valley, found seven occupations where community college programs or contract education services could be of service.

San Joaquin Valley College, a private community college, also accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), operates from Visalia and Hanford in Tulare County. San Joaquin Valley College provides a total of 21 career and technical education programs from those two locations. Its program offerings are detailed in the appendices (see the competitor graphic in the appendix). At this time there are no accredited career and technical education institutions in Porterville.

The discussion of competing institutions above is limited to those with a physical presence near the College. However, the California Virtual Campus (CVC) lists 173 post-secondary institutions that are providing one or more online courses throughout the state. The CVC list contains four four-year institutions and eighteen California community colleges that collectively offer an associate degree in 48 different fields of study.[18] A chart of those programs can be found in the appendices. Another source, Associate Degrees Online, identifies 78 different associate degrees that are available to California residents from various institutions that provide online instruction throughout the United States.[19]

[18] California Virtual Campus *Programs Offered by College* Retrieved November 17, 2011from http://www.cvc.org
[19] Associate Degrees Online *List of Participating Schools* Retrieved November 17, 2011 from http://www.associatedegreeonline.com

Curricular Opportunities for Improvement and Expansion

With these labor market considerations as a backdrop, the College has been discussing the possibility of some new instructional programs. In that regard, the general philosophy of the College is to focus on a *limited number* of instructional programs and services that the College can do well. In the long run, there will be a commitment to continue growing the College in ways that can be *sustained.*

On the transfer side of instruction the emphasis is on continued work on articulation agreements so that students can successfully transfer with a minimal loss of units and without being required to repeat courses they have already taken. The faculty has developed a History program by following the authorized TMC. The proposal for this new transfer program is pending District Board approval.

With respect to the basic skills courses, there is interest in consolidating the curriculum where possible, and facilitating the students' rapid completion of those foundational courses. Some discussion has been occurring within the English and math faculty regarding ways students might be accelerated through those offerings by modularization of the curriculum. As part of the recently awarded TAACCCT grant the District colleges, led by faculty at Bakersfield College, will be redesigning ways to delivery basic skills instruction.[20] The grant funds will also be used to revisit the Psychiatric Technician program. Additional openings for educated workers in this field are expected at the state mental hospital located in Coalinga and throughout the state corrections system.

On the CTE side of instruction, the focus is on continuing to offer programs that meet community needs to help people find and retain employment or start a business and have it function successfully. Several initiatives are under way, including:

- An Associate in Science for the LVN to migrate to the Registered Nursing program is pending approval in the Chancellor's Office.
- A series of Certificates of Achievement have been approved by the District Board and will be submitted to the Chancellor's Office this academic year.
    - Communication Studies
    - Fire Technology- Structural Firefighting
    - Industrial Maintenance
- The Industrial Technology program initial offerings have been a great success. The program can serve the needs of many different industries. A full-time faculty position is being requested for this program so that additional curriculum and program development might be pursued. In addition to the Industrial Maintenance certificate, two additional specialized areas are being transitioned from non-credit training to credit and will be advanced as certificate options for Chancellor's Office approval within the Industrial Technology program.
    - Power Technology
    - Building Performance Inspection (BPI)
- The business faculty are preparing to submit the courses for an Entrepreneurship certificate that would support the small business community and those that would like to launch a business venture.
- Curriculum is being assembled to formulate a logistics program in recognition of the several distribution centers located in the service area.

Student services personnel have established five goals for the work over the next three years: (1) shifting focus from "helping" students to "teaching" them; (2) encouraging and fostering divisional communication and collaboration; (3) enhancing the delivery of services through technologies and effective space utilization; (4) researching, reviewing and implementing services reflecting best practices; and (5) increasing local collaborative efforts and grant funding

[20] Grant Narrative Retrieved 1/22/12 from http://westhillscollege.com/district/about/partnerships/c6/taaccct/

possibilities.[21] The division will be implementing a pilot project to offer a degree audit software to students at the College. The intention is to use that technology to allow the students to engage in more self-help as they plan their educational careers and make course selections. If the pilot proves successful the software will be implemented at the two other colleges in the district. The College leadership has been envisioning a one-stop center for student services offices. Planning for a physical one-stop center continues so that the College is ready when money becomes available. The goal is to make it easier for the students to navigate the services and for the College to realize some benefit from centralization of staff.

The new program ideas being discussed and considered include those listed below. The list is an unranked set of conversation notes gathered from multiple sources. In sales talks, these would be listed as leads or potential prospects for development. The College will need a great deal more exploration and dialog before pursuing any of these ideas. However, that is part of what a futures plan does, it represents stated dream ideas or stepping off points in an adventure. It is a value added discussion that takes for granted that much of what you already do is worthwhile and important, while asking what's next or what could be added, what flavor should be tried next, what's just over the next horizon?

- Local political and state leaders have approved the upgrading of the courthouse in Porterville from a small two-courtroom structure to a new courthouse with nine courtrooms. The new property will be located downtown in the former fairgrounds area. It is anticipated that 300 new jobs will be created by the expanded courthouse project. Therefore some consideration might be given to instructional programs that would serve the needs of the courthouse operation.
- The City of Porterville has applied for a grant to construct a municipal jailhouse on a 26-acre site. Where the grant to be awarded and the project moved forward, there might be administration of justice educational needs for the jailhouse employees that might be considered.
- There is considerable community need for *flexible* delivery of instruction in English as a Second Language.
- The local Indian Reservation has constructed a truck and bus repair facility in Springville. Perhaps there is a need/opportunity to provide some form of program to assist those activities.
- The environmental scan and needs analysis conducted for the TAACCCT grant revealed a need for psychiatric technicians, LVNs and RNs in both public and private sector settings. Some of these projected openings were the result of new construction while others are the result of normal retirement and attrition. The College is well positioned with its current program to graduate students to meet the psychiatric technician needs and will revisit that curriculum with the assistance of the grant resources.
- A looming change in the health care field is the emphasis upon electronic medical records. The College has been in some discussions with other colleges in the district and with Taft College regarding a program in field of health information technology/medical records technician. It may be useful to bring those discussions to a conclusion and move forward with a program in this "new frontier" of health care support.

Although there are many good ideas emerging from these discussions, the College as a whole is not always able to move forward with new ideas or the development of current initiatives. Currently there is a critical shortfall of funds, full-time faculty and support personnel. The College, however, can ill afford to ignore future growth opportunities. It must continue to look forward with a "can do" attitude that will position the College for a brighter future that grows programs to prepare future workers for a vibrant California economy and to provide Tulare County with a competent workforce. It is within this framework that the College should continue to engage in these conversations.

Programs that Need Strengthening

The enrollment volume and numbers of program awards conferred might be used to distinguish strong programs from those that might need to be strengthened. A ten-year analysis (2001-02 to 2010-11) and a six-year analysis (2005-06 to 2010-2011) of the degrees and certificates awarded in each program by the College were completed. In

[21] Porterville College, Office of Student Services. 2011-2014 Plan of Action.

focusing on the more recent past six years, one liberal arts and two career and technical programs offered by the College stood out as being very strong: (1) Vocational Nursing; (2) Psychiatric Technology; and (3) Social Science. The Social Science program was likely the major of choice for those students preparing to transfer to a four-year institution. The two career and technical programs each offer a Certificate of Achievement that requires between 30 and 60 units to complete.

Given the size of the College a second group of programs appear to be strong as shown in the table below.

Porterville College Strong Programs 2005-06 to 2010-11

Unique Code	Title	Year Approved	Award Code	Description	Annual Average Awards
6811	Social Science	1970	A	AA	102.5
6797	Psychiatric Technology	1969	T	Certificate 30 to <60	70.7
11349	Vocational Nurse	1969	T	Certificate 30 to <60	33.3
6809	Child Development	1970	A	AA	21.8
9529	Administration of Justice	1975	A	AA	17.2
18528	Liberal Arts: Social & Behavioral Sciences	2008	A	AA	15.0
6773	Biological & Physical Science	1970	S	AS	11.7
6775	Business Administration	1970	A	AA	11.7
	Somewhat Strong Programs				
9563	Human Services: Mental Health/Substance Abuse	1993	T	Certificate 30 to <60	7.7
18526	Liberal Arts: Arts & Humanities	2008	A	AA	7.8
9529	Administration of Justice	1975	T	Certificate 30 to <60	5.5
6773	Biological & Physical Science	1970	A	AA	5.5
9530	Preschool Teacher	1991	L	Certificate 18 to <30	5.5
9528	Business	1970	A	AA	5.3
	Perhaps Potentially Strong Programs				
6778	Office Technology	1974	A	AA	3.3
15046	Mathematics	2003	A	AA	3.2
6800	English	1970	A	AA	2.8
6780	Information Systems	1970	A	AA	2.8
9527	Instructional Aide	1976	T	Certificate 30 to <60	2.0
9531	Regular Children's Center Instructional Permit	1991	T	Certificate 30 to <60	1.8
18527	Liberal Arts: Mathematics & Science	2008	A	AA	1.5
6778	Office Technology	1974	T	Certificate 30 to <60	1.5
9519	Photography	1987	A	AA	1.5

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership, LLC

Most of these programs appear to be performing within expectations. Most are solid but are not yet excelling. It is unreasonable to expect every instructional program to be “stellar” but there may be steps for improvement that some of the programs could take to continually make improvements. Most, but not all, of these programs have been established for a considerable period of time. The College is expected to set program performance expectations, systematically collect evidence, reflect upon that evidence to reach conclusions regarding program improvement initiatives, and to make those changes supported by resource allocations where appropriate.

Programs that Might be Reconsidered

The College has notified the Chancellor's Office that they wish to deactivate a previously approved Supervision Certificate program. However, in the six-year analysis of program awards a number of programs were identified that were offering one award a year or less, in many cases no awards had been granted during that time. As noted in the "year approved" column, four of these programs are relatively new and have not had an opportunity to "gain traction" just yet. It is sometimes the case in career and technical programs that students become early leavers with marketable skills (ELMS). In short, they do not remain to complete the program as the faculty had designed the curriculum.

Porterville College Programs That Might Be Reconsidered
(award history from 2005-06 to 2010-11)

Unique Code	Title	Year Approved	Award Code	Description	Annual Average Awards
11574	Accounting Paraprofessional	1970	T	Certificate 30 to <60	1.0
20538	Administration of Justice	1975	L	Certificate 18 to <30	0.0
6771	Agriculture: Production	1997	A	AA	0.8
9518	Applied Design	1987	A	AA	0.2
18940	Art: Applied Design	1987	L	Certificate 18 to <30	0.0
9520	Art: Commercial	1987	A	AA	0.8
9520	Art: Commercial	1987	L	Certificate 18 to <30	0.0
18942	Art: Commercial Art	1987	L	Certificate 18 to <30	0.0
6790	Art: Studio	1970	A	AA	0.5
18939	Art: Studio Art	1970	A	AA	0.5
18939	Art: Studio Art	1970	L	Certificate 18 to <30	0.0
18445	Biological & Physical Science	2008	A	AA	0.0
30235	Biological and Physical Science	2010	A	AA	0.0
6809	Child Development	1970	L	Certificate 18 to <30	0.0
30721	Communication Studies	2011	A	AA-T	0.0
6807	Human Services	1974	T	Certificate 30 to <60	0.0
9565	Human Services: Developmental Disabilities	1993	T	Certificate 30 to <60	0.0
9564	Human Services: Geriatrics	1993	T	Certificate 30 to <60	0.2
6780	Information Systems	1970	L	Certificate 18 to <30	0.2
20537	Information Systems	1970	L	Certificate 18 to <30	0.0
9527	Instructional Aide	1976	L	Certificate 18 to <30	0.0
9527	Instructional Aide	1976	F	Certificate 60+	0.0
30709	Mathematics	?	S	AS-T	0.0
30357	Nursing	2010	S	AS	0.0
20536	Office Technology	1974	L	Certificate 18 to <30	0.0
9519	Photography	1987	T	Certificate 30 to <60	0.2
9530	Preschool Teacher	1991	T	Certificate 30 to <60	0.2
9531	Regular Children's Center Instructional Permit	1991	L	Certificate 18 to <30	0.0
6776	Supervision	1977	T	Certificate 30 to <60	0.0
11458	Technical Illustration: Art-Graphics	1987	L	Certificate 18 to <30	0.0
18941	Technical Illustration: Photography	1987	L	Certificate 18 to <30	0.0

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership, LLC

Program Changes and Adjustments

A comparison between the instructional programs listed in the 2011-2012 College catalog and the official inventory of instructional programs authorized to the College by the Chancellor's Office revealed a potential discrepancy. An accounting of degrees and certificates awarded by the College from 2005-06 to 2010-11 supported the same conclusion. The College catalog lists two Job Skills Certificates: (1) Industrial Technology, requiring 9.5 units; and (2) Wildland Firefighter, requiring 3 units. The College has acquired approval from the District Board of Trustees to offer such programs, but the College cannot record a student's accomplishment of the curriculum requirements on a transcript.

However, the College may report those program awards to the state and receive a certain amount of "credit" for those awards. But, no Job Skills Certificate awards to students had been reported to the State in the last six years. If the awards were submitted in the annual program data, they would be counted as successes for completions in both the Carl Perkins Act vocational programs accountability and in the Integrated Postsecondary Education Data System (IPEDS) reports of student program completions. However, unless the College has consistent resources to make sure the awards get into the annual program award data it may be counterproductive to submit them. Having these awards appear one year and not the next may be a bigger problem than not having them at all.

The Industrial Technology Job Skills Certificate is relatively new and is being enhanced to the point of requiring at least 12 units of credit with some options as described above. A program requiring between 12 and 17.5 units could be presented to the Chancellor's Office for approval as a Certificate of Achievement. Were that done the College could record the award on the student's transcript. Unless the required units are increased to at least 18 semester credits, the awarded certificates, even if reported to the State, would not be credited to the College in the Accountability Reporting for Community Colleges (ARCC) framework.

There is another consideration that has arisen recently. A number of policy papers have been published in the last year that suggest that only certificates of 30 units or above have economic value. This may be due, in part, to the small number of certificates requiring fewer units being recorded, and thus being available for analysis in the evaluation of a student's return on investment. With these recent research papers, California public policy makers might advocate for elimination of lower unit certificates.

The College may wish to consider a number of changes with respect to career and technical education programs that would lead to immediate entry-level employment. For example, an effort might be made to place programs into related knowledge groups and thereby build upon the pathways concept that the public school district has adopted and is being advocated in federal circles. The College is well positioned to engage in this thinking as it has representatives on each of the advisory groups to the vocational pathways identified by the Porterville Unified District. These efforts might be undertaken in conjunction with articulation discussions between the College and public school districts.

In the current fiscal environment, the College may want to redouble efforts to ensure that programs are sustainable, i.e. economically viable and responsive to employers' needs. One strategy toward that end is to anchor the instruction in industry-endorsed standards and third-party certification of learning outcome accomplishments. Where appropriate, programs should be articulated with local four-year institutions.

