

**PORTERVILLE COLLEGE**  
**PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Program Name:  
Academic Support Services

Contact Person:  
Reagen Dozier

Submission Date:  
12/2/24

**Porterville College Mission Statement:**

With students as our focus, Porterville College provides our diverse local communities with quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

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

1. Provide quality academic programs to all students.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide comprehensive support systems tailored to each student's skill level.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

**Guided Pathways Framework:**

1. Clarify the Path: Create clear curricular pathways to employment and further education.
2. Enter the Path: Help students choose and enter their pathway.
3. Stay on the Path: Help students stay on their path.
4. Ensure Learning: Ensure that learning is happening with clear outcomes.

**Program Mission Statement:**

**Academic Support Services Mission Statement:**

*Empowering Student Success Through Academic Support*

Academic Support Services includes the Library, Learning Center, Testing Center (located in the Learning Center), Innovation Centers, and Student Success Programs (MESA, Title V PASO, and the Academic Support Services Student Worker Program – primarily located in the Innovation Centers and Learning Center). Our mission is to provide student-centered academic support that enhances learning, research, mentorship, and career readiness. We offer tutoring, peer academic mentoring, peer tech navigation, group study sessions, educational resources, and librarian research assistance.

In peer learning sessions, students engage in a collaborative learning community, strengthening their problem-solving and critical-thinking skills while preparing for academic and career success.

**Vision:**

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At Academic Support Services, we are committed to:

- Providing high-quality academic support and training for peer educators
- Helping students develop leadership, study skills, and career readiness
- Creating meaningful learning experiences that promote student success and lifelong learning

**Service Area Outcomes (SAOs):**

(For each Service Area Outcome (SAO) identified by your program, please complete the table below describing how the assessment results have been discussed in the program and how they impact your goals and needs. If your program has more than two SAOs, please add rows.)

SAO Statement	Describe assessment results and discussion of this SAO	Describe how the results impact your goals and needs going forward
1. Students who utilize the Learning Center and Innovation Centers will succeed in their courses.	<ul style="list-style-type: none"> <li>• Data from the 2023-24 Academic Year shows that students who utilized Learning Center and Innovation Centers had significantly higher course success rates compared to those who did not engage with these resources.</li> <li>• A correlation was found between the number of visits to these centers and student success rates.</li> <li>• Course success rates improved across most demographics; however, equity gaps remain for certain populations, particularly for Filipino students and students over the age of 50.</li> <li>• The increased usage of services aligns with a 191% growth in unduplicated students served since 2020-21.</li> </ul>	<p>Continue expanding outreach efforts, ensuring faculty encourage students to utilize services.</p> <p>Address persistent equity gaps by developing targeted interventions for underrepresented populations and adult learners over 50.</p> <p>Enhance data collection on student use of services to refine and improve academic support strategies.</p> <p>Increase staffing, particularly in subject areas where tutoring demand is high.</p>

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<p>2. Students who regularly engage with the Learning Center and Innovation Centers will persist in subsequent semesters.</p>	<ul style="list-style-type: none"> <li>Students who utilized Learning Center and Innovation Centers had a persistence rate higher than the college-wide average.</li> <li>Peer mentorship programs and structured tutoring were identified as key contributors to student retention.</li> <li>A significant increase in student engagement was recorded among students attending at-risk intervention programs, such as progress report campaigns and direct referrals from faculty.</li> </ul>	<p>Expand mentorship initiatives, including the PASO Explorer Program and MESA Scholar Program, to further encourage academic persistence.</p> <p>Establish structured academic check-ins for students engaging in tutoring and mentoring services.</p> <p>Enhance collaboration between faculty and student success programs to identify students in need of additional support early in the semester.</p> <p>Increase awareness and engagement with Innovation Centers as a resource for professional development and transfer exploration.</p>
<p>3. Students will report satisfaction with the Lending Library.</p>	<ul style="list-style-type: none"> <li>In fall 2024, surveys were sent to all students who checked out items from the Lending Library. A total of 61 students responded. <ul style="list-style-type: none"> <li>86.9% of students found the Lending Library to be useful.</li> <li>91.8% of users found the request and pick-up process to be simple.</li> </ul> </li> </ul>	<p>The survey results confirm the Lending Library's high impact and ease of access for students. Moving forward, we aim to:</p> <ul style="list-style-type: none"> <li>Expand the Lending Library</li> </ul>

