PORTERVILLE COLLEGE

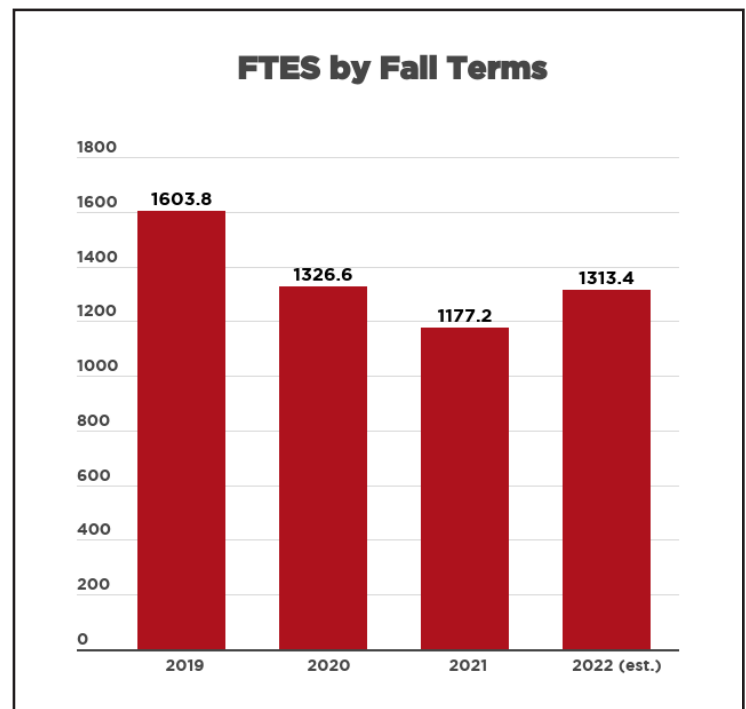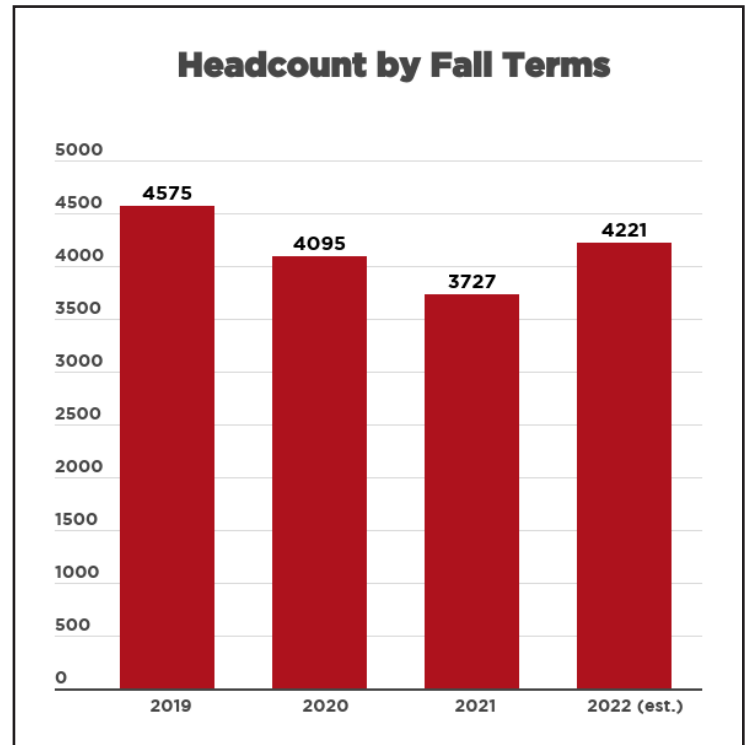### Post-Pandemic Enrollment Rebounding

PC enrollment was hit hard by the COVID-19 pandemic. However, recent data show steady but gradual recovery. We are examining to which extent student demand for online vs. face-to-face courses will continue. At this point, nearly half our section offerings remain online, a substantial change from the pre-pandemic pattern. Anecdotally, we know that online access has permitted students to pursue their academic goals while juggling their multiple responsibilities.

PC Continues Guided Pathways Implementation

A newly restructured Guided Pathways Committee has advanced implementation across all four pillars at once. The committee features a cross-section of representative constituent groups who advise work-teams on Outreach and Onboarding, Data and Academic and Career Pathways.