Region Employment – Alphabetical (Includes: Inyo, Mono, Kern and Tulare Counties)

SOC Code	Level	Description	2011 Jobs	2016 Jobs	Change	% Change	Openings	% Openings	Annual Openings	2011 Median Hourly Wage	2011 Avg Hourly Wage
17-3021	4	Aerospace engineering and operations technicians	<10	<10	--	--	--	--	--	--	--
49-3011	4	Aircraft mechanics and service technicians	529	521	(8)	(2%)	54	10%	11	$28.00	$27.27
13-2021	4	Appraisers and assessors of real estate	826	959	133	16%	209	25%	42	$11.93	$13.53
17-3011	4	Architectural and civil drafters	352	387	35	10%	85	24%	17	$21.09	$21.71
49-2091	4	Avionics technicians	55	53	(2)	(4%)	5	9%	1	$22.93	$23.16
29-2031	4	Cardiovascular technologists and technicians	89	106	17	19%	23	26%	5	$25.40	$27.15
17-3022	4	Civil engineering technicians	175	198	23	13%	40	23%	8	$23.01	$23.17
49-9092	4	Commercial divers	18	21	3	17%	5	28%	1	$9.76	$11.46
53-2012	4	Commercial pilots	187	206	19	10%	50	27%	10	$26.34	$32.89
15-1099	4	Computer specialists, all other	578	619	41	7%	103	18%	21	$36.94	$36.39
15-1041	4	Computer support specialists	921	996	75	8%	203	22%	41	$20.46	$21.24
23-2091	4	Court reporters	68	72	4	6%	9	13%	2	$19.68	$20.79
29-2021	4	Dental hygienists	352	403	51	14%	87	25%	17	$38.68	$39.91
29-2032	4	Diagnostic medical sonographers	158	184	26	16%	37	23%	7	$29.01	$30.73
17-3019	4	Drafters, all other	50	59	9	18%	14	28%	3	$18.55	$25.46
17-3023	4	Electrical and electronic engineering technicians	674	724	50	7%	115	17%	23	$35.63	$34.84
17-3012	4	Electrical and electronics drafters	70	78	8	11%	16	23%	3	$19.60	$22.52
49-2093	4	Electrical and electronics installers and repairers, transportation equipment	39	41	2	5%	6	15%	1	$23.62	$24.87
49-2094	4	Electrical and electronics repairers, commercial and industrial equipment	315	345	30	10%	57	18%	11	$29.04	$29.44
49-2095	4	Electrical and electronics repairers, powerhouse, substation, and relay	53	58	5	9%	10	19%	2	$32.96	$35.21
17-3024	4	Electro-mechanical technicians	16	17	1	6%	3	19%	1	$22.86	$23.90
17-3029	4	Engineering technicians, except drafters, all other	631	685	54	9%	114	18%	23	$32.86	$32.75
17-3025	4	Environmental engineering technicians	65	76	11	17%	17	26%	3	$19.24	$20.27
19-2041	4	Environmental scientists and specialists, including health	291	340	49	17%	90	31%	18	$33.30	$36.40
27-1022	4	Fashion designers	32	34	2	6%	7	22%	1	$13.21	$17.42
33-3031	4	Fish and game wardens	11	12	1	9%	2	18%	0	$36.10	$35.45
11-9061	4	Funeral directors	41	47	6	15%	10	24%	2	$20.97	$24.20
19-4041	4	Geological and petroleum technicians	246	284	38	15%	81	33%	16	$31.35	$34.55
13-1032	4	Insurance appraisers, auto damage	19	19	0	0%	2	11%	0	$20.73	$22.58
41-3021	4	Insurance sales agents	1,729	1,938	209	12%	410	24%	82	$11.96	$17.33
27-1025	4	Interior designers	116	126	10	9%	28	24%	6	$16.40	$19.89
43-6012	4	Legal secretaries	401	413	12	3%	40	10%	8	$17.49	$19.08
29-2061	4	Licensed practical and licensed vocational nurses	1,634	1,832	198	12%	453	28%	91	$21.68	$21.80
39-5091	4	Makeup artists, theatrical and performance	<10	<10	--	--	--	--	--	--	--
17-3013	4	Mechanical drafters	69	73	4	6%	13	19%	3	$24.44	$23.92
17-3027	4	Mechanical engineering technicians	49	53	4	8%	9	18%	2	$28.02	$28.00
29-2033	4	Nuclear medicine technologists	43	49	6	14%	9	21%	2	$34.13	$40.78
19-4051	4	Nuclear technicians	22	24	2	9%	6	27%	1	$25.54	$27.93
29-1122	4	Occupational therapists	178	203	25	14%	42	24%	8	$37.05	$36.76
23-2011	4	Paralegals and legal assistants	340	372	32	9%	51	15%	10	$22.34	$24.91
31-2021	4	Physical therapist assistants	117	139	22	19%	30	26%	6	$21.27	$23.32
29-2053	4	Psychiatric technicians	152	161	9	6%	29	19%	6	$21.53	$24.88
29-1124	4	Radiation therapists	43	51	8	19%	12	28%	2	$34.66	$41.43
29-2034	4	Radiologic technologists and technicians	466	541	75	16%	108	23%	22	$28.99	$28.91
29-1111	4	Registered nurses	5,898	6,765	867	15%	1,382	23%	276	$38.04	$43.70
29-1126	4	Respiratory therapists	409	465	56	14%	94	23%	19	$25.84	$26.66
29-2054	4	Respiratory therapy technicians	26	27	1	4%	5	19%	1	$21.66	$25.62
27-4014	4	Sound engineering technicians	17	17	0	0%	3	18%	1	$13.27	$15.82
49-2022	4	Telecommunications equipment installers and repairers, except line installers	491	530	39	8%	84	17%	17	$26.19	$25.20
49-9020	3	Heating, air conditioning, and refrigeration mechanics and installers	646	717	71	11%	123	19%	25	$20.95	$22.52
		Total	**19,727**	**22,060**	**2,333**	**11%**	**4,385**	**20%**	**878**	**$24.89**	**$26.83**

Source: EMSI Complete Employment - 2011.2

State Employment – Alphabetical

SOC Code	Level	Description	State 2011	State 2016	State % Change	State Openings	State % Openings	State Annual Openings	2011 State Median Hourly Earnings	2011 State Avg Hourly Earnings
17-3021	4	Aerospace engineering and operations technicians	1,238	1,221	(1%)	141	11%	28	$28.83	$28.38
49-3011	4	Aircraft mechanics and service technicians	11,098	11,291	2%	1,408	13%	282	$28.59	$28.45
13-2021	4	Appraisers and assessors of real estate	41,105	46,692	14%	9,324	23%	1,865	$12.69	$14.40
17-3011	4	Architectural and civil drafters	16,073	16,377	2%	2,208	14%	442	$25.28	$26.68
49-2091	4	Avionics technicians	1,500	1,502	0%	167	11%	33	$26.44	$26.23
29-2031	4	Cardiovascular technologists and technicians	3,761	4,306	14%	819	22%	164	$27.83	$28.85
17-3022	4	Civil engineering technicians	7,984	8,552	7%	1,325	17%	265	$30.11	$29.74
49-9092	4	Commercial divers	896	967	8%	145	16%	29	$12.71	$14.58
53-2012	4	Commercial pilots	3,881	4,230	9%	1,009	26%	202	$29.14	$35.42
15-1099	4	Computer specialists, all other	34,396	36,632	7%	5,950	17%	1,190	$35.38	$37.40
15-1041	4	Computer support specialists	63,825	67,693	6%	12,722	20%	2,544	$23.51	$25.22
23-2091	4	Court reporters	3,620	3,838	6%	488	13%	98	$25.31	$25.44
29-2021	4	Dental hygienists	18,399	20,987	14%	4,468	24%	894	$43.11	$42.10
29-2032	4	Diagnostic medical sonographers	5,198	5,786	11%	965	19%	193	$35.77	$35.79
17-3019	4	Drafters, all other	2,513	2,609	4%	375	15%	75	$26.73	$28.37
17-3023	4	Electrical and electronic engineering technicians	19,528	19,342	(1%)	2,198	11%	440	$27.55	$28.47
17-3012	4	Electrical and electronics drafters	3,343	3,305	(1%)	406	12%	81	$25.88	$28.17
49-2093	4	Electrical and electronics installers and repairers, transportation equipment	1,182	1,194	1%	130	11%	26	$25.98	$26.31
49-2094	4	Electrical and electronics repairers, commercial and industrial equipment	5,830	5,968	2%	717	12%	143	$27.04	$27.62
49-2095	4	Electrical and electronics repairers, powerhouse, substation, and relay	1,192	1,418	19%	332	28%	66	$38.57	$36.80
17-3024	4	Electro-mechanical technicians	2,884	2,825	(2%)	329	11%	66	$24.56	$25.30
17-3029	4	Engineering technicians, except drafters, all other	10,868	11,157	3%	1,386	13%	277	$29.68	$30.13
17-3025	4	Environmental engineering technicians	2,596	2,897	12%	546	21%	109	$25.41	$26.56
19-2041	4	Environmental scientists and specialists, including health	13,561	15,300	13%	3,665	27%	733	$32.49	$35.07
27-1022	4	Fashion designers	6,299	6,501	3%	1,236	20%	247	$26.94	$32.68
33-3031	4	Fish and game wardens	525	548	4%	86	16%	17	$31.96	$31.60
11-9061	4	Funeral directors	1,109	1,189	7%	205	18%	41	$27.39	$29.75
19-4041	4	Geological and petroleum technicians	2,402	2,970	24%	988	41%	198	$31.18	$40.39
13-1032	4	Insurance appraisers, auto damage	1,029	971	(6%)	144	14%	29	$25.28	$25.68
41-3021	4	Insurance sales agents	70,391	72,453	3%	10,775	15%	2,155	$17.54	$24.56
27-1025	4	Interior designers	12,785	13,880	9%	3,056	24%	611	$20.10	$24.62
43-6012	4	Legal secretaries	30,488	32,127	5%	3,874	13%	775	$23.47	$24.54
29-2061	4	Licensed practical and licensed vocational nurses	65,866	73,440	11%	17,874	27%	3,575	$23.56	$23.88
39-5091	4	Makeup artists, theatrical and performance	776	831	7%	111	14%	22	$22.90	$25.75
17-3013	4	Mechanical drafters	5,175	5,099	(1%)	613	12%	123	$25.41	$26.19
17-3027	4	Mechanical engineering technicians	3,226	3,191	(1%)	350	11%	70	$23.75	$25.39
29-2033	4	Nuclear medicine technologists	1,668	1,850	11%	305	18%	61	$41.38	$41.74
19-4051	4	Nuclear technicians	815	913	12%	242	30%	48	$29.34	$29.91
29-1122	4	Occupational therapists	9,800	11,174	14%	2,265	23%	453	$36.09	$36.13
23-2011	4	Paralegals and legal assistants	28,744	31,407	9%	4,321	15%	864	$27.71	$29.11
31-2021	4	Physical therapist assistants	4,577	5,367	17%	1,119	24%	224	$26.94	$26.75
29-2053	4	Psychiatric technicians	7,909	8,383	6%	1,487	19%	297	$25.48	$24.58
29-1124	4	Radiation therapists	2,032	2,343	15%	498	25%	100	$43.04	$42.47
29-2034	4	Radiologic technologists and technicians	16,319	18,136	11%	2,995	18%	599	$30.31	$30.52
29-1111	4	Registered nurses	235,339	266,581	13%	51,799	22%	10,360	$39.51	$40.59
29-1126	4	Respiratory therapists	12,081	13,704	13%	2,724	23%	545	$30.94	$31.51
29-2054	4	Respiratory therapy technicians	903	934	3%	152	17%	30	$26.72	$26.48
27-4014	4	Sound engineering technicians	4,630	4,786	3%	878	19%	176	$21.72	$28.60
49-2022	4	Telecommunications equipment installers and repairers, except line installers	27,384	27,484	0%	3,312	12%	662	$26.38	$25.60
49-9020	3	Heating, air conditioning, and refrigeration mechanics and installers	23,390	24,648	5%	3,147	13%	629	$24.17	$25.98
		Total	**852,133**	**926,999**	**8%**	**165,779**	**18%**	**33,156**	**$27.96**	**$29.33**