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		<p>collection by securing additional funding and acquiring more high-demand textbooks and technology.</p> <ul style="list-style-type: none"> <li>• Increase awareness and accessibility of the Lending Library by integrating it into orientation sessions, faculty syllabi, and student outreach campaigns.</li> <li>• Explore digital lending options for increased flexibility and accessibility.</li> </ul>
<p>4. After attending a library orientation, students will indicate they are prepared to conduct research.</p>	<ul style="list-style-type: none"> <li>• We attempted to collect feedback from faculty after each library orientation, but response rates were too low to draw meaningful conclusions.</li> </ul>	<p>To improve assessment and ensure we're capturing the library's instructional impact, we will:</p> <ul style="list-style-type: none"> <li>• Implement immediate</li> </ul>

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		<p>post-orientation surveys so students can provide feedback in real time.</p> <ul style="list-style-type: none"><li>• Standardize research confidence assessments in all orientations to measure student skill development before and after the session.</li><li>• Collaborate with faculty to embed the survey as an exit ticket or participation requirement to increase response rates.</li></ul>
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**Program Analysis and Trends:**

(This section is intended to evaluate your program, including data review, changes over the past three years, progress on previous goals, strengths of the program, and areas for improvement.)

***Data Review***

(Please review data provided by the KCCD Office of Institutional Research here. Discuss trends in your program including things such as enrollment, offerings, demographic trends, course success rates, and awards. Be sure to address any equity issues in your data, including course success rate differences.)

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**Academic Support Services:**

Academic Support Services plays a critical role in fostering student success through tutoring, mentoring, research assistance, and specialized student success programs. By providing structured support through the Learning Center, Testing Center (located in the Learning Center), Innovation Centers, and Library, we help students excel in their coursework and persist through their educational journey. The data consistently demonstrates that students who engage with our services achieve higher course success rates and persist at higher levels than those who do not.

Over the last three academic years, Academic Support Services has seen unprecedented growth in student engagement, driven by targeted outreach, faculty partnerships, and structured academic interventions. This expansion has resulted in higher course success rates, improved persistence, and stronger retention among students who utilize our services.

**Key Data Trends and Emerging Needs:**

As we analyze trends and outcomes, the data highlights the need for expanded institutional investment to sustain and build upon our progress. Moving forward, additional staffing is needed across all areas of Academic Support Services to meet growing student demand. Additionally, modernized furniture, enhanced study spaces, technology and software expansion, particularly cohort-monitoring tools for Student Success Programs, general fund investment in the Lending Library and Innovation Centers, and larger physical space for program growth are critical next steps to ensure continued student success.

**Highlights:**

Category	Key Findings
<b>Increased Student Engagement &amp; Success</b>	Students who utilized the Learning Center and Innovation Centers had significantly higher course success rates than those who did not. A direct correlation was found between the number of visits and student success, reinforcing the impact of structured academic support.
<b>191% Growth in Unduplicated Students Served</b>	The Learning Center experienced a 191% increase in unduplicated students from 2020-21 to 2023-24, reflecting the effectiveness of targeted interventions such as faculty referrals, direct student outreach, and embedded course support.

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<b>Student Awareness &amp; Utilization of Services</b>	95.32% of students are aware of free tutoring services, and 88.37% know about virtual tutoring options. However, only 62.5% of struggling students sought tutoring support, highlighting the need for additional engagement strategies.
<b>Persistence &amp; Retention Rates</b>	Students who engaged with the Learning Center and Innovation Centers had higher persistence rates than the college-wide average. Faculty referrals, early progress report interventions, and student success programming played a key role in retention.
<b>Lending Library Impact</b>	86.9% of students found the Lending Library useful, and 91.8% reported that the request and pick-up process was simple. The Lending Library remains an essential resource in breaking financial barriers for students. General fund investment is needed to ensure continued expansion and sustainability.
<b>Library Usage Growth</b>	The number of library visitors increased from 63,188 in 2023 to 66,604 in 2024, averaging 350 visitors per day. This growth underscores the Library's role as a vital academic and study space, reinforcing the need for modernized furniture and study room expansion to accommodate demand.
<b>Innovation Centers Growth &amp; Sustainability Needs</b>	The Innovation Centers have doubled student engagement since their launch in spring 2022 and consistently demonstrate higher course success rates among students who use them. However, Innovation Centers remain entirely grant-funded, with no general fund support for staffing or operations. Institutional investment is critical to sustain this high-impact initiative.
<b>Space Limitations for Program Growth</b>	The current location of the Innovation Centers is too small to accommodate the growing student demand for peer mentorship, academic support, and workforce development initiatives. A larger, more centralized space is necessary to facilitate growth and ensure all students have access to collaborative learning environments.
<b>Development of Student Success</b>	Building upon the high graduation rates and professionalization of the Academic Support Services Student Worker Program, two new student