In addition this year, we are focusing on the fourth GP pillar: "Ensure Learning". With input from across the college, the committee will offer recommendations to support strategies with intentional outcomes to ensure students' success.

Moving forward, we hope to shift our thinking about student success away from a generalized and 'traditional' college student profile. We will be intentional in adapting teaching practices that engage Dual-Enrollment students of all ages. As we start our first- ever Inmate Education courses and increase engagement of English learners through Non-Credit, we will support appropriate pedagogies for adult students and provide learning experiences outside the classroom. Participation in Projects REACH and LEAP will offer opportunities to extend the Guided Pathways model to adult learners and promote innovation in teaching.

Headcount by Fall Terms

Year	Headcount
2019	4575
2020	4095
2021	3727
2022 (est.)	4221

FTES by Fall Terms

Year	FTES
2019	1603.8
2020	1326.6
2021	1177.2
2022 (est.)	1313.4

Outcomes Data shows Continued Improvement

Recent completion outcomes in our Student Success dashboards show that our ongoing work to remove barriers and promote success is working. After years of addressing momentum points such as improvement in English and math completion, we finally saw the improvement we had sought in degree and certificate completion rate in the 2016 cohort. This achievement has been sustained in subsequent cohorts, despite the pandemic challenges some have faced improvement on transfer is similar, though not as definitive, likely due to distance challenges our students face. And, through our participation in the Achieving the Dream network, we now track the 6-year transfer and earned baccalaureate rate.

In our recently adopted Strategic Plan, linked with both the California Community Colleges Vision for Success and the four pillars of Guided Pathways, we set goals to improve success rates along the entire student journey. These include:

- *Onboarding*
  - Completion of all matriculation steps
  - Attempting 15 units in 1st term and 30 in 1st year
  - Enrollment in college-level English and math in 1st year
- *Engagement*
  - Improvement on CCSSE benchmarks and certain CCSSE questions
  - Number of clubs on campus
  - Number of sports and athletes
- *Momentum Points*
  - Persistence rates
  - Completion of college-level English and math in 1st year
- *Completion*
  - Students receiving associate degrees and certificates
  - Reducing the average units for associate degree recipients
  - 3-year degree and transfer completion rates

Our Fall enrollment, and preliminary Spring enrollment numbers already signal a steady recovery. We will enhance opportunities and preparedness for our students to join the workforce by implementing strategies to achieve more significant educational equitable outcomes, to strengthen Intersegmental partnerships, and to foster industry collaborations.

FTE TARGETS & TACTICS

FTE	2018-19	2019-20	2020-21	2021-22	*2022-23	*2023-24
Regular	2,819	3,024	2,362	**2,080**	2,392 (15%)	2,823 (18%)
Special Admit	146	195	305	312	349 (12%)	367 (5%)
Incarcerated Inmate Ed				N/A	25	40 (60%)
CDCP	37	39	20	**9**	10 (15%)	12 (15%)
Non-Credit	-	-	0	0	5	8 (60%)

Forecast based on 2020-21

Enrollment Expansion:

- **Special Admit: Expansion of Dual Enrollment & Early College**

  Our engagement and collaborative efforts with K/12 partners in the last two years are substantially expanding with the offering of dual courses starting in 9th grade. We are adding sections in multiple disciplines based on student needs, interests, and college and career aspirations. Utilizing an equity lens, we determine which students do not currently have access but would benefit from dual enrollment. Concurrently, we have developed a support infrastructure in partnership with the high schools to ensure student success. A team of PC Counselors and Ed Advisors are assigned to each school to provide academic support, career advice and Student Educational Plans.

- **Inmate Education: New Partnerships**

  A new partnership with Bakersfield College has opened opportunities to join efforts to serve the inmate population, starting at the North Kern Detention Center. We are developing partnerships to also serve Juvenal and Detention facilities in Tulare County. Our new Raising Stars program will support these students and other justice involved or previously incarcerated youth, through educational and "Clean-Slate" Programs, such as Project Re-bound in partnership with Fresno State.

- **CDCP/Non-Credit: Adult Learners engagement:**

  Educational attainment in Tulare County as it relates to Highest levels of education for those 25 years and older, reflects that 21.3% have a Post-secondary Degree, and 31.8% have no High School diploma. There is a population of non-traditional learners to serve and tangible opportunities to engage adult learners in college education and workforce preparation.