Source: EMSI Complete Employment - 2011.2

National Employment – Alphabetical

SOC Code	Level	Description	National 2011	National 2016	National % Change	National Openings	National % Openings	National Annual Openings	2011 National Median Hourly Earnings	2011 National Avg Hourly Earnings
17-3021	4	Aerospace engineering and operations technicians	7,901	8,009	1%	1,093	14%	219	$27.09	$28.54
49-3011	4	Aircraft mechanics and service technicians	112,602	115,335	2%	16,213	14%	3,243	$25.37	$25.50
13-2021	4	Appraisers and assessors of real estate	325,179	371,082	14%	75,519	23%	15,104	$10.86	$12.47
17-3011	4	Architectural and civil drafters	106,237	108,799	2%	16,114	15%	3,223	$21.83	$23.10
49-2091	4	Avionics technicians	17,775	18,695	5%	2,792	16%	558	$24.31	$24.22
29-2031	4	Cardiovascular technologists and technicians	49,315	55,220	12%	9,561	19%	1,912	$23.36	$24.17
17-3022	4	Civil engineering technicians	82,632	88,537	7%	14,148	17%	2,830	$22.02	$22.82
49-9092	4	Commercial divers	8,539	9,349	9%	1,608	19%	322	$13.50	$15.42
53-2012	4	Commercial pilots	46,705	50,365	8%	12,101	26%	2,420	$30.81	$35.85
15-1099	4	Computer specialists, all other	220,689	233,106	6%	36,545	17%	7,309	$34.78	$35.83
15-1041	4	Computer support specialists	563,485	594,870	6%	111,470	20%	22,294	$20.97	$22.53
23-2091	4	Court reporters	31,470	34,453	9%	5,392	17%	1,078	$16.96	$18.88
29-2021	4	Dental hygienists	176,744	203,289	15%	44,857	25%	8,971	$32.37	$32.63
29-2032	4	Diagnostic medical sonographers	52,337	57,045	9%	8,598	16%	1,720	$30.27	$30.69
17-3019	4	Drafters, all other	22,810	24,341	7%	4,327	19%	865	$24.51	$27.20
17-3023	4	Electrical and electronic engineering technicians	154,488	153,759	0%	18,600	12%	3,720	$25.95	$26.35
17-3012	4	Electrical and electronics drafters	31,666	31,424	(1%)	4,233	13%	847	$24.54	$26.07
49-2093	4	Electrical and electronics installers and repairers, transportation equipment	13,559	13,825	2%	1,700	13%	340	$22.02	$22.40
49-2094	4	Electrical and electronics repairers, commercial and industrial equipment	71,120	72,294	2%	8,802	12%	1,760	$24.23	$24.50
49-2095	4	Electrical and electronics repairers, powerhouse, substation, and relay	23,996	26,660	11%	5,299	22%	1,060	$30.08	$30.07
17-3024	4	Electro-mechanical technicians	15,522	15,268	(2%)	1,947	13%	389	$22.93	$23.90
17-3029	4	Engineering technicians, except drafters, all other	69,718	71,260	2%	9,176	13%	1,835	$27.39	$27.89
17-3025	4	Environmental engineering technicians	20,996	23,226	11%	4,277	20%	855	$20.28	$22.03
19-2041	4	Environmental scientists and specialists, including health	91,098	101,482	11%	23,343	26%	4,669	$28.37	$31.94
27-1022	4	Fashion designers	28,301	29,038	3%	5,788	20%	1,158	$22.54	$27.24
33-3031	4	Fish and game wardens	7,380	7,776	5%	1,302	18%	260	$23.46	$26.42
11-9061	4	Funeral directors	28,554	29,609	4%	4,848	17%	970	$27.13	$30.90
19-4041	4	Geological and petroleum technicians	37,205	46,425	25%	15,810	42%	3,162	$28.62	$38.85
13-1032	4	Insurance appraisers, auto damage	11,616	11,774	1%	2,020	17%	404	$25.54	$26.39
41-3021	4	Insurance sales agents	728,000	776,113	7%	138,245	19%	27,649	$16.51	$23.24
27-1025	4	Interior designers	85,589	93,370	9%	21,046	25%	4,209	$18.66	$22.66
43-6012	4	Legal secretaries	245,277	257,786	5%	31,239	13%	6,248	$19.87	$20.87
29-2061	4	Licensed practical and licensed vocational nurses	752,129	826,303	10%	193,074	26%	38,615	$18.97	$19.51
39-5091	4	Makeup artists, theatrical and performance	3,913	4,249	9%	622	16%	124	$12.33	$16.99
17-3013	4	Mechanical drafters	74,120	72,659	(2%)	9,731	13%	1,946	$22.84	$24.00
17-3027	4	Mechanical engineering technicians	43,048	42,122	(2%)	4,949	11%	990	$23.43	$24.35
29-2033	4	Nuclear medicine technologists	21,912	23,717	8%	3,462	16%	692	$32.60	$32.99
19-4051	4	Nuclear technicians	6,967	7,485	7%	1,844	26%	369	$30.87	$31.36
29-1122	4	Occupational therapists	116,941	132,222	13%	25,949	22%	5,190	$31.60	$32.24
23-2011	4	Paralegals and legal assistants	259,178	284,444	10%	40,456	16%	8,091	$22.78	$24.48
31-2021	4	Physical therapist assistants	67,751	78,085	15%	15,303	23%	3,061	$22.93	$23.13
29-2053	4	Psychiatric technicians	70,046	73,060	4%	12,264	18%	2,453	$13.55	$14.82
29-1124	4	Radiation therapists	16,021	18,171	13%	3,640	23%	728	$35.55	$37.13
29-2034	4	Radiologic technologists and technicians	216,432	234,803	8%	34,480	16%	6,896	$25.65	$26.22
29-1111	4	Registered nurses	2,639,759	2,931,290	11%	524,199	20%	104,840	$30.39	$31.74
29-1126	4	Respiratory therapists	109,511	121,807	11%	22,466	21%	4,493	$25.59	$26.07
29-2054	4	Respiratory therapy technicians	14,724	14,857	1%	2,337	16%	467	$21.49	$21.99
27-4014	4	Sound engineering technicians	20,366	20,867	2%	4,087	20%	817	$18.46	$21.59
49-2022	4	Telecommunications equipment installers and repairers, except line installers	210,379	212,034	1%	28,758	14%	5,752	$24.43	$23.63
49-9020	3	Heating, air conditioning, and refrigeration mechanics and installers	319,876	347,992	9%	55,290	17%	11,058	$19.47	$21.14
		Total	**8,451,578**	**9,179,751**	**8%**	**1,640,924**	**18%**	**328,185**	**$24.00**	**$25.70**

Source: EMSI Complete Employment - 2011.2

Employment and Required Education Level – Alphabetical

SOC Code	Level	Description	Education Level
17-3021	4	Aerospace engineering and operations technicians	Associate's degree
49-3011	4	Aircraft mechanics and service technicians	Postsecondary vocational award
13-2021	4	Appraisers and assessors of real estate	Postsecondary vocational award
17-3011	4	Architectural and civil drafters	Postsecondary vocational award
49-2091	4	Avionics technicians	Postsecondary vocational award
29-2031	4	Cardiovascular technologists and technicians	Associate's degree
17-3022	4	Civil engineering technicians	Associate's degree
49-9092	4	Commercial divers	Moderate-term on-the-job training
53-2012	4	Commercial pilots	Postsecondary vocational award
15-1099	4	Computer specialists, all other	Associate's degree
15-1041	4	Computer support specialists	Associate's degree
23-2091	4	Court reporters	Postsecondary vocational award
29-2021	4	Dental hygienists	Associate's degree
29-2032	4	Diagnostic medical sonographers	Associate's degree
17-3019	4	Drafters, all other	Postsecondary vocational award
17-3023	4	Electrical and electronic engineering technicians	Associate's degree
17-3012	4	Electrical and electronics drafters	Postsecondary vocational award
49-2093	4	Electrical and electronics installers and repairers, transportation equipment	Postsecondary vocational award
49-2094	4	Electrical and electronics repairers, commercial and industrial equipment	Postsecondary vocational award
49-2095	4	Electrical and electronics repairers, powerhouse, substation, and relay	Postsecondary vocational award
17-3024	4	Electro-mechanical technicians	Associate's degree
17-3029	4	Engineering technicians, except drafters, all other	Associate's degree
17-3025	4	Environmental engineering technicians	Associate's degree
19-2041	4	Environmental scientists and specialists, including health	Master's degree
27-1022	4	Fashion designers	Associate's degree
33-3031	4	Fish and game wardens	Associate's degree
11-9061	4	Funeral directors	Associate's degree
19-4041	4	Geological and petroleum technicians	Associate's degree
13-1032	4	Insurance appraisers, auto damage	Long-term on-the-job training
41-3021	4	Insurance sales agents	Bachelor's degree
27-1025	4	Interior designers	Associate's degree
43-6012	4	Legal secretaries	Postsecondary vocational award
29-2061	4	Licensed practical and licensed vocational nurses	Postsecondary vocational award
39-5091	4	Makeup artists, theatrical and performance	Postsecondary vocational award
17-3013	4	Mechanical drafters	Postsecondary vocational award
17-3027	4	Mechanical engineering technicians	Associate's degree
29-2033	4	Nuclear medicine technologists	Associate's degree
19-4051	4	Nuclear technicians	Associate's degree
29-1122	4	Occupational therapists	Master's degree
23-2011	4	Paralegals and legal assistants	Associate's degree
31-2021	4	Physical therapist assistants	Associate's degree
29-2053	4	Psychiatric technicians	Moderate-term on-the-job training
29-1124	4	Radiation therapists	Associate's degree
29-2034	4	Radiologic technologists and technicians	Associate's degree
29-1111	4	Registered nurses	Associate's degree
29-1126	4	Respiratory therapists	Associate's degree
29-2054	4	Respiratory therapy technicians	Associate's degree
27-4014	4	Sound engineering technicians	Postsecondary vocational award
49-2022	4	Telecommunications equipment installers and repairers, except line installers	Long-term on-the-job training
49-9020	3	Heating, air conditioning, and refrigeration mechanics and installers	N/A

Source: EMSI Complete Employment - 2011.2

Region Employment – Average Hourly Wage

Includes: Kern and Tulare Counties

SOC Code	Level	Description	2011 Jobs	2016 Jobs	Change	% Change	Openings	% Openings	Annual Openings	2011 Median Hourly Wage	2011 Avg Hourly Wage
49-9092	4	Commercial divers	18	21	3	17%	5	28%	1	$9.76	$11.46
13-2021	4	Appraisers and assessors of real estate	826	959	133	16%	209	25%	42	$11.93	$13.53
27-4014	4	Sound engineering technicians	17	17	0	0%	3	18%	1	$13.27	$15.82
41-3021	4	Insurance sales agents	1,729	1,938	209	12%	410	24%	82	$11.96	$17.33
27-1022	4	Fashion designers	32	34	2	6%	7	22%	1	$13.21	$17.42
43-6012	4	Legal secretaries	401	413	12	3%	40	10%	8	$17.49	$19.08
27-1025	4	Interior designers	116	126	10	9%	28	24%	6	$16.40	$19.89
17-3025	4	Environmental engineering technicians	65	76	11	17%	17	26%	3	$19.24	$20.27
23-2091	4	Court reporters	68	72	4	6%	9	13%	2	$19.68	$20.79
15-1041	4	Computer support specialists	921	996	75	8%	203	22%	41	$20.46	$21.24
17-3011	4	Architectural and civil drafters	352	387	35	10%	85	24%	17	$21.09	$21.71
29-2061	4	Licensed practical and licensed vocational nurses	1,634	1,832	198	12%	453	28%	91	$21.68	$21.80
17-3012	4	Electrical and electronics drafters	70	78	8	11%	16	23%	3	$19.60	$22.52
49-9020	3	Heating, air conditioning, and refrigeration mechanics and installers	646	717	71	11%	123	19%	25	$20.95	$22.52
13-1032	4	Insurance appraisers, auto damage	19	19	0	0%	2	11%	0	$20.73	$22.58
49-2091	4	Avionics technicians	55	53	(2)	(4%)	5	9%	1	$22.93	$23.16
17-3022	4	Civil engineering technicians	175	198	23	13%	40	23%	8	$23.01	$23.17
31-2021	4	Physical therapist assistants	117	139	22	19%	30	26%	6	$21.27	$23.32
17-3024	4	Electro-mechanical technicians	16	17	1	6%	3	19%	1	$22.86	$23.90
17-3013	4	Mechanical drafters	69	73	4	6%	13	19%	3	$24.44	$23.92
11-9061	4	Funeral directors	41	47	6	15%	10	24%	2	$20.97	$24.20
49-2093	4	Electrical and electronics installers and repairers, transportation equipment	39	41	2	5%	6	15%	1	$23.62	$24.87
29-2053	4	Psychiatric technicians	152	161	9	6%	29	19%	6	$21.53	$24.88
23-2011	4	Paralegals and legal assistants	340	372	32	9%	51	15%	10	$22.34	$24.91
49-2022	4	Telecommunications equipment installers and repairers, except line installers	491	530	39	8%	84	17%	17	$26.19	$25.20
17-3019	4	Drafters, all other	50	59	9	18%	14	28%	3	$18.55	$25.46
29-2054	4	Respiratory therapy technicians	26	27	1	4%	5	19%	1	$21.66	$25.62
29-1126	4	Respiratory therapists	409	465	56	14%	94	23%	19	$25.84	$26.66
29-2031	4	Cardiovascular technologists and technicians	89	106	17	19%	23	26%	5	$25.40	$27.15
49-3011	4	Aircraft mechanics and service technicians	529	521	(8)	(2%)	54	10%	11	$28.00	$27.27
19-4051	4	Nuclear technicians	22	24	2	9%	6	27%	1	$25.54	$27.93
17-3027	4	Mechanical engineering technicians	49	53	4	8%	9	18%	2	$28.02	$28.00
29-2034	4	Radiologic technologists and technicians	466	541	75	16%	108	23%	22	$28.99	$28.91
49-2094	4	Electrical and electronics repairers, commercial and industrial equipment	315	345	30	10%	57	18%	11	$29.04	$29.44
29-2032	4	Diagnostic medical sonographers	158	184	26	16%	37	23%	7	$29.01	$30.73
17-3029	4	Engineering technicians, except drafters, all other	631	685	54	9%	114	18%	23	$32.86	$32.75
53-2012	4	Commercial pilots	187	206	19	10%	50	27%	10	$26.34	$32.89
19-4041	4	Geological and petroleum technicians	246	284	38	15%	81	33%	16	$31.35	$34.55
17-3023	4	Electrical and electronic engineering technicians	674	724	50	7%	115	17%	23	$35.63	$34.84
49-2095	4	Electrical and electronics repairers, powerhouse, substation, and relay	53	58	5	9%	10	19%	2	$32.96	$35.21
33-3031	4	Fish and game wardens	11	12	1	9%	2	18%	0	$36.10	$35.45
15-1099	4	Computer specialists, all other	578	619	41	7%	103	18%	21	$36.94	$36.39
19-2041	4	Environmental scientists and specialists, including health	291	340	49	17%	90	31%	18	$33.30	$36.40
29-1122	4	Occupational therapists	178	203	25	14%	42	24%	8	$37.05	$36.76
29-2021	4	Dental hygienists	352	403	51	14%	87	25%	17	$38.68	$39.91
29-2033	4	Nuclear medicine technologists	43	49	6	14%	9	21%	2	$34.13	$40.78
29-1124	4	Radiation therapists	43	51	8	19%	12	28%	2	$34.66	$41.43
29-1111	4	Registered nurses	5,898	6,765	867	15%	1,382	23%	276	$38.04	$43.70
17-3021	4	Aerospace engineering and operations technicians	<10	<10	--	--	--	--	--	--	--
39-5091	4	Makeup artists, theatrical and performance	<10	<10	--	--	--	--	--	--	--
		Total	**19,727**	**22,060**	**2,333**	**11%**	**4,385**	**20%**	**878**	**$24.89**	**$26.83**