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<b>Programs (MESA, Title V PASO, and Academic Support Services Student Workers)</b>	success programs are being developed: MESA Scholars, which supports economically and educationally disadvantaged calculus-based STEM majors, and Title V PASO Explorers, which provides specialized support for 25+ adult learners and students facing systemic barriers.
<b>Technology and Educational Software Expansion</b>	To meet the rising student engagement and success rates across the Learning Center and Innovation Centers, we need an integrated academic support platform to manage tutoring, mentoring, and testing in one system. To better support targeted outreach—especially to struggling students who are not yet utilizing services—we require cohort tracking tools for MESA Scholars and PASO Explorers. We also need a timekeeping system (e.g., Humanity) for student workers, expanded access to educational tools like Kahoot and Canva for engagement workshops, and more databases for research. Finally, we will explore AI tools for academic research and tutoring in collaboration with faculty to support academic integrity and effective use.
<b>Campus-Wide Partnerships and Cross-Department Collaboration</b>	Academic Support Services collaborates across campus to support student success. Partnerships include Rising Scholars (textbooks, mentorship), DRC (accommodation testing, tutoring), Transfer & Career Center (events, trips), and Basic Needs/Financial Aid (stipends, snacks). We present in Counseling courses, support CHAP, promote OER/ZTC, and co-host the PC/PAS/WIB Job Fair. Ongoing projects with SEA Program (BSI Portion), Mathematics, and Language Arts include non-credit certificates. Our partnership with the Tule River Tribe brings in Career Ed, Social Sciences, and Student Services, centering equity and community in all we do.

**Moving Forward: Institutional Investment for Long-Term Growth**

The data is clear—Academic Support Services positively impacts student success, and its programs continue to grow in reach and effectiveness. However, to sustain this impact and expand access, institutional investment is required in several key areas:

- **Additional Staffing Across All Areas** – Current staffing levels cannot keep pace with student demand. Expanding professional and student worker staffing is necessary to maintain quality academic support services.
- **Modernized Furniture & Study Spaces** – As student usage increases, upgrading study environments will create more effective, collaborative learning spaces for students.



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- **General Fund Support for the Lending Library & Innovation Centers** – Both programs are heavily utilized but entirely grant-funded. Without long-term funding, students may lose access to these critical resources.
- **Expansion of Physical Space** – The Innovation Centers and Learning Center need more space to accommodate growth. A centralized, expanded location is necessary to support student engagement, tutoring, mentorship, and career readiness programs.
- **Technology & Software Needs** – To streamline service delivery and scale support, we need integrated educational software for tutoring, mentoring, and testing; timekeeping software for student workers; expanded tools like Kahoot and Canva for engagement; cohort-tracking platforms for MESA and PASO; and enhanced database access in the Library. Exploring AI-powered tools for academic research and support—while ensuring academic integrity—will also be a priority in partnership with faculty.

**Academic Support Services Academic Year 23-24 (Excluding Library)**

**Appointments and Students**

The total counts of appointments and distinct students are displayed regardless of attendances.

This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created

5,013

Distinct Students

1,778

**Attendance Categories**

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.

Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled

8,142

Drop-In

110

No-Show

271

Canceled

649

**Academic Support Services Academic Year 22-23 (Excluding Library)**

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### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.

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Appointments Created

4,630

Distinct Students

1,474

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.

Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled

4,761

Drop-In

260

No-Show

259

Canceled

696

## Academic Support Services Academic Year 21-22 (Excluding Library)

### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.

This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created

2,665

Distinct Students

861

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.

Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled

2,486

Drop-In

352

No-Show

173

Canceled

189

## Lending Library Fulfilled Requests for Term:

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Term	Fulfilled Requests (unduplicated students)	Fulfilled Requests (duplicated students)	Total Requests for Term	% of Total Requests Filled
Fall 2021	491	616	954	0.65
Spring 2022	451	558	776	0.72
Summer 2022	213	248	366	0.68
Fall 2022	713	947	1359	0.70
Spring 2023	594	766	1048	0.73
Summer 2023	241	266	385	0.69
Fall 2023	784	1100	1858	0.59
Spring 2024	786	1055	1566	0.67

**Persistence Rates for Learning Center & Innovation Center Visitors at Porterville College:**

		LC Visitors	Overall -PC
<b>Fall to Spring</b>	2019-2020	82.1%	70.7%
	2020-2021	76.5%	67.2%
	2021-2022	75.9%	65.9%
	2022-2023	82.7%	72.1%
	2023-2024	80.2%	71.2%
<b>Fall to Fall</b>	2018-2019	59.1%	48.6%
	2019-2020	52.2%	44.9%
	2020-2021	45.4%	44.8%
	2021-2022	51.7%	46.1%
	2022-2023	57.8%	50.1%

\*The above cohorts include all PC census-enrolled students whose Home College was PC. No student types (such as dual/concurrent) or graduating students were excluded from the calculations.