  We are developing a college-wide strategy of enhancing and/or developing innovative programs to serve the non-traditional student market. Opportunities exist to work closely with industry, business, and community partners, such as ZeroNox Inc, Walmart and the CA Farmworkers Foundation, to create and invest in programs in CTE that meet the needs of the regional economy. Focus areas include Hospitality Management, Culinary Arts, Agriculture Production, and Industrial Maintenance.

  This expansion would require infrastructure, appropriate instructional labs, equipment, and faculty. This investment will also support the implementation of Credit for Prior Learning and Competency-Based Education.

SUPPLEMENTAL TARGETS & TACTICS

Supplemental	2018-19	2019-20	2020-21	2021-22	*2022-23	*2023-24
AB540	213	219	210	163	187 (15%)	210 (12%)
Pell Recipient	2,233	2,380	2,397	1,730	2,041 (18%)	2,307 (13%)
CCPG Recipient	3,745	4,013	3,973	3,339	3,506 (5%)	3,681 (5%)

* Forecast based on 2020-21

Expansion of aid to qualifying students

The Financial Aid office will double efforts to ensure all eligible students apply and receive financial services. We will implement strategies to effectively reach AB540/Dreamer populations who may also benefit from free legal services. Intentional support to address students' basic needs and mental wellness to help them stay enrolled.

Supporting the needs of our student Demographics
We are a designated HIS institution serving 80% LatinX students, with 68% qualifying for some form of financial aid. Support Services and academic offerings are designed to close the achieving gaps affecting our First-Generation students. As our enrollment grows, we will continue our efforts to support every student.

- Financial Literacy for HS Freshman
- Bilingual Community Workshops
- First-Gen Engagement Campaign
- HS students and their families Workshops
- Expansion of Pell recipients and AB540 students

STUDENT SUCCESS TARGETS & TACTICS

Student Success All Students	2018-19	2019-20	2020-21	2021-22	*2022-23	*2023-24
Associates Degree for Transfer	112	176	251	241	241 (0%)	246 (2%)
Associates Degree	264	337	330	260	260 (0%)	265 (2%)
Bachelor's Degree	N/A	N/A	N/A	N/A	N/A	N/A
Credit Certificate	68	86	47	45	46 (2%)	47 (2%)
Completion of Transfer Level Math & English	122	185	220	128	131 (2%)	133 (2%)
Successful Transfer to 4-year school	163	156	236	303	309 (2%)	315 (2%)
9+ CTE Units Completed	581	635	616	446	455 (2%)	464 (2%)
Attainment of Regional Living Wage	540	600	696	736	765 (4%)	796 (4%)

Forecast based on 2020-21

Supporting the Student Journey to successful completion

- **Increase the number of degree completion and transfers in proportion with enrollment growth:**

  - Focus on increasing the percentage of high school students earning more college units and degrees through dual enrollment.
  - Guided Pathways implementation will provide a more structured, relevant program to each student. We expect to see increased year-to-year retention and graduation rates and reduced graduations with excess credits.
  - Completion rate increases will be supported by Comprehensive Student Educational Plans, Intrusive Counseling and "15-to finish" campaigns, implemented to support students through their academic journey.
  - Progress reports and academic supports will be utilized as an intervention to keep students on-track to complete their English and Math requirements.
  - Investment in technology to support degree-awarding automation will ensure we capture all certificates and degrees.

- **Intersegmental Partnerships that establish pathways to programs that address workforce needs:**

  Partnership with "the University Transfer Scholars Program" at Fresno State and with CSU Bakersfield's "Finish in 4 Pathways" will increase transfer admissions rates, training of counselors and advisors on UC and CSU admissions policies, financial aid, and student support programs.

- **Ensuring that students are learning with clear program outcomes and effective instructional practices**

  PC supports faculty interests in developing and implementing innovation in the classroom. By providing content that is relevant and inclusive, students will have increased opportunities to interact in ways that support learning. Other areas to explore and adapt are:

  - Faculty orientation and peer support
  - Rethinking faculty practices such as grading, syllabus, and office hours
  - Course design/classroom instruction
  - International collaboration and applied learning experiences
  - Virtual reality tools to enhance the students learning experience
  - Incentives and investments to support continuous improvement