Source: EMSI Complete Employment - 2011.2

State Employment – Average Hourly Wage

SOC Code	Level	Description	State 2011	State 2016	State % Change	State Openings	State % Openings	State Annual Openings	2011 State Median Hourly Earnings	2011 State Avg Hourly Earnings
49-9092	4	Commercial divers	896	967	8%	145	16%	29	$12.71	$14.58
13-2021	4	Appraisers and assessors of real estate	41,105	46,692	14%	9,324	23%	1,865	$12.69	$14.40
27-4014	4	Sound engineering technicians	4,630	4,786	3%	878	19%	176	$21.72	$28.60
41-3021	4	Insurance sales agents	70,391	72,453	3%	10,775	15%	2,155	$17.54	$24.56
27-1022	4	Fashion designers	6,299	6,501	3%	1,236	20%	247	$26.94	$32.68
43-6012	4	Legal secretaries	30,488	32,127	5%	3,874	13%	775	$23.47	$24.54
27-1025	4	Interior designers	12,785	13,880	9%	3,056	24%	611	$20.10	$24.62
17-3025	4	Environmental engineering technicians	2,596	2,897	12%	546	21%	109	$25.41	$26.56
23-2091	4	Court reporters	3,620	3,838	6%	488	13%	98	$25.31	$25.44
15-1041	4	Computer support specialists	63,825	67,693	6%	12,722	20%	2,544	$23.51	$25.22
17-3011	4	Architectural and civil drafters	16,073	16,377	2%	2,208	14%	442	$25.28	$26.68
29-2061	4	Licensed practical and licensed vocational nurses	65,866	73,440	11%	17,874	27%	3,575	$23.56	$23.88
17-3012	4	Electrical and electronics drafters	3,343	3,305	(1%)	406	12%	81	$25.88	$28.17
49-9020	3	Heating, air conditioning, and refrigeration mechanics and installers	23,390	24,648	5%	3,147	13%	629	$24.17	$25.98
13-1032	4	Insurance appraisers, auto damage	1,029	971	(6%)	144	14%	29	$25.28	$25.68
49-2091	4	Avionics technicians	1,500	1,502	0%	167	11%	33	$26.44	$26.23
17-3022	4	Civil engineering technicians	7,984	8,552	7%	1,325	17%	265	$30.11	$29.74
31-2021	4	Physical therapist assistants	4,577	5,367	17%	1,119	24%	224	$26.94	$26.75
17-3024	4	Electro-mechanical technicians	2,884	2,825	(2%)	329	11%	66	$24.56	$25.30
17-3013	4	Mechanical drafters	5,175	5,099	(1%)	613	12%	123	$25.41	$26.19
11-9061	4	Funeral directors	1,109	1,189	7%	205	18%	41	$27.39	$29.75
49-2093	4	Electrical and electronics installers and repairers, transportation equipment	1,182	1,194	1%	130	11%	26	$25.98	$26.31
29-2053	4	Psychiatric technicians	7,909	8,383	6%	1,487	19%	297	$25.48	$24.58
23-2011	4	Paralegals and legal assistants	28,744	31,407	9%	4,321	15%	864	$27.71	$29.11
49-2022	4	Telecommunications equipment installers and repairers, except line installers	27,384	27,484	0%	3,312	12%	662	$26.38	$25.60
17-3019	4	Drafters, all other	2,513	2,609	4%	375	15%	75	$26.73	$28.37
29-2054	4	Respiratory therapy technicians	903	934	3%	152	17%	30	$26.72	$26.48
29-1126	4	Respiratory therapists	12,081	13,704	13%	2,724	23%	545	$30.94	$31.51
29-2031	4	Cardiovascular technologists and technicians	3,761	4,306	14%	819	22%	164	$27.83	$28.85
49-3011	4	Aircraft mechanics and service technicians	11,098	11,291	2%	1,408	13%	282	$28.59	$28.45
19-4051	4	Nuclear technicians	815	913	12%	242	30%	48	$29.34	$29.91
17-3027	4	Mechanical engineering technicians	3,226	3,191	(1%)	350	11%	70	$23.75	$25.39
29-2034	4	Radiologic technologists and technicians	16,319	18,136	11%	2,995	18%	599	$30.31	$30.52
49-2094	4	Electrical and electronics repairers, commercial and industrial equipment	5,830	5,968	2%	717	12%	143	$27.04	$27.62
29-2032	4	Diagnostic medical sonographers	5,198	5,786	11%	965	19%	193	$35.77	$35.79
17-3029	4	Engineering technicians, except drafters, all other	10,868	11,157	3%	1,386	13%	277	$29.68	$30.13
53-2012	4	Commercial pilots	3,881	4,230	9%	1,009	26%	202	$29.14	$35.42
19-4041	4	Geological and petroleum technicians	2,402	2,970	24%	988	41%	198	$31.18	$40.39
17-3023	4	Electrical and electronic engineering technicians	19,528	19,342	(1%)	2,198	11%	440	$27.55	$28.47
49-2095	4	Electrical and electronics repairers, powerhouse, substation, and relay	1,192	1,418	19%	332	28%	66	$38.57	$36.80
33-3031	4	Fish and game wardens	525	548	4%	86	16%	17	$31.96	$31.60
15-1099	4	Computer specialists, all other	34,396	36,632	7%	5,950	17%	1,190	$35.38	$37.40
19-2041	4	Environmental scientists and specialists, including health	13,561	15,300	13%	3,665	27%	733	$32.49	$35.07
29-1122	4	Occupational therapists	9,800	11,174	14%	2,265	23%	453	$36.09	$36.13
29-2021	4	Dental hygienists	18,399	20,987	14%	4,468	24%	894	$43.11	$42.10
29-2033	4	Nuclear medicine technologists	1,668	1,850	11%	305	18%	61	$41.38	$41.74
29-1124	4	Radiation therapists	2,032	2,343	15%	498	25%	100	$43.04	$42.47
29-1111	4	Registered nurses	235,339	266,581	13%	51,799	22%	10,360	$39.51	$40.59
17-3021	4	Aerospace engineering and operations technicians	1,238	1,221	(1%)	141	11%	28	$28.83	$28.38
39-5091	4	Makeup artists, theatrical and performance	776	831	7%	111	14%	22	$22.90	$25.75
		Total	**852,133**	**926,999**	**8%**	**165,779**	**18%**	**33,156**	**$27.96**	**$29.33**

Source: EMSI Complete Employment - 2011.2

National Employment – Average Hourly Wage

SOC Code	Level	Description	National 2011	National 2016	National % Change	National Openings	National % Openings	National Annual Openings	2011 National Median Hourly Earnings	2011 National Avg Hourly Earnings
49-9092	4	Commercial divers	8,539	9,349	9%	1,608	19%	322	$13.50	$15.42
13-2021	4	Appraisers and assessors of real estate	325,179	371,082	14%	75,519	23%	15,104	$10.86	$12.47
27-4014	4	Sound engineering technicians	20,366	20,867	2%	4,087	20%	817	$18.46	$21.59
41-3021	4	Insurance sales agents	728,000	776,113	7%	138,245	19%	27,649	$16.51	$23.24
27-1022	4	Fashion designers	28,301	29,038	3%	5,788	20%	1,158	$22.54	$27.24
43-6012	4	Legal secretaries	245,277	257,786	5%	31,239	13%	6,248	$19.87	$20.87
27-1025	4	Interior designers	85,589	93,370	9%	21,046	25%	4,209	$18.66	$22.66
17-3025	4	Environmental engineering technicians	20,996	23,226	11%	4,277	20%	855	$20.28	$22.03
23-2091	4	Court reporters	31,470	34,453	9%	5,392	17%	1,078	$16.96	$18.88
15-1041	4	Computer support specialists	563,485	594,870	6%	111,470	20%	22,294	$20.97	$22.53
17-3011	4	Architectural and civil drafters	106,237	108,799	2%	16,114	15%	3,223	$21.83	$23.10
29-2061	4	Licensed practical and licensed vocational nurses	752,129	826,303	10%	193,074	26%	38,615	$18.97	$19.51
17-3012	4	Electrical and electronics drafters	31,666	31,424	(1%)	4,233	13%	847	$24.54	$26.07
49-9020	3	Heating, air conditioning, and refrigeration mechanics and installers	319,876	347,992	9%	55,290	17%	11,058	$19.47	$21.14
13-1032	4	Insurance appraisers, auto damage	11,616	11,774	1%	2,020	17%	404	$25.54	$26.39
49-2091	4	Avionics technicians	17,775	18,695	5%	2,792	16%	558	$24.31	$24.22
17-3022	4	Civil engineering technicians	82,632	88,537	7%	14,148	17%	2,830	$22.02	$22.82
31-2021	4	Physical therapist assistants	67,751	78,085	15%	15,303	23%	3,061	$22.93	$23.13
17-3024	4	Electro-mechanical technicians	15,522	15,268	(2%)	1,947	13%	389	$22.93	$23.90
17-3013	4	Mechanical drafters	74,120	72,659	(2%)	9,731	13%	1,946	$22.84	$24.00
11-9061	4	Funeral directors	28,554	29,609	4%	4,848	17%	970	$27.13	$30.90
49-2093	4	Electrical and electronics installers and repairers, transportation equipment	13,559	13,825	2%	1,700	13%	340	$22.02	$22.40
29-2053	4	Psychiatric technicians	70,046	73,060	4%	12,264	18%	2,453	$13.55	$14.82
23-2011	4	Paralegals and legal assistants	259,178	284,444	10%	40,456	16%	8,091	$22.78	$24.48
49-2022	4	Telecommunications equipment installers and repairers, except line installers	210,379	212,034	1%	28,758	14%	5,752	$24.43	$23.63
17-3019	4	Drafters, all other	22,810	24,341	7%	4,327	19%	865	$24.51	$27.20
29-2054	4	Respiratory therapy technicians	14,724	14,857	1%	2,337	16%	467	$21.49	$21.99
29-1126	4	Respiratory therapists	109,511	121,807	11%	22,466	21%	4,493	$25.59	$26.07
29-2031	4	Cardiovascular technologists and technicians	49,315	55,220	12%	9,561	19%	1,912	$23.36	$24.17
49-3011	4	Aircraft mechanics and service technicians	112,602	115,335	2%	16,213	14%	3,243	$25.37	$25.50
19-4051	4	Nuclear technicians	6,967	7,485	7%	1,844	26%	369	$30.87	$31.36
17-3027	4	Mechanical engineering technicians	43,048	42,122	(2%)	4,949	11%	990	$23.43	$24.35
29-2034	4	Radiologic technologists and technicians	216,432	234,803	8%	34,480	16%	6,896	$25.65	$26.22
49-2094	4	Electrical and electronics repairers, commercial and industrial equipment	71,120	72,294	2%	8,802	12%	1,760	$24.23	$24.50
29-2032	4	Diagnostic medical sonographers	52,337	57,045	9%	8,598	16%	1,720	$30.27	$30.69
17-3029	4	Engineering technicians, except drafters, all other	69,718	71,260	2%	9,176	13%	1,835	$27.39	$27.89
53-2012	4	Commercial pilots	46,705	50,365	8%	12,101	26%	2,420	$30.81	$35.85
19-4041	4	Geological and petroleum technicians	37,205	46,425	25%	15,810	42%	3,162	$28.62	$38.85
17-3023	4	Electrical and electronic engineering technicians	154,488	153,759	0%	18,600	12%	3,720	$25.95	$26.35
49-2095	4	Electrical and electronics repairers, powerhouse, substation, and relay	23,996	26,660	11%	5,299	22%	1,060	$30.08	$30.07
33-3031	4	Fish and game wardens	7,380	7,776	5%	1,302	18%	260	$23.46	$26.42
15-1099	4	Computer specialists, all other	220,689	233,106	6%	36,545	17%	7,309	$34.78	$35.83
19-2041	4	Environmental scientists and specialists, including health	91,098	101,482	11%	23,343	26%	4,669	$28.37	$31.94
29-1122	4	Occupational therapists	116,941	132,222	13%	25,949	22%	5,190	$31.60	$32.24
29-2021	4	Dental hygienists	176,744	203,289	15%	44,857	25%	8,971	$32.37	$32.63
29-2033	4	Nuclear medicine technologists	21,912	23,717	8%	3,462	16%	692	$32.60	$32.99
29-1124	4	Radiation therapists	16,021	18,171	13%	3,640	23%	728	$35.55	$37.13
29-1111	4	Registered nurses	2,639,759	2,931,290	11%	524,199	20%	104,840	$30.39	$31.74
17-3021	4	Aerospace engineering and operations technicians	7,901	8,009	1%	1,093	14%	219	$27.09	$28.54
39-5091	4	Makeup artists, theatrical and performance	3,913	4,249	9%	622	16%	124	$12.33	$16.99
		Total	**8,451,578**	**9,179,751**	**8%**	**1,640,924**	**18%**	**328,185**	**$24.00**	**$25.70**

Source: EMSI Complete Employment - 2011.2

Section VIII: Key Findings and Strategies

Strengths of Porterville College

(college will do this section**)**

Key Planning Assumptions and Strategic Priorities for the Future

During the 2011-12 academic year, the College examined data within this Plan, the District and College Strategic Plans, and other documents to create a set of planning assumptions that will guide the College's efforts over the next few years. In this effort, the College also took into consideration the College mission, values, and philosophy as well as state and local economic conditions.

Key Planning Assumptions (2012-2016)

1. The national, state, and local labor markets are all improving, but doing so rather slowly. Even with an improved economy, a gap will exist between the recovery in the general population and the recovery in our local service area.
2. State budget difficulties indicate a period of declining resources, at least over the next several years, requiring all segments of higher education to evaluate their mission and the students they serve.
3. State priorities will continue to be focused on the "core mission" areas of transfer preparation, basic skills and workforce preparation. Other secondary aspects of our mission appear to be de-emphasized.
4. The student success initiative, along with accompanying legislation and other state efforts will require community colleges to find new and more cost effective ways to serve students. .
5. Changing local demographics, reduced financial resources, and workforce reductions have created a strong demand for college services.
6. The College's demographics are shifting toward an increase in Hispanic students, full-time students, and a younger student body.
7. Porterville College will continue to serve a student population that consists of large numbers of first generation college students, many of whom are underprepared for college-level academics.
8. The primary workforce growth areas according to Economic Modeling Specialist Incorporated (EMSI) in our area include elementary education, miscellaneous agriculture, and energy and manufacturing.
9. Economic development in the city of Porterville, particularly the new courthouse and proposed new jail facility and related economic development, will impact the college's programs and services.

Strategic Priorities

Given the assumptions above, the following are a set of strategic priorities that the College will focus on over the next few years.

1. The College will prioritize its programs and course offerings, recognizing there is a need for programs to be offered as efficiently as possible.
2. The College will focus on innovative and cost effective ways of identifying and making accessible those programs and services which maximize student success.
3. The College will promote student success and retention by focusing on matriculation processes to define the path for attaining academic goals.
4. The College will focus on ways to move students through the basic skills sequences more efficiently.

5. The College will find innovative ways to provide training to meet emerging industry needs during a time of declining financial resources as well as limited facilities.
6. Porterville College will form partnerships with industry and will also work with K-12 programs to create career pathways which provide a seamless transition in workforce preparation.
7. The college will develop a process to gather data for non-transcriptable, low-unit certificates.

Planning Linkages

It is important to link each of the College's planning documents and efforts to make sure they are in sync. The College intends to ensure that each of the planning assumptions and strategic priorities are addressed as well as avoiding conflicts between various documents and the work of different committees.

Below there are two tables that show the goals in the College's strategic plan and enrollment management plan and how each of the planning assumptions and strategic priorities is addressed by those goals. The College Strategic Plan also includes a set of measurable objectives which are not comprehensive of the entire scope of the goals but do address at least part of how the College expects to go forward.

It is important to note that these are not the only places where the planning assumptions and strategic priorities are to be addressed. They will also be addressed in individual program reviews, facilities and budget planning decisions, and in the work of the various college committees focused on planning.

Strategic Plan Goal	**Key Planning Assumptions Addressed**	**Strategic Priorities Addressed**
1. Identify, apply, and assess best practices for student success	3, 4, 5, 6, 7	1, 2, 3, 4
2. Maintain a comprehensive, collaborative, and positive learning environment	4, 7, 9	
3. Provide professional and leadership development opportunities	1, 3, 4,	2, 3
4. Maximize financial resources	1, 2, 4, 5, 9	1, 2, 3, 4, 5, 6
5. Strengthen collaborative partnerships with our communities	2, 3, 4, 5, 8, 9	5, 6

Enrollment Management Plan Goal	Key Planning Assumptions Addressed	Strategic Priorities Addressed
1 Work with Bakersfield College and Cerro Coso Community College to plan Strategies for sharing courses that are rarely offered due to low enrollment	1, 2, 3, 4, 5	1, 2
2. Create strategies for handling issues related to implementing SB1440	2, 3, 4, 5, 6, 7, 8	1, 2
3 Analyze trends in high school enrollment and their impact on our future enrollment management	1, 2, 3, 4, 5, 6, 7, 9	1, 2, 6
4 Analyze the relationship between local unemployment rates and enrollment and the potential impact on this relationship on our planning and decision making	2, 3 , 4, 5, 9	1, 2, 5
5 Form collaborative groups to make decisions regarding prerequisites for courses that meet the same transfer and/or general education requirements	2, 3, 4	1, 2, 4
6 Consider the feasibility of offering courses off-site	1, 5, 9	1, 2

Section IX: Projections for Future Growth

The Past Record of Attendance Growth

Over the last decade, the fall term Full-time Equivalent Student (FTES) and Weekly Student Contact Hours (WSCH) attendance experience of the College has been a modest 1.8% from 2001 to 2010 or .3% as an annual average.