**Academic Support Services Course Success Rates by Academic Year (LC = Innovation Centers and Learning Centers) (Excluding Library):**

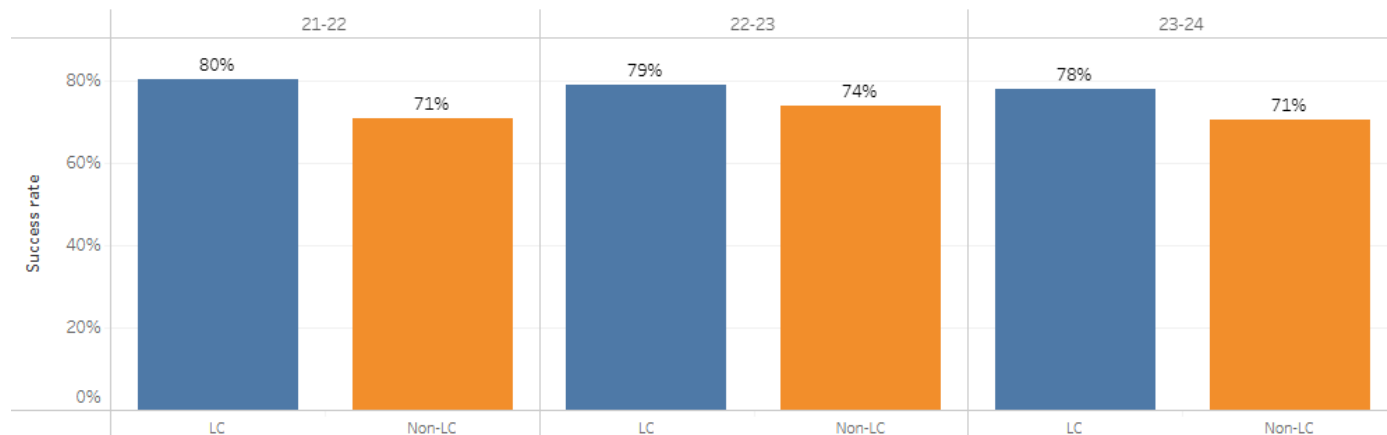
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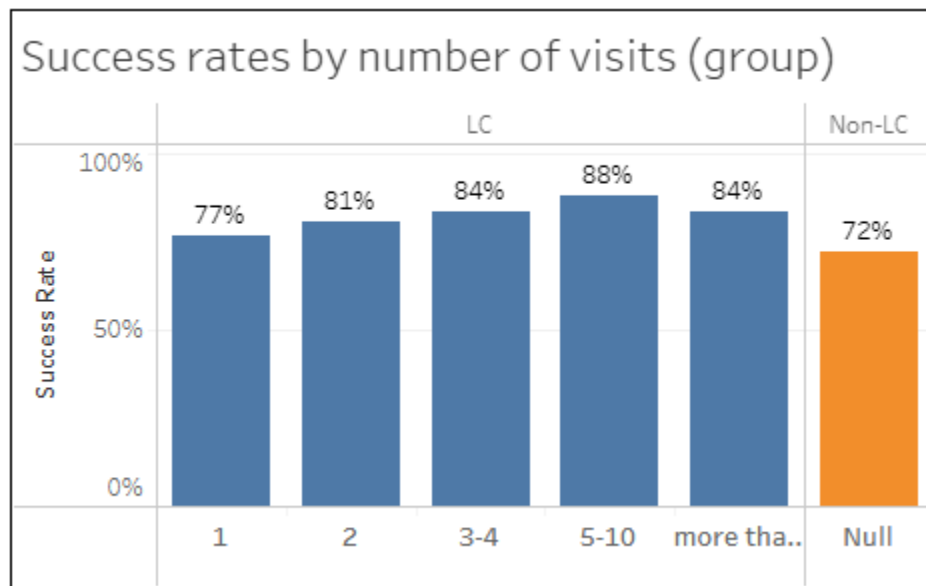
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### Academic Support Services Course Success Rates by Number of Visits (Excluding Library):