Fall FTES and WSCH 2001 to 2010

Fall Term	Fall FTES	% Change	Fall WSCH	% Change
2001	1,562.2		50,316.3	
2002	1,580.9	1.2%	50,918.6	1.2%
2003	1,469.7	-7.0%	47,337.0	-7.0%
2004	1,498.0	1.9%	48,248.5	1.9%
2005	1,486.5	-0.8%	47,878.1	-0.8%
2006	1,446.3	-2.7%	46,583.3	-2.7%
2007	1,516.8	4.9%	48,854.0	4.9%
2008	1,575.0	3.8%	50,726.5	3.8%
2009	1,648.2	4.6%	53,086.2	4.7%
2010	1,591.0	-3.5%	51,243.9	-3.5%
% Change	1.8%		1.8%	
Average	1,537	0.3%	49,519	0.3%

Source: Kern Community College District Research office

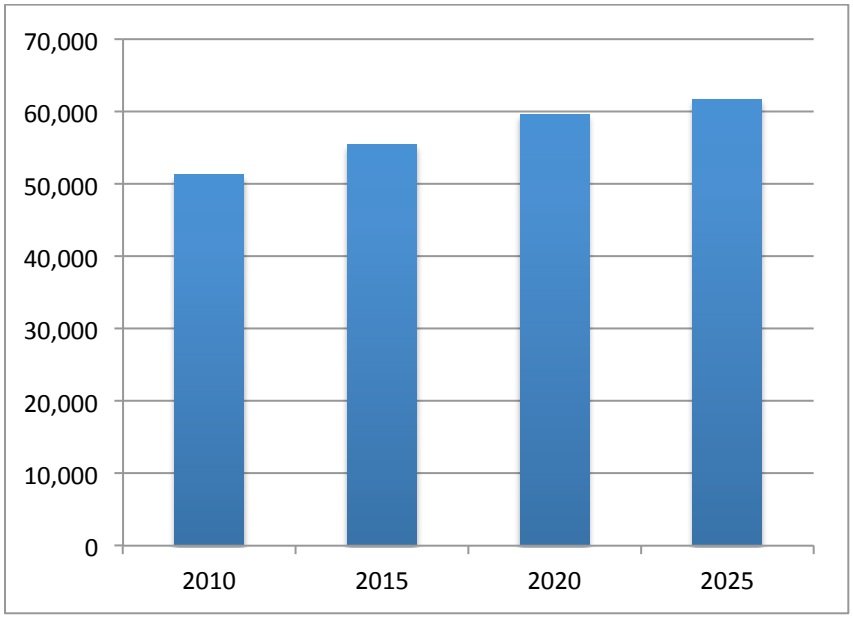
Determination of the Future Capacity for Growth

Linking the Educational Master Plan's internal and external analysis to space quantification completes the process. It balances the current and future curriculum, instructional delivery modes, learning environment, and necessary support structures with providing a comprehensive program of campus development.

As a dynamic process, Educational Master Planning involves a mixture of methods and a variety of assessments. Looking to the future, a master plan must provide for sufficient facilities to accommodate higher enrollment numbers, to improve the teaching/learning environment, to address new program development, to integrate the latest technological innovations, and to provide adequate space configuration permitting flexible teaching methods.

Considering the economic and fiscal factors, the growth projection for the on-campus Weekly Student Contact Hours (WSCH) at the main campus site was established at an annual 1.36% for benchmark years 2015, 2020 and 2025. Although this growth is modest, it does represent a reasonable forecast for on-campus instruction at this College at this time. In any planning cycle, the proposed facilities are time specific and address future needs for increased capacity that may or may not materialize. The strategic goal is to plan for sufficient facilities that are flexible enough to accommodate additional enrollments.

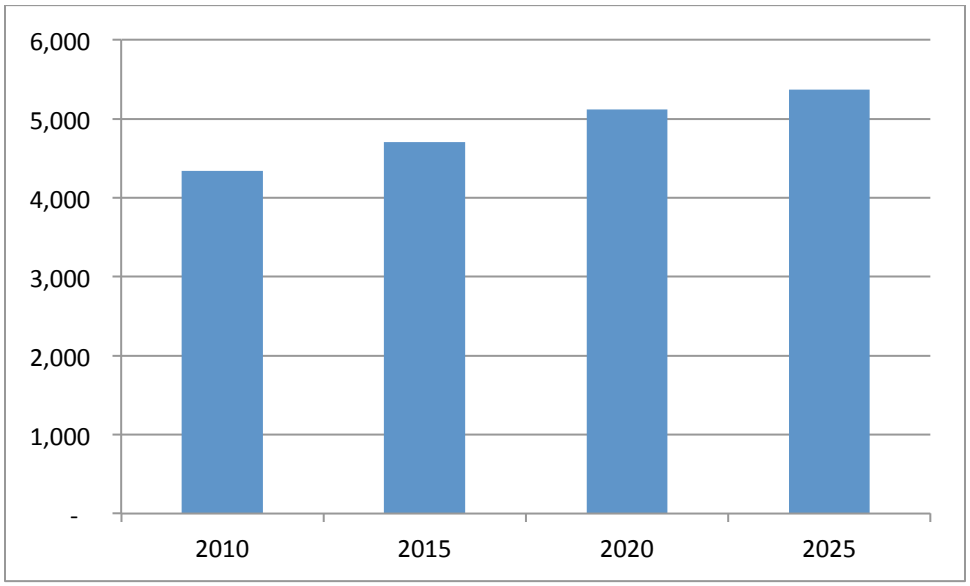
Porterville College Fall Term Weekly Student Contact Hours (WSCH) Forecast



Source: Cambridge West Partnership, LLC

Consideration was given to tangible trends such as changes in student origins, population growth rate and changes in demographics for establishing the growth projection for future headcounts. The rate of growth in unduplicated headcount for the main campus site was established at an annual 1.58% for benchmark years 2015, 2020 and 2025. While this growth is modest, it does represent a reasonable forecast for the on-campus headcount at this College at this time. In any planning cycle, the proposed facilities are time specific and address future needs or capacities that may or may not materialize. The strategic goal is to plan for sufficient facilities that are flexible enough to accommodate additional headcounts.

Porterville College Fall Term Unduplicated Headcount Forecast



Source: Cambridge West Partnership, LLC

Growth as Applied to the Future Program of Instruction

Porterville College is a small institution established in 1927 and subsequently incorporated into the Kern Community College District in 1967. It serves 4,300 students on its only campus located in the city of Porterville. The campus hosts 24 buildings containing 165,819 assignable square feet in 414 rooms.

WSCH Projections

State standards for construction and renovation of facilities basically focus on *capacity*. Capacity, as outlined in the Facilities Planning Manual is correlated with the production of WSCH. WSCH represents the average number of hours of student instruction in a week per class (i.e. 30 students enrolled in a class that meets 3 hours per week is 90 WSCH). Estimating growth in headcounts produces a factor of increased WSCH. This WSCH is then transformed into instructional space or assignable square feet (ASF). Each space type, in this case lecture and/or laboratory, WSCH generates an "appropriate" instructional facility addressed as ASF. While these calculations are established through state standards, other factors must be considered in planning facilities. An additional factor in all planning is *adequacy*. Adequacy in this context assumes sufficient and/or suitable capacity to provide for an effective learning environment.

WSCH Projections and the Future Program of Instruction

The following table projects future WSCH and FTES in benchmark years of 2015, 2020, and 2025. The forecast is in summary form by educational centers and main campus of the College. The actual forecasting process, however, was conducted at the discipline/program level. A comprehensive analysis by discipline/program can be found in the Appendix.

Porterville College WSCH/FTES Projections 2010-2025

Profile	Actual			Projected								
	Fall Sem 2010			2015			2020			2025		
Division	# of Sec	WSCH	FTES	# of Sec	Total WSCH	FTES	# of Sec	Total WSCH	FTES	# of Sec	Total WSCH	FTES
Career & Technical Education	81	10,857.37	337.1	87	11,766.7	365.3	96	12,662.3	393.1	102	13,115.8	407.2
Fine & Applied Arts	30	4,126.6	128.1	32	4,472.1	138.8	35	4,815.7	149.5	37	4,984.9	154.8
Health Careers	55	4,456.18	138.4	58	4,829.4	149.9	59	5,200.7	161.5	61	5,383.3	167.1
Language Arts	64	8924.7	277.1	75	9,754.0	302.8	82	10,415.2	323.4	87	10,781.0	334.7
Natural Science: *Language & Acad Dev*	38	8,734.5	271.2	43	9,370.0	290.9	45	10,193.3	316.5	47	10,551.4	327.6
Physical Education & Athletics	31	4,447.14	138.1	34	4,729.0	146.8	37	5,021.3	155.9	38	5,148.8	159.9
Social Sciences *Mathematics & PE*	76	9,697.1	301.1	85	10,508.8	326.3	89	11,316.4	351.3	95	11,714.0	363.7
College Total	**375**	**51,244**	**1,591.0**	**414**	**55,430**	**1,721.0**	**443**	**59,625**	**1,851.2**	**467**	**61,679**	**1,915.0**

COLLEGE	
2015 - WSCH 55,430	
a) Net Class Sections Offered	414
b) Enrollments	4,707
c) Full-time Equivalent Students-FTES	1,721
d) WSCH/Enrollment	11.79
2020 - WSCH 59,625	
a) Net Class Sections Offered	443
b) Enrollments	5,118
c) Full-time Equivalent Students-FTES	1,851
d) WSCH/Enrollment	11.65
2025 - WSCH 61,679	
a) Net Class Sections Offered	467
b) Enrollments	5,368
c) Full-time Equivalent Students-FTES	1,915
d) WSCH/Enrollment	11.49

Source: Cambridge West Partnership, LLC

Section X: Determination of Future Space Needs

Space Requirements for the Academic Program

WSCH and Space Projections

State standards for construction and renovation of facilities basically focus on *capacity*. Capacity, as outlined in the Facilities Planning Manual is correlated with the production of WSCH. WSCH represents the average number of hours of student instruction in a week per class (i.e. 30 students enrolled in a class that meets 3 hours per week is 90 WSCH). Estimating growth in enrollments produces a factor of increased WSCH. This WSCH is then transformed into instructional space or assignable square feet (ASF). Each space type, in this case lecture and/or laboratory, WSCH generates an "appropriate" instructional facility addressed as ASF. While these calculations are established through state standards, other factors must be considered in planning facilities. An additional factor in all planning is *adequacy*. Adequacy in this context assumes sufficient and/or suitable capacity to provide for an effective learning environment.

Space Projections

An assessment of the current facilities includes the capacity of the instructional program to meet programmatic needs, it reviews the condition of the facilities, and it addresses their adequacy to provide for an effective learning environment. The projections are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. The most important outcome of the forecasting process is to ensure that when a certain level of WSCH is achieved, the College will have in place designated and/or newly constructed facilities to meet demands in both academic and support services.

Space Projections and the Future Program of Instruction

The following table projects future space needs (ASF) in benchmark years 2015, 2020, and 2025. The forecast is in summary form by instructional divisions of the College. The actual forecasting process, however, was conducted at the discipline/program level. A comprehensive analysis by discipline/program can be found in the Appendix of the Facilities Master Plan.

Porterville College - Space Allocation Summary Projections 2010-2025

	Current				Projected								
	Fall Sem 2010				2015			2020			2025		
Division	Lec ASF	Lab ASF	Other ASF	Total ASF	Lec ASF	Lab ASF	Total ASF	Lec ASF	Lab ASF	Total ASF	Lec ASF	Lab ASF	Total ASF
Career & Technical Education	2,619	6,137	951	9,707	4,533	6,767	11,300	4,877	7,288	12,165	5,052	7,543	12,595
Fine and Applied Arts		7,298	2,013	9,311	1,495	3,283	4,778	1,610	3,536	5,146	1,667	3,660	5,327
Health Careers	3,411	1,840		5,251	1,138	5,188	6,326	1,225	5,587	6,812	1,268	5,783	7,051
Language Arts	4,080	790		4,870	4,614	0	4,614	4,926	0	4,926	5,099	0	5,099
Math & Natural Science	3,633	6,557		10,190	3,050	6,968	10,018	3,303	7,662	10,965	3,420	7,932	11,352
Health, Physical Ed. & Recreation					721	0	721	781	0	781	803	0	803
Social Science	3,987			3,987	4,535	1,383	5,918	4,884	1,490	6,374	5,055	1,542	6,597
Not Assigned	976	2,204		3,180									
Campus Total	**18,706**	**24,826**	**2,964**	**46,496**	**20,086**	**23,589**	**43,675**	**21,606**	**25,563**	**47,169**	**22,364**	**26,460**	**48,824**

Source: Cambridge West Partnership, LLC

Porterville College - Space Allocation Summary Projections 2010-2025 (continued)

PORTERVILLE COLLEGE	
2010 - Current ASF Available for Instruction	
a) Total ASF	46,496
b) Lecture ASF	18,706
c) Laboratory ASF	24,826
d) Other	2,964
2015 - Assignable Square Feet	
a) Total ASF	43,675
b) Lecture ASF	20,086
c) Laboratory ASF	23,589
2020 - Assignable Square Feet	
a) Total ASF	47,169
b) Lecture ASF	21,606
c) Laboratory ASF	25,563
2025 - Assignable Square Feet	
a) Total ASF	48,824
b) Lecture ASF	22,364
c) Laboratory ASF	26,460

Source: Cambridge West Partnership, LLC

Space Requirements for the Support Services of the College

The Student Services facility at Porterville College does not currently meet the space needs necessary to appropriately service the application and registration process, supplemental counseling services and/or Financial Aid and DSPS services. Both the Administrative Complex and Student Services Support occupy the same structure, are fairly compact, and represent an economy of space utilization. This building, the Academic Center, also is home to eight instructional facilities. Student Services occupies the right wing of this building with four lecture/laboratories at the terminal end of the building. As new construction of instructional space is projected, these academic spaces ought to be considered for the renovation and expansion of Student Services Support.

While the Administrative Complex is also compact, its needs are not as critical as those of Student Services Support. Additional office and meeting spaces are desirable. As functional zones it is appropriate to capture related services that are compatible thereby enhancing the efficiency of these programs. The layout and design should minimize disruptions and support communication.

Projected Space Needs for Student Services at Porterville College

Student Services	ASF
Block A	
Student Services Commons	
Admissions & Records	1,335
Financial Aid	1,486
Matriculation (Testing Rm)	1,910
Veterans/Outreach	182
Block B	
Counseling/Assessment	2,448
Block C	
EOPS/CalWORKS/DRC	605
Block D	
Shared Facilities (added space)	1,500
Student Services Total	**9,466**

Source: College Facilities Plans; Analysis Cambridge West Partnership, LLC

Projected Space Needs for Administrative Services at Porterville College

Administrative/Support Services	ASF
Block A	
Academic Administration Complex	2,181
Block B	
Fiscal Operations/Business	775
Block C	
Foundation	607
Block F	
Shared Facilities (added space)	1,000
Administrative/Support Services Total	**4,563**

Source: College Facilities Plans; Analysis Cambridge West Partnership, LLC

Appendix A: Institutional Effectiveness Planning Calendar

Integrated Planning, Assessment, and Action Processes and Monthly Planning Timelines

July
- Implement new or revised plans for current year adopted budget
- Implement new or revised plans resulting from previous year program reviews or institutional assessments

August
- Flex Day presentation of tentative college budget
- Continue implementation of new or revised plans

September
- KCCD Board of Trustees adopts budget for current year
- Open forum on budget if needed
- Divisions/departments begin program review completion
- Strategic Planning committee begins review of previous year's goals and objectives

October
- Budget development process for next year tentative budget begins
- Budget worksheet and program review update submitted to budget managers
- Academic Senate reviews faculty positions and submits requests for review to CLC
- Classified or management position requests submitted for review to CLC
- Distribution of climate survey (alternating years – see calendar)

November
- President makes position requests decisions and communicates to constituency groups
- Budget managers review budget requests with appropriate administrator
- Budget documents due to Budget committee prior to the 15th
- Distribution of faculty engagement survey (alternating years – see calendar)

December
- Division/departments report on program review progress to CLC

January

- State budget report issued
- Begin review of next year tentative budget requests and distribute to committee
- Begin determining priorities of next year tentative budget requests
- Budget presentation to Flex Days

February

- Continue review of next year tentative budget requests and compiling of data
- If needed, invite budget managers to Budget committee for Q and A regarding requests
- Budget managers make revisions, if necessary, to budgets and re-submit to committee
- Budget plans developed and alternative scenarios prepared for next year tentative budget
- Program reviews completed and rated in Strategic Planning committee
- Distribution of student satisfaction survey (alternating years – see calendar)

March

- CLC to review and approve program reviews
- Continue Budget Committee review of next year budget and hold open forum if necessary
- Distribution of CCSSE survey (alternating years – see calendar)

April

- Complete next year tentative budget
- Submit next year tentative budget to CLC for review
- Respond to budget managers as to what requests will be approved
- CLC to review college goals and objectives for next year

May

- CLC reviews college Mission Statement and modifies if necessary
- CLC recommends approval of next year tentative budget
- President approves budget or incorporates changes
- State May Revise budget report issued
- Committees submit academic year evaluation and review to CLC

June

- KCCD Board of Trustees adopts tentative budget

Porterville College Timeline of Major Institutional Processes

Process	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Accreditation Cycle		Visit (2012)			Mid-term Report	
Strategic Plan	Revise	Implement		Revise	Implement	
Master Plan	Implmnt				Revise	Implmnt
Enrollment Management Plan	Implmnt			Revise	Implmnt	
Program Review	Selected div/dept	Selected div/dept	Selected div/dept	Selected div/dept	Selected div/dept	Selected div/dept
Budget Develop.	Yearly	Yearly	Yearly	Yearly	Yearly	Yearly
Planning Surveys	Student Sat(S)		Climate(F) CCSSE (S)	Student Sat(S) Fac. Engage (F)	Strat. Pln(F)	Climt(F) CCSSE(S)

Appendix B: State of California Economic Indicators

	Population on July 1 of (000s)	Nonfarm Employment (avg., 000s)	Unemp. Rate (avg., %)	Total Personal Income ($ billions)	Per Capita Personal Income ($)	Taxable Retail Sales ($ billions)	Value of Two-way Trade ($ billions)	Housing Unit Permits Issued	Nonresidential Building Permits ($ millions)
2000	34,095.2	14,488.2	4.9	1,135.3	33,299	287.1	392.0	148,540	26,700
2001	34,766.7	14,602.0	5.4	1,168.7	33,616	294.0	340.7	148,757	23,455
2002	35,361.2	14,457.8	6.7	1,187.4	33,578	301.6	328.1	167,761	19,835
2003	35,944.2	14,392.8	6.8	1,233.0	34,303	320.2	348.0	195,682	18,628
2004	36,454.5	14,532.6	6.2	1,312.2	35,997	350.2	394.8	212,960	19,718
2005	36,899.4	14,801.3	5.4	1,387.7	37,607	375.8	433.8	208,972	21,469
2006	37,274.6	15,060.3	4.9	1,495.5	40,123	389.1	488.0	164,280	23,298
2007	37,655.2	15,173.5	5.2	1,568.3	41,648	387.0	513.4	113,034	23,733
2008	38,155.5	14,981.4	7.2	1,610.9	42,220	357.3	523.3	64,962	19,588
2009	38,476.7	14,079.3	11.4	1,572.7	40,873	311.2	413.3	36,421	10,970
2010e	38,826.9	13,866.7	12.4	1,615.4	41,604	331.8	503.4	44,601	11,007
2011f	39,176.3	13,978.5	12.1	1,690.0	43,138	353.5	535.0	48,600	11,800
2012f	39,528.9	14,224.0	11.5	1,780.0	45,030	379.0	560.0	76,650	14,000
% Change									
'01/'00	2.0%	0.8%		2.9%	1.0%	2.4%	-13.1%	0.1%	-12.2%
'02/'01	1.7%	-1.0%		1.6%	-0.1%	2.6%	-3.7%	12.8%	-15.4%
'03/'02	1.6%	-0.4%		3.8%	2.2%	6.2%	6.1%	16.6%	-6.1%
'04/'03	1.4%	1.0%		6.4%	4.9%	9.4%	13.4%	8.8%	5.9%
'05/'04	1.2%	1.8%		5.7%	4.5%	7.3%	9.9%	-1.9%	8.9%
'06/'05	1.0%	1.7%		7.8%	6.7%	3.5%	12.5%	-21.4%	8.5%
'07/'06	1.0%	0.8%		4.9%	3.8%	-0.5%	5.2%	-31.2%	1.9%
'08/'07	1.3%	-1.3%		2.7%	1.4%	-7.7%	1.9%	-42.5%	-17.5%
'09/'08	0.8%	-6.0%		-2.4%	-3.2%	-12.9%	-21.0%	-43.9%	-44.0%
'10/'09	0.9%	-1.5%		2.7%	1.8%	6.6%	21.8%	22.5%	0.3%
11/'10	0.9%	0.8%		4.6%	3.7%	6.5%	6.3%	9.0%	7.2%
12/'11	0.9%	1.8%		5.3%	4.4%	7.2%	4.7%	57.7%	18.6%

Sources: State of California: Dept. of Finance, Employment Development Department, Board of Equalization; U.S. Dept. of Commerce Construction Industry Research Board; estimates and forecasts by the LAEDC

Sources: State of California: Department of Finance, Employment Development Department, Board of Equalization, U.S. Department of Commerce, Construction Industry Research Board, Keyser Center for Economic Research, Los Angeles Economic Development Commission

Appendix B (continued): California Nonfarm Employment

	Total Nonfarm	Natural Resources	Construction	Manufacturing	*Mfg. -- Durable*	*Mfg .-- Nondurable*	Wholesale Trade	Retail Trade	Transport. & Utilities	Information
2000	14,487.8	26.5	733.4	1,864.1	*1,217.2*	*646.9*	646.2	1,563.2	518.3	576.7
2001	14,602.6	25.6	780.4	1,791.3	*1,173.9*	*617.4*	658.9	1,576.1	514.1	551.9
2002	14,457.9	23.1	774.4	1,644.5	*1,059.6*	*584.9*	652.1	1,582.1	491.0	497.3
2003	14,393.1	22.2	796.8	1,542.5	*976.4*	*566.1*	649.5	1,588.3	480.6	476.1
2004	14,532.1	22.8	850.4	1,523.4	*966.0*	*557.4*	653.0	1,617.6	482.7	482.4
2005	14,800.7	23.6	905.3	1,504.7	*959.0*	*545.7*	673.6	1,659.3	487.1	473.6
2006	15,059.8	25.1	933.7	1,490.2	*947.6*	*542.6*	700.2	1,680.1	496.1	466.0
2007	15,173.5	26.7	892.6	1,464.3	*927.9*	*536.4*	715.3	1,689.9	507.6	470.8
2008	14,981.4	28.7	787.7	1,425.4	*899.8*	*525.6*	703.5	1,640.9	504.6	475.5
2009	14,079.3	25.7	620.1	1,280.9	*798.2*	482.7	644.2	1,518.1	474.1	446.8
2010e	13,866.7	25.0	547.1	1,239.7	*773.4*	466.3	617.2	1,499.3	461.1	447.0
2011f	13,978.5	25.5	555.5	1,240.0	*775.0*	465.0	630.0	1,509.0	476.0	450.0
2012f	14,224.0	26.5	573.0	1,225.0	*760.0*	465.0	665.0	1,535.0	491.0	460.0

	Finance & Insurance	Real Estate, Rental &	Prof, Sci & Tech Srvs	Mgmt. of Enterprises	Admin. & Support Srvs	Educational Services	Health Care & Social Asst	Leisure & Hospitality	Other Services	Government
2000	544.3	262.6	922.7	294.0	997.2	229.7	1,171.3	1,335.5	487.7	2,318.0
2001	568.9	267.2	936.9	283.6	657.6	237.1	1,210.6	1,365.1	499.2	2,382.1
2002	584.8	268.2	905.0	265.9	939.5	245.4	1,253.3	1,382.3	505.7	2,447.0
2003	613.4	272.3	906.6	246.8	931.2	258.2	1,278.1	1,400.1	504.3	2,426.0
2004	625.8	276.4	918.9	230.3	947.8	262.9	1,297.1	1,439.4	503.8	2,397.7
2005	643.6	283.6	970.2	221.2	968.3	272.2	1,314.3	1,475.2	505.5	2,420.2
2006	646.7	288.5	1,026.5	211.6	1003.3	277.6	1,336.4	1,519.0	207.1	2,452.3
2007	621.1	283.5	1,060.4	206.1	997.9	289.3	1,381.0	1,560.4	512.2	2,494.6
2008	574.5	275.9	1,079.6	206.0	951.6	300.6	1,424.1	1,572.6	511.3	2,518.9
2009	542.5	254.5	1,016.2	194.6	840.8	302.9	1,437.3	1,499.0	484.3	2,497.3
2010e	537.9	242.9	1,006.7	187.3	858.3	319.3	1,445.5	1,484.6	475.5	2,472.5
2011f	540.0	245.0	1,022.0	187.0	880.0	326.0	1,456.5	1,515.5	483.0	2,437.5
2012f	548.0	252.0	1,050.0	186.0	912.5	336.0	1,472.0	1,565.0	502.0	2,425.0

Sources: California Employment Development Department, LMID; estimates and forecasts by LAEDC

Sources: State of California Employment Development Department, Labor Market Information Division, Keyser Center for Economic Research, Los Angeles Economic Development Commission

Appendix C: Instructional Program Alignment Analysis

#	Established CSU Lower-division Transfer Preparation (LDTP) Patterns^	Transfer Model Curriculums (SB1440)^	Porterville State-Approved Instructional Programs
1	African American Studies		
2	Anthropology		
3	Art, Art History & Graphic Design	Art History*	
4	Asian American Studies		
5	Biology & Microbiology	Biology	
6	Business	Business*	Business Administration
7	Chemistry & Biochemistry	Chemistry	
8	Chicana & Chicano Studies		
9	Child & Adolescent Development	Early Childhood Education*	Child Development/Early Care
10	Chinese		
11	Civil Engineering		
12	Communication Studies	Communication Studies*	Communication Studies**
13	Computer Engineering		
14	Computer Science	Computer Science	
15	Economics		
16	Electrical Engineering, Electrical & Electronic Engineering		
17	English	English*	English
18	Family & Consumer Sciences		
19	French		
20	Geography		
21	Geology	Geology*	
22	German		
23	History	History*	History#
24	Information Systems		Computer Information Systems
25	Japanese		
26	Journalism		
27	Kinesiology/Physical Education	Kinesiology*	
28	Liberal Studies (Teacher Preparation Track)	Liberal Studies (teaching preparation)	
29	Mathematics	Mathematics*	Mathematics**
30	Mechanical Engineering		
31	Music	Music	
32	Native American Studies		
33	Nursing		Registered Nursing
34	Philosophy		
35	Political Science	Political Science*	
36	Psychology	Psychology*	
37	Public Administration		
38	Radio-Television-Film		
39	Social Science (Teacher Preparation Track)		
40	Social Work		
41	Sociology	Sociology*	
42	Spanish		
		Admin of Justice/Criminal Justice*	Administration of Justice
		Studio Arts*	Art (Painting, Drawing & Sculp.)
		Physics*	
		Theater*	