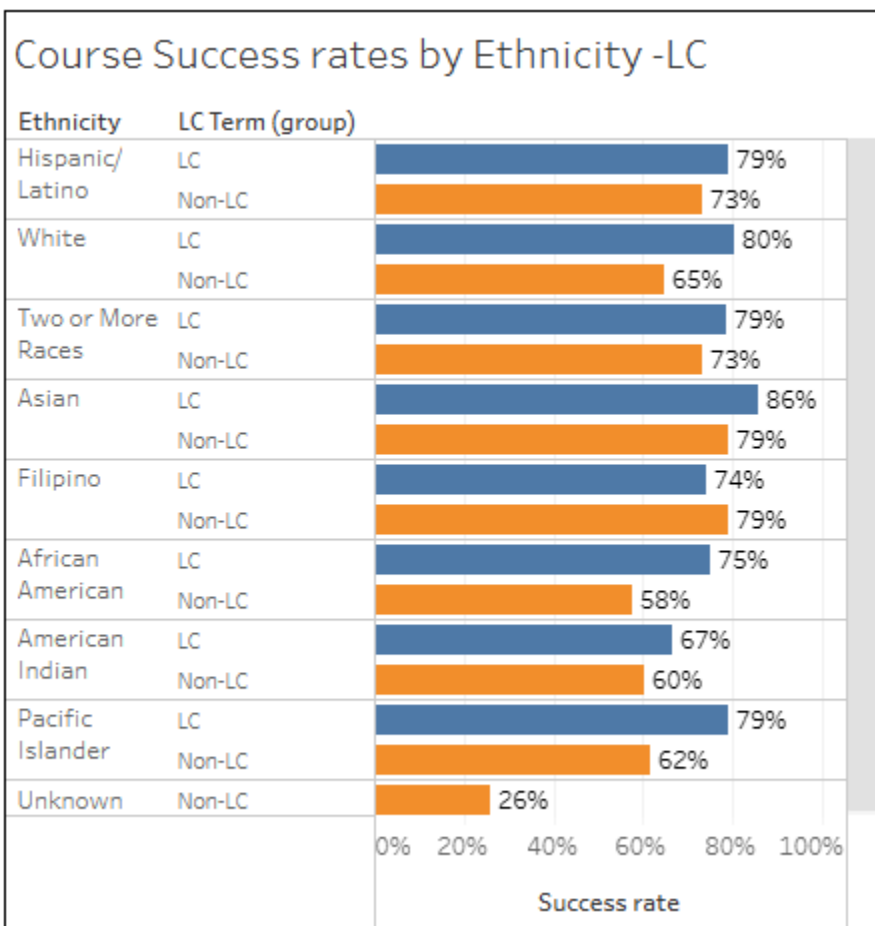
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**Academic Support Services (Excluding Library) Course Success Rates by Demographics:**



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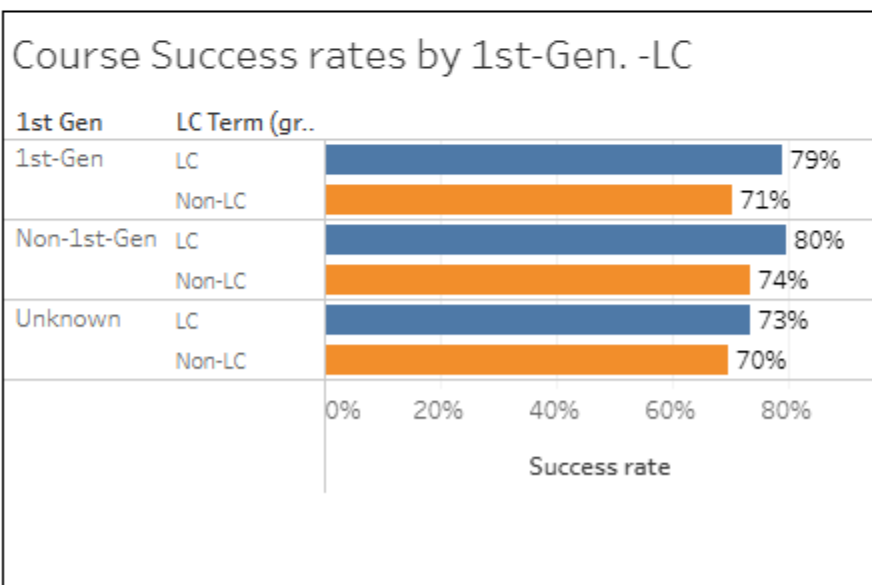
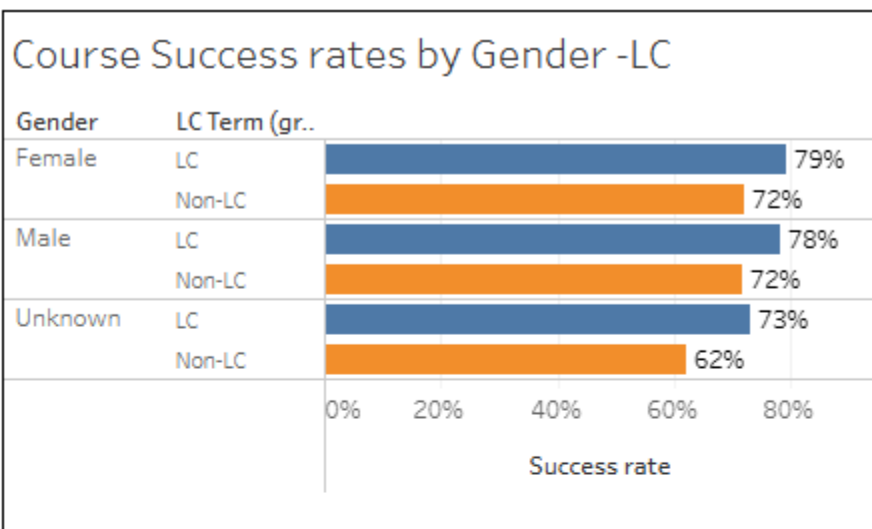
**Academic Support Services (Excluding Library) Course Success Rates by Demographics (Cont.):**