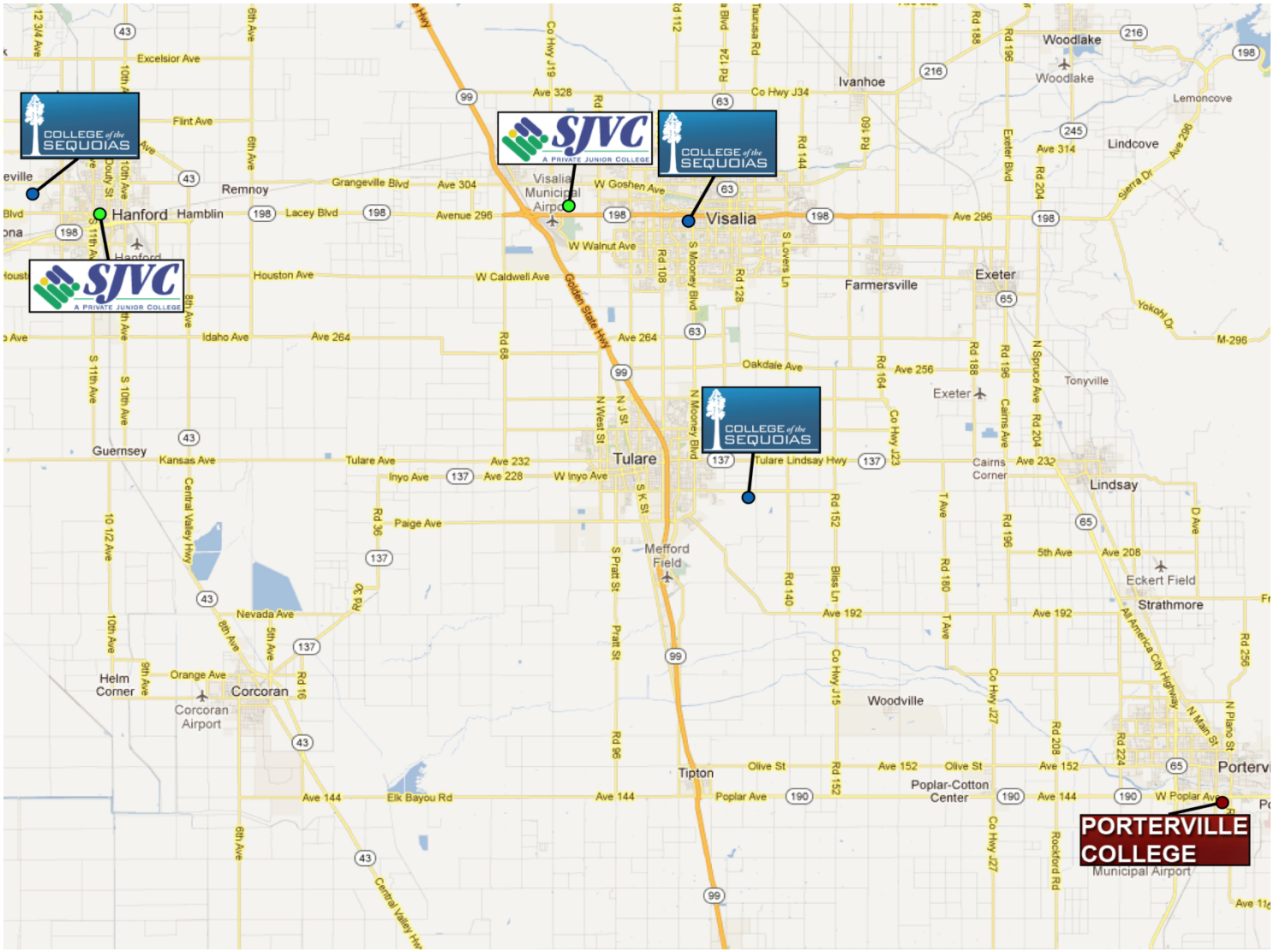
^ as of November 19, 2011
* approved, others are under discussion
** established; #pending approval by Board

Appendix D: San Joaquin Valley College Programs and Locations

Program Title	Bakersfield	Visalia	Hanford
Technical Programs			
Aviation Maintenance Technology			
Computer Systems Administration		X	
Heating Ventilation Air Conditioning and Refrigeration	X	X	
Industrial Technology	X	X	
Medical Programs			
Clinical and Administrative Medical Assisting	X	X	
Clinical Medical Assisting		X	X
Dental Assisting	X	X	
Dental Hygiene		X	
Diagnostic Medical Sonography	X		
Licensed Vocational Nursing		X	
LVN to RN A.S. Degree Program		X	
Pharmacy Technology	X	X	
Physician Assistant		X	
Registered Nursing		X	
Respiratory Therapy	X	X	
Surgical Technology	X		
Therapeutic Massage	X		
Veterinary Technology			
Business Programs			
Administrative Health Care Management			X
Business Administration	X	X	X
Construction Management			
Criminal Justice: Corrections	X	X	X
Emergency Services and Safety Management	X		
Health Care Administration		X	
Health Care Insurance Specialist	X		
Human Resource Administration		X	
Total	***13***	***17***	***4***

Source: College web pages, extracted November 17, 2011

Appendix E: Map of Porterville College Competitor Locations



Appendix F: California Virtual Campus Associate Degree Programs

#	Associate Degree Program Name	Allen Hancock	Azusa Pacific	Brand-man	Canyons	Cerro Coso	College of San Mateo	Columbia	Fresno City	Golden Gate	Hartnell	LA East	LA Harbor	LA Mission	National	Rio Hondo	Saddle-back	SD Mesa	Santa Barbara	Santa Rosa	Vista	West Valley	West Hills	TOTALS
		Institution																						
1	Associate of Arts		X	X										X										3
2	Accounting	X			X		X									X	X							5
3	Administration of Justice				X		X		X	X				X								X	X	7
4	Anthropology																				X			1
5	Architecture (Landscape/Historic Preservation)																				X			1
6	Business Administration	X			X	X	X		X					X		X	X							8
7	Business- General				X																			1
8	Business- International														X									1
9	Business- Management	X			X											X								3
10	Business- Marketing	X																						1
11	Business- Office Technology				X																			1
12	Business- Small Business Entrepreneurship				X																			1
13	Child Development				X											X								2
14	Computer Business Information Systems	X														X								2
15	Computer Business Office Technology- Word Processing	X																						1
16	Computer Information Systems (Computer Technology)				X		X																X	3
17	Computer Interactive Media Design																		X					1
18	Computer- Network Administration																			X				1
19	Computer Science Applications & Development					X																		1
20	Computer Video Game Production													X										1
21	English			X						X						X								3
22	Environmental Studies						X																	1
23	Fine Arts						X																	1
24	Fire Technology	X					X																	2
25	Fire Technology, Wildland	X																						1
26	General Sciences (Liberal Studies emphasis only)				X																			1

Source: California Virtual Campus. Retrieved 12/3/11 from http://www.cvc.edu/ and personal correspondence; analysis by Cambridge West Partnership, LLC

California Virtual Campus Associate Degree Programs (continued)

#	Associate Degree Program Name	Institution																							
		Allen Hancock	Azusa Pacific	Brand-man	Canyons	Cerro Coso	College of San Mateo	Columbia	Fresno City	Golden Gate	Hartnell	LA East	LA Harbor	LA Mission	National	Rio Hondo	Saddle-back	SD Mesa	Santa Barbara	Santa Rosa	Vista	West Valley	West Hills	TOTALS
27	Golf Management													X										1
28	Health Information Technology	X						X										X						3
29	History			X												X								2
30	Hospitality & Consumer Service													X										1
31	Human Development															X								1
32	Humanities																		X					1
33	Human Services				X		X																	2
34	International Studies	X																						1
35	Legal Assisting												X											1
36	Liberal Arts- Arts & Humanities																						X	1
37	Liberal Arts- Math & Science																						X	1
38	Liberal Arts- Social & Behavioral Science	X			X						X					X							X	5
39	Liberal Arts- General Studies	X					X																	2
40	Liberal Studies- Teaching															X			X					2
41	Mathematics				X																			1
42	Paralegal				X																			1
43	Public Administration													X										1
44	Psychology	X														X							X	3
45	Real Estate											X				X								2
46	Sociology															X								1
47	Spanish	X																	X					2
48	Web Design				X																			1
	TOTALS	14	1	1	4	13	3	8	1	2	2	1	1	1	7	1	13	2	1	4	1	3	6	

Source: California Virtual Campus. Retrieved 12/3/11 from http://www.cvc.edu/ and personal correspondence; analysis by Cambridge West Partnership, LLC

Appendix G: Porterville College, Inventory of Instructional Programs, 10/24/11

Unique Code	Title	TOP	CTE	TRANSFER	OTHER	AA DEGREE	AS DEGREE	AA-T Degree	AS-T Degree	CERT OF ACHIEVE-MENT > 18	CERT OF ACHIEVE-MENT <= 12	Year Approved	Cert Units	Major Units	Total Units	Status
6771	Agriculture: Production	10100	Yes	No	No	Yes	No	No	No	No	No	1997	0	24		Active
9528	Business	50100	Yes	No	No	Yes	No	No	No	No	No	1970	0	27		Active
11574	Accounting Paraprofessional	50200	Yes	No	No	No	No	No	No	Yes	No	1970	24		0	Active
6775	Business Administration	50500	Yes	Yes	No	Yes	No	No	No	No	No	1970	0	29		Active
6776	Supervision	50630	Yes	No	No	No	No	No	No	Yes	No	1977	32		0	Active
6778	Office Technology	51400	Yes	No	No	Yes	No	No	No	No	No	1974	0	24		Active
20536	Office Technology	51400	Yes	No	No	No	No	No	No	Yes	No	1974	24		0	Active
6780	Information Systems	70200	Yes	No	No	Yes	No	No	No	No	No	1970	0	20		Active
20537	Information Systems	70200	Yes	No	No	No	No	No	No	Yes	No	1970	20		0	Active
9527	Instructional Aide	80200	Yes	No	No	No	No	No	No	Yes	No	1976	48		0	Active
6790	Art: Studio	100200	No	Yes	No	Yes	No	No	No	No	No	1970	0	24		Active
18939	Art: Studio Art	100200	No	No	No	No	No	No	No	Yes	No	1970	20		0	Active
9518	Applied Design	100900	No	Yes	No	Yes	No	No	No	No	No	1987	0	21		Active
18940	Art: Applied Design	100900	No	No	No	No	No	No	No	Yes	No	1987	20		0	Active
9519	Photography	101100	No	Yes	No	Yes	No	No	No	No	No	1987	0	24		Active
18941	Technical Illustration: Photography	101100	No	No	No	No	No	No	No	Yes	No	1987	22		0	Active
9520	Art: Commercial	101300	Yes	No	No	Yes	No	No	No	No	No	1987	0	21		Active
18942	Art: Commercial Art	101300	No	No	No	No	No	No	No	Yes	No	1987	19		0	Active
11458	Techical Illustration: Art-Graphics	103000	Yes	No	No	No	No	No	No	Yes	No	1987	25		0	Active
30357	Nursing	123010	Yes	No	No	No	Yes	No	No	No	No	2010	0	41	86	Active
11349	Vocational Nurse	123020	Yes	No	No	No	No	No	No	Yes	No	1969	56		0	Active
6797	Psychiatric Technology	123900	Yes	No	No	No	No	No	No	Yes	No	1969	52.5		0	Active
6809	Child Development	130500	Yes	No	No	Yes	No	No	No	No	No	1970	0	18		Active
9530	Preschool Teacher	130500	Yes	No	No	No	No	No	No	Yes	No	1991	18		0	Active
9531	Regular Children's Center Instructional Permit	130500	Yes	No	No	No	No	No	No	Yes	No	1991	28		0	Active
9564	Human Services: Geriatrics	130900	Yes	No	No	No	No	No	No	Yes	No	1993	22.5		0	Active
6800	English	150100	No	Yes	No	Yes	No	No	No	No	No	1970	0	18		Active
30721	Communication Studies	150600	No	Yes	No	No	No	Yes	No	No	No	2011	0	18	60	Active
30709	Mathematics	170100	No	Yes	No	No	No	No	Yes	No	No		0	20	60	Active
15046	Mathematics	170100	No	Yes	No	Yes	No	No	No	No	No	2003	0	20		Active
6807	Human Services	210400	Yes	No	No	No	No	No	No	Yes	No	1974	19		0	Active
9563	Human Services: Mental Health/Substance Abuse	210440	Yes	No	No	No	No	No	No	Yes	No	1993	35		0	Active
9565	Human Services: Developmental Disabilities	210450	Yes	No	No	No	No	No	No	Yes	No	1993	26		0	Active
20538	Administration of Justice	210500	Yes	No	No	No	No	No	No	Yes	No	1975	24		0	Active
9529	Administration of Justice	210500	Yes	No	No	Yes	No	No	No	No	No	1975	24	24		Active
6811	Social Science	220100	No	Yes	No	Yes	No	No	No	No	No	1970	0	18		Active
18528	Liberal Arts: Social & Behavioral Sciences	490100	No	Yes	No	Yes	No	No	No	No	No	2008	0	18		Active
6773	Biological & Physical Science	490200	No	Yes	No	No	Yes	No	No	No	No	1970	0	18		Active
18445	Biological & Physical Science	490200	No	Yes	No	Yes	No	No	No	No	No	2008	0	18		Active
30235	Biological and Physical Science	490200	No	No	Yes	Yes	No	No	No	No	No	2010		18	60	Active
18527	Liberal Arts: Mathematics & Science	490200	No	Yes	No	Yes	No	No	No	No	No	2008	0	18		Active
18526	Liberal Arts: Arts & Humanities	490310	No	Yes	No	Yes	No	No	No	No	No	2008	0	18		Active