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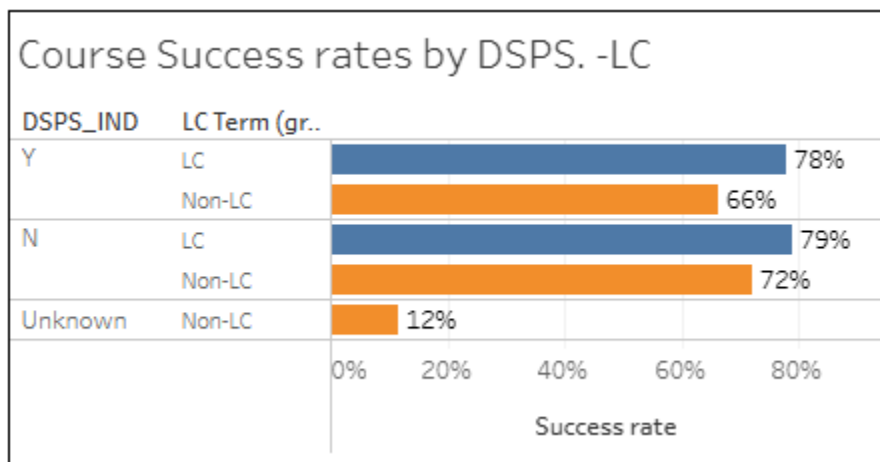
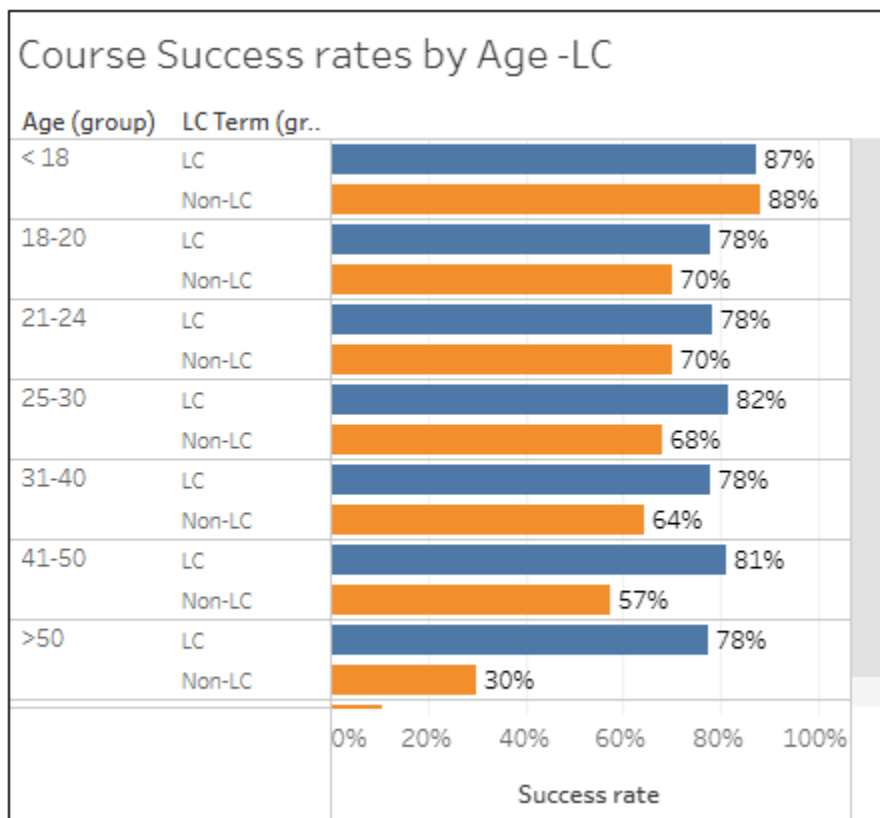
**Academic Support Services (Excluding Library) Course Success Rates by Demographics (Cont.):**

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**Academic Support Services (Excluding Library) Visitor GPA by Year:**