Source: Porterville College, Office of Instruction

Appendix H: Porterville College, WSCH/FTES Projections by Discipline 2010-2025

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020					2025			
DIVISION	# of Sec	WSCH	WSCH Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Career& Technical Education																				
Accounting	3	405.51	135.2	12.6	10	0	3	439.46	0.0	439.5	13.6	4	465.2	0.0	465.2	14.4	4	489.8	0.0	489.8	15.2
Accounting (Online)	1	112.00	112.0	3.5	4	0	1	121.38	0.0	121.4	3.8	1	130.5	0.0	130.5	4.1	1	135.4	0.0	135.4	4.2
Administration of Justice	12	2,031.40	169.3	63.1	37	9	14	1,761.10	440.3	2,201.4	68.3	16	1,898.4	474.1	2,372.5	73.7	16	1,963.1	490.8	2,453.9	76.2
Administration of Justice (Online)	3	306.00	102.0	9.5	3	0	3	331.62	0.0	331.6	10.3	3	357.1	0.0	357.1	11.1	4	369.6	0.0	369.6	11.5
Agriculture	7	1,171.75	167.4	36.4	18	9	8	850.80	419.0	1,269.8	39.4	8	916.2	451.3	1,367.5	42.5	9	948.3	467.1	1,415.4	43.9
Business Administration	5	628.07	125.6	19.5	16	0	5	680.66	0.0	680.7	21.1	5	733.0	0.0	733.0	22.8	6	758.7	0.0	758.7	23.6
Business Administration (Online)	2	276.99	138.5	8.6	7	0	2	300.20	0.0	300.2	9.3	3	323.3	0.0	323.3	10.0	3	334.6	0.0	334.6	10.4
Child Development	16	2,154.11	134.6	66.9	44	6	19	2,054.35	280.1	2,334.5	72.5	20	2,212.1	301.7	2,513.8	78.0	21	2,289.9	312.3	2,602.2	80.8
Child Development (Online)	2	255.00	127.5	7.9	3	0	2	276.35	0.0	276.4	8.6	2	297.7	0.0	297.7	9.2	3	308.2	0.0	308.2	9.6
Fire Science Technology	1	608.74	608.7	18.9	10	10	1	329.86	329.9	659.7	20.5	1	355.2	355.2	710.4	22.1	1	367.7	367.7	735.4	22.8
Industrial Technology	1	495.05	495.1	15.4	3	8	1	144.80	391.6	536.4	16.7	1	156.0	421.7	577.7	17.9	1	161.5	436.6	598.1	18.6
Information Systems	16	1,545.05	96.6	48.0	50	0	16	1,674.42	0.0	1,674.4	52.0	17	1,803.0	0.0	1,803.0	56.0	18	1,866.4	0.0	1,866.4	57.9
Information Systems (Online)	4	292.13	73.0	9.1	8	0	4	316.59	0.0	316.6	9.8	5	340.9	0.0	340.9	10.6	5	352.9	0.0	352.9	11.0
Office Technology	4	277.64	69.4	8.6	9	0	4	300.89	0.0	300.9	9.3	5	324.0	0.0	324.0	10.1	5	335.4	0.0	335.4	10.4
Work Experience	4	297.93	74.5	9.3	0	128	4	0.00	322.9	322.9	10.0	5	0.0	347.7	347.7	10.8	5	0.0	359.9	359.9	11.2
subtotal	**81**	**10,857.37**	**134.0**	**337.1**	**222**	**170**	**87**	**9,582.48**	**2,183.8**	**11,766.3**	**365.3**	**96**	**10,312.6**	**2,351.7**	**12,664.3**	**393.2**	**102**	**10,681.5**	**2,434.4**	**13,115.9**	**407.2**
Fine and Applied Arts																				
Computer Graphics	2	307.91	154.0	9.6	10	15	2	133.48	200.2	333.7	10.4	2	143.7	215.6	359.3	11.2	2	148.8	223.2	372.0	11.5
Drama	2	288.91	144.5	9.0	6	0	2	313.10	0.0	313.1	9.7	2	337.2	0.0	337.2	10.5	2	349.0	0.0	349.0	10.8
Fine Arts	9	1,120.86	124.5	34.8	28	38	9	510.10	704.5	1,214.6	37.7	10	549.4	758.6	1,308.0	40.6	11	568.7	785.3	1,354.0	42.0
Music	6	952.09	158.7	29.6	20	7	7	763.50	268.3	1,031.8	32.0	8	822.2	288.9	1,111.1	34.5	8	851.1	299.0	1,150.1	35.7
Photography	1	215.80	215.8	6.7	7	10	1	95.90	138.0	233.9	7.3	1	103.3	148.6	251.9	7.8	1	106.9	153.8	260.7	8.1
Speech	10	1,241.00	124.1	38.5	30	0	11	1,344.90	0.0	1,344.9	41.8	12	1,448.3	0.0	1,448.3	45.0	13	1,499.2	0.0	1,499.2	46.5
subtotal	**30**	**4,126.57**	**137.6**	**128.1**	**101**	**70**	**32**	**3,161.0**	**1,311.0**	**4,472.0**	**138.8**	**35**	**3,404.1**	**1,411.7**	**4,815.8**	**149.5**	**37**	**3,523.7**	**1,461.3**	**4,985.0**	**154.8**
Health Careers																				
Emergency Medical Technology	1	289.88	289.9	9.0	7	0	1	314.15	0.0	314.2	9.8	1	338.30	0	338.3	10.5	1	350.2	0.0	350.2	10.9
Health Careers	1	2.25	2.3	0.1	1	0	1	2.44	0.0	2.4	0.1	1	2.60	0	2.6	0.1	1	2.7	0.0	2.7	0.1
Nursing	3	438.68	146.2	13.6	8	12	3	190.17	285.3	475.4	14.8	3	204.80	307.2	512.0	15.9	4	212.0	318.0	530.0	16.5
Psych Tech/Voc Nursing	6	608.29	101.4	18.9	17	0	7	659.2	0.0	659.2	20.5	8	710.0	0	710.0	22.0	8	735.0	0.0	735.0	22.8
Psych Tech/Voc Nursing (Clinical)	2	562.81	281.4	17.5	0	36	2	0.00	609.9	609.9	18.9	2	0.00	656.7	656.7	20.4	2	0.0	679.7	679.7	21.1
Psych Tech/Voc Nursing (Online)	2	150.09	75.0	4.7	2	0	3	162.66	0.0	162.7	5.1	3	175.20	0	175.2	5.4	3	181.3	0.0	181.3	5.6
Psychiatric Technology	15	609.13	40.6	18.9	30	0	15	660.14	0.0	660.1	20.5	17	710.8	0	710.8	22.1	17	735.8	0.0	735.8	22.8
Psychiatric Technology (Clinical)	9	1,149.75	127.8	35.7	0	108	5	0.00	1246.0	1,246.0	38.7	6	0.00	1341.9	1,341.9	41.7	6	0.0	1,389.0	1,389.0	43.1
Vocational Nursing	12	359.96	30.0	11.2	26	0	13	390.11	0.0	390.1	12.1	14	420.30	0	420.3	13.0	15	435.0	0.0	435.0	13.5
Vocational Nursing (Clinical)	3	261.34	87.1	8.1	0	54	3	0.00	283.2	283.2	8.8	3	0.00	304.8	304.8	9.5	3	0.0	315.5	315.5	9.8
Vocational Nursing (Online)	1	24.00	24.0	0.7	2	0	1	26.01	0.0	26.0	0.8	1	28.20	0	28.2	0.9	1	29.2	0.0	29.2	0.9
subtotal	**55**	**4,456.18**	**81.0**	**138.4**	**93**	**210**	**54**	**2,404.9**	**2,424.4**	**4,829.4**	**149.9**	**59**	**2,590.2**	**2,610.6**	**5,200.8**	**161.5**	**61**	**2,681.2**	**2,702.2**	**5,383.4**	**167.1**

Source: Cambridge West Partnership, LLC

Appendix H: Porterville College WSCH/FTES Projections by Discipline 2010-2025 (continued)

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020				2025				
DIVISION	# of Sec	WSCH	WSCH Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Language Arts																				
English as a Foreign Language	5	556.24	111.2	17.3	33	0	5	684.8	0.0	684.8	21.3	5	649.2	0.0	649.2	20.2	5	672.0	0.0	672.0	20.9
English, Basic Skills	35	4,791.35	136.9	148.8	121	0	42	5,192.0	0.0	5,192.0	161.2	47	5,591.6	0.0	5,591.6	173.6	50	5,788.0	0.0	5,788.0	179.7
English, Transfer	15	1,942.50	129.5	60.3	55	0	17	2,139.5	0.0	2,139.5	66.4	18	2,266.9	0.0	2,266.9	70.4	19	2,346.5	0.0	2,346.5	72.9
English, Transfer (Online)	2	238.02	119.0	7.4	7	0	2	195.3	0.0	195.3	6.1	3	277.8	0.0	277.8	8.6	3	287.5	0.0	287.5	8.9
American Sign Language	1	248.33	248.3	7.7	4	0	2	305.7	0.0	305.7	9.5	2	289.8	0.0	289.8	9.0	2	300.0	0.0	300.0	9.3
Spanish	6	1,148.24	191.4	35.7	35	0	7	1,236.8	0.0	1,236.8	38.4	7	1,340.0	0.0	1,340.0	41.6	8	1,387.0	0.0	1,387.0	43.1
subtotal	**64**	**8,924.68**	**139.4**	**277.1**	**255**	**0**	**75**	**9,754.1**	**0.0**	**9,754.1**	**302.8**	**82**	**10,415.3**	**0.0**	**10,415.3**	**323.4**	**87**	**10,781.0**	**0.0**	**10,781.0**	**334.7**
Natural Sciences/Mathematics																				
Anatomy	6	1,052.90	175.5	32.7	10	18	7	410.8	730.2	1,141.0	35.4	8	442.3	786.4	1,228.7	38.1	9	457.9	814	1,271.9	39.5
Biology	2	598.44	299.2	18.6	6	9	3	259.4	389.1	648.5	20.1	3	279.3	419.0	698.3	21.7	3	289.2	433.7	722.9	22.4
Microbiology	1	305.98	306.0	9.5	3	6	1	109.4	222.2	331.6	10.3	1	117.8	239.2	357.0	11.1	1	122.0	247.7	369.7	11.5
Physiology	2	642.56	321.3	19.9	0	8	2	0.0	696.3	696.3	21.6	2	0.0	749.9	749.9	23.3	3	0.0	776.2	776.2	24.1
Math,Basic Skills	12	2,980.90	248.4	92.5	60	0	15	3,230.5	0.0	3,230.5	100.3	16	3,478.7	0.0	3,478.7	108.0	16	3,601.0	0.0	3,601.0	111.8
Math, Basic Skills (Online)	1	200.00	200.0	6.2	5	0	1	216.8	0.0	216.8	6.7	1	233.4	0.0	233.4	7.2	1	241.6	0.0	241.6	7.5
Mathematics, Transfer	6	1,187.85	198.0	36.9	30	0	6	1,287.3	0.0	1,287.3	40.0	6	1,386.2	0.0	1,386.2	43.0	6	1,434.9	0.0	1,434.9	44.6
Mathematics, Transfer (Online)	1	215.00	215.0	6.7	5	0	1	233.0	0.0	233.0	7.2	1	251.1	0.0	251.1	7.8	1	259.9	0.0	259.9	8.1
Mathematics Lab	1	82.13	82.1	2.5	0	6	1	0.0	89.0	89.0	2.8	1	0.0	95.9	95.9	3.0	1	0.0	99.2	99.2	3.1
Astronomy	1	251.55	251.6	7.8	3	3	1	136.3	136.3	272.6	8.5	1	146.8	146.8	293.6	9.1	1	151.9	151.9	303.8	9.4
Chemistry	2	530.48	265.2	16.5	6	9	2	191.7	287.5	479.2	14.9	2	247.6	371.4	619.0	19.2	2	256.3	384.5	640.8	19.9
Earth Science	1	265.08	265.1	8.2	3	3	1	143.6	143.6	287.2	8.9	1	154.7	154.7	309.4	9.6	1	160.1	160.1	320.2	9.9
Physical Science	1	251.55	251.6	7.8	3	3	1	136.3	136.3	272.6	8.5	1	146.8	146.8	293.6	9.1	1	151.9	151.9	303.8	9.4
Physics	1	170.06	170.1	5.3	3	3	1	92.2	92.2	184.3	5.7	1	99.2	99.2	198.4	6.2	1	102.7	102.7	205.4	6.4
subtotal	**38**	**8,734.48**	**229.9**	**271.2**	**137**	**68**	**43**	**6,447.3**	**2,922.7**	**9,369.9**	**290.9**	**45**	**6,983.9**	**3,209.3**	**10,193.2**	**316.5**	**47**	**7,229.4**	**3,321.9**	**10,551.3**	**327.6**
Physical Education & Athletics																				
Fitness	6	1,242.80	207.1	38.6	0	24	7	0.0	1,346.9	1,346.9	41.8	8	0.0	1,450.5	1,450.5	45.0	8	0.0	1,503.0	1,503.0	46.7
Physical Education	3	572.02	190.7	17.8	0	4	3	0.0	619.9	619.9	19.2	4	0.0	667.6	667.6	20.7	4	0.0	691.0	691.0	21.5
Health Education	9	1,189.79	132.2	36.9	27	0	11	1,289.4	0.0	1,289.4	40.0	12	1,400.5	0.0	1,400.5	43.5	13	1,437.3	0.0	1,437.3	44.6
Health Education (Online)	4	360.00	90.0	11.2	3	0	4	390.2	0.0	390.2	12.1	4	420.2	0.0	420.2	13.0	4	435.0	0.0	435.0	13.5
Intercollegiate Sports	9	1,082.53	120.3	33.6	0	21	9	0.0	1,082.5	1,082.5	33.6	9	0.0	1,082.5	1,082.5	33.6	9	0.0	1,082.5	1,082.5	33.6
subtotal	**31**	**4,447.14**	**143.5**	**138.1**	**30**	**49**	**34**	**1,679.6**	**3,049.3**	**4,728.9**	**146.8**	**37**	**1,820.8**	**3,200.6**	**5,021.3**	**155.9**	**38**	**1,872.3**	**3,276.5**	**5,148.8**	**159.9**

Source: Cambridge West Partnership, LLC

Appendix H: Porterville College WSCH/FTES Projections by Discipline 2010-2025 (continued)

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020				2025				
DIVISION	# of Sec	WSCH	WSCH Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Social Sciences																				
Anthropology	9	1,295.43	143.9	40.2	27	0	10	1,403.9	0.0	1,403.9	43.6	11	1,511.7	0.0	1,511.7	46.9	12	1,564.9	0.0	1,564.9	48.6
Anthropology (Online)	2	240.00	120.0	7.5	3	0	2	260.1	0.0	260.1	8.1	2	280.0	0.0	280.0	8.7	2	289.9	0.0	289.9	9.0
Economics	2	268.62	134.3	8.3	6	0	2	291.1	0.0	291.1	9.0	2	313.5	0.0	313.5	9.7	2	324.5	0.0	324.5	10.1
Economics (Online)	1	126.00	126.0	3.9	3	0	1	136.6	0.0	136.6	4.2	1	147.0	0.0	147.0	4.6	1	152.1	0.0	152.1	4.7
Education	10	598.11	59.8	18.6	14	0	10	648.2	0.0	648.2	20.1	10	698.0	0.0	698.0	21.7	11	722.5	0.0	722.5	22.4
Education (Online)	2	131.09	65.5	4.1	3	0	2	142.1	0.0	142.1	4.4	2	153.0	0.0	153.0	4.8	3	158.4	0.0	158.4	4.9
Geography	1	152.99	153.0	4.7	3	0	1	165.8	0.0	165.8	5.1	1	178.5	0.0	178.5	5.5	1	184.8	0.0	184.8	5.7
History	12	1,842.65	153.6	57.2	33	3	15	1,837.2	159.8	1,997.0	62.0	16	1,978.4	172.0	2,150.4	66.8	17	2,047.9	178.1	2,226.0	69.1
History (Online)	1	123.00	123.0	3.8	3	0	1	133.3	0.0	133.3	4.1	1	143.6	0.0	143.6	4.5	1	148.6	0.0	148.6	4.6
Human Services	8	1,106.04	138.3	34.3	18	15	9	659.2	539.4	1,198.6	37.2	10	709.9	580.9	1,290.8	40.1	11	734.8	601.2	1,336.0	41.5
Philosophy	5	724.05	144.8	22.5	15	0	6	784.7	0.0	784.7	24.4	6	845.0	0.0	845.0	26.2	6	874.7	0.0	874.7	27.2
Political Science	6	822.93	137.2	25.6	15	3	7	891.8	223.0	1,114.8	34.6	7	960.3	240.1	1,200.4	37.3	7	994.1	248.6	1,242.7	38.6
Psychology	8	1,210.40	151.3	37.6	24	0	10	1,088.7	0.0	1,088.7	33.8	10	1,172.4	0.0	1,172.4	36.4	11	1,213.6	0.0	1,213.6	37.7
Psychology (Online)	1	87.00	87.0	2.7	3	0	1	94.3	0.0	94.3	2.9	1	101.5	0.0	101.5	3.2	1	105.1	0.0	105.1	3.3
Sociology	5	653.83	130.8	20.3	15	0	5	708.6	0.0	708.6	22.0	6	763.0	0.0	763.0	23.7	6	789.8	0.0	789.8	24.5
Sociology (Online)	3	315.00	105.0	9.8	3	0	3	341.4	0.0	341.4	10.6	3	367.6	0.0	367.6	11.4	3	380.5	0.0	380.5	11.8
subtotal	76	9,697.14	127.6	301.1	188	21	85	9,586.9	922.2	10,509.1	326.3	89	10,323.4	993.0	11,316.4	351.3	95	10,686.2	1,027.9	11,714.1	363.7
Grand Total	375	51,243.6	136.6	1,591	1,026	588	410	42,616	12,813	55,430	1,721	443	45,850	13,777	59,627	1,851	467	47,455	14,224	61,680	1,915

Source: Cambridge West Partnership, LLC