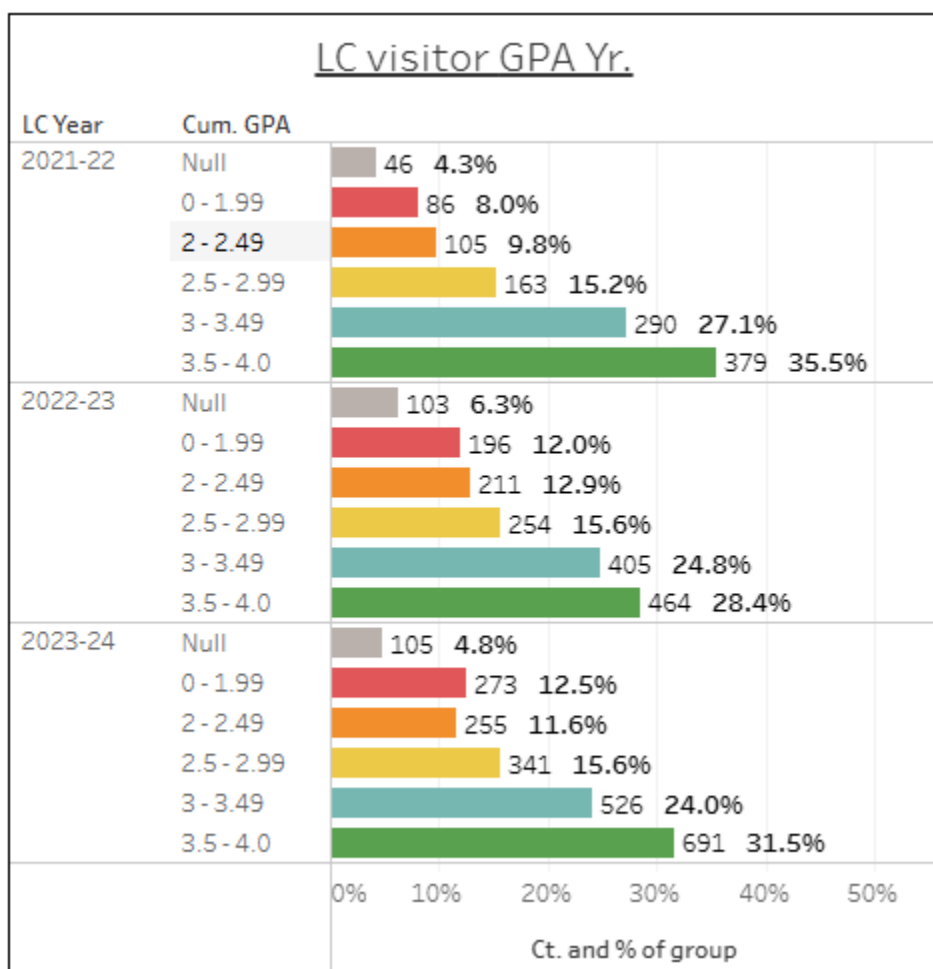
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### Learning Center:

The Learning Center has demonstrated substantial growth in student engagement and academic support, with 1,157 unduplicated students served in the 2023-24 academic year. This represents a 191% increase from the 2020-21 academic year when only approximately 400 unduplicated students utilized the Learning Center. Year-over-year, the Learning Center experienced a 36% increase in unduplicated students served and a 24% increase in total tutoring appointments, showcasing the continued expansion of its reach and effectiveness.

### **Factors Contributing to Increased Student Engagement**

This significant growth aligns with a **proactive recruitment strategy** that incorporates five key initiatives:

1. **Targeted Outreach via EAB Navigate** – Weekly email campaigns directed at students with a GPA at or below 2.0 in math, English, science, and other courses.

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2. **Faculty-Driven Progress Reports** – Direct outreach to students identified as at risk due to non-passing grades or excessive absences.
3. **In-Class Presentations & Orientations** – Embedding Learning Center information into DRC orientations and classroom visits to student success courses.
4. **Integration with the PC Promise Program** – Ensuring first-year students are introduced to academic support services early.
5. **Student Worker Contribution** – Requiring tutors and PASS Leaders to assist at least 15 unduplicated students per semester, with plans to increase this requirement to 20 in the next academic year.

### **Impact on Student Success**

The Learning Center Dashboard compares students who utilized Learning Center services versus those who did not reveal a strong correlation between tutoring visits and course success rates. The data, disaggregated by subject area (English, math, and other courses), confirmed that students who engaged with Learning Center services multiple times had significantly higher pass rates. This reinforces national trends in tutoring effectiveness, underscoring the Learning Center's role in student retention and academic achievement.

### **Key Trends for Student Success in the Learning Center**

1. **Higher Course Success Rates for Learning Center Users**  
Students who utilize Learning Center services consistently achieve higher course success rates than their peers who do not. The greatest improvements are seen among African American students, DSPS students, and older adult learners.
2. **Significant Growth in Student Engagement**  
The Learning Center has seen a 191% increase in unduplicated student usage since 2020-21, with a 36% year-over-year growth in student participation. The structured outreach strategies, including targeted email campaigns, progress report interventions, and classroom presentations, have contributed to this sustained increase.
3. **Impact on First-Generation and Non-Traditional Students**  
First-generation students who use the Learning Center have an 8 percentage point higher success rate compared to non-users. Similarly, students over 50 who utilize the Learning Center experience a 48 percentage point increase in success rates, emphasizing the importance of continued academic support for these populations.
4. **Student Awareness of Services is High, but Engagement Can Improve**  
While 95.32% of students are aware of free tutoring services and 88.37% know about virtual options, only 62.5% of struggling students actively seek tutoring support. Future efforts should focus on breaking down barriers that prevent students from engaging in available resources.
5. **Continued Investment in Peer Academic Support is Essential**  
The structured training and mentorship model for student workers—through the Academic Support Services Student Worker Program—has improved peer-led tutoring

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quality. Ensuring continued professional development and subject diversification among student tutors will be crucial for meeting the evolving academic needs of Porterville College students.

**Learning Center Overall Appointments & Students 23-24**

**Appointments and Students**

The total counts of appointments and distinct students are displayed regardless of attendances.  
This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created	Distinct Students
3,078	1,157

**Attendance Categories**

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.  
Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled	Drop-In	No-Show	Canceled
4,942	38	129	338

**Learning Center Overall Appointments & Students 22-23**

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### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.  
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Appointments Created  
**2,535**

Distinct Students  
**852**

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### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.  
Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled  
**2,561**

Drop-In  
**111**

No-Show  
**53**

Canceled  
**377**

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## Learning Center Overall Appointments & Students 21-22

### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.  
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Appointments Created  
**1,566**

Distinct Students  
**480**

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### Attendance Categories

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Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled  
**1,451**

Drop-In  
**63**

No-Show  
**89**

Canceled  
**87**

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## Learning Center Without Testing Overall Appointments & Students 23-24

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### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.

This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created

2,280

Distinct Students

887

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.

Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled

3,439

Drop-In

37

No-Show

127

Canceled

221

## Learning Center Without Testing Overall Appointments & Students 22-23

### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.

This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created

1,559

Distinct Students

518

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.

Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled

1,304

Drop-In

72

No-Show

50

Canceled

231

## Learning Center Without Testing Overall Appointments & Students 21-22

# PORTERVILLE COLLEGE

## PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name:  
Academic Support Services

Contact Person:  
Reagen Dozier

Submission Date:  
12/2/24

### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.  
This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created  
**1,068**

Distinct Students  
**404**

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.  
Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

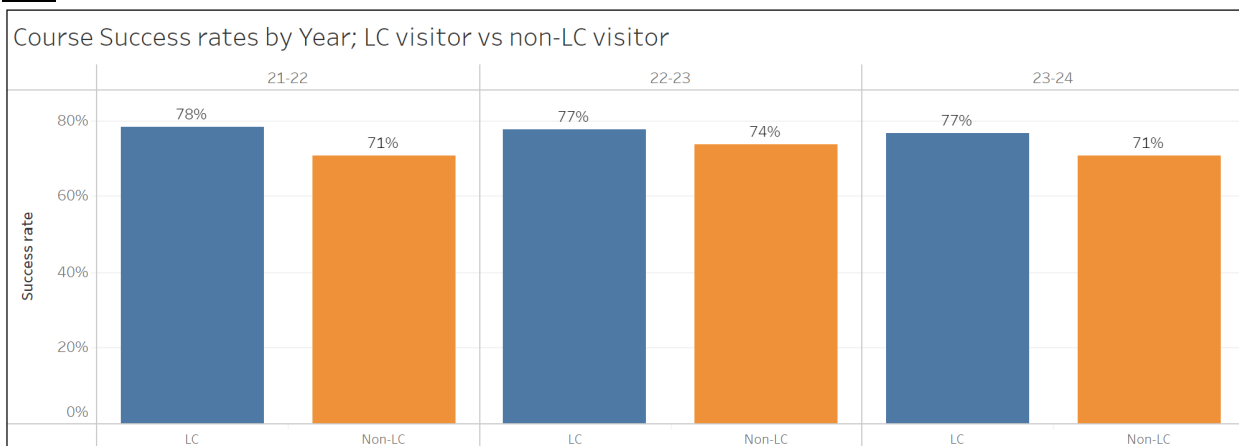
Scheduled  
**1,010**

Drop-In  
**27**

No-Show  
**89**

Canceled  
**57**

### Learning Center Overall Course Success Rates (Combined Academic Years 2021-22 – 23-24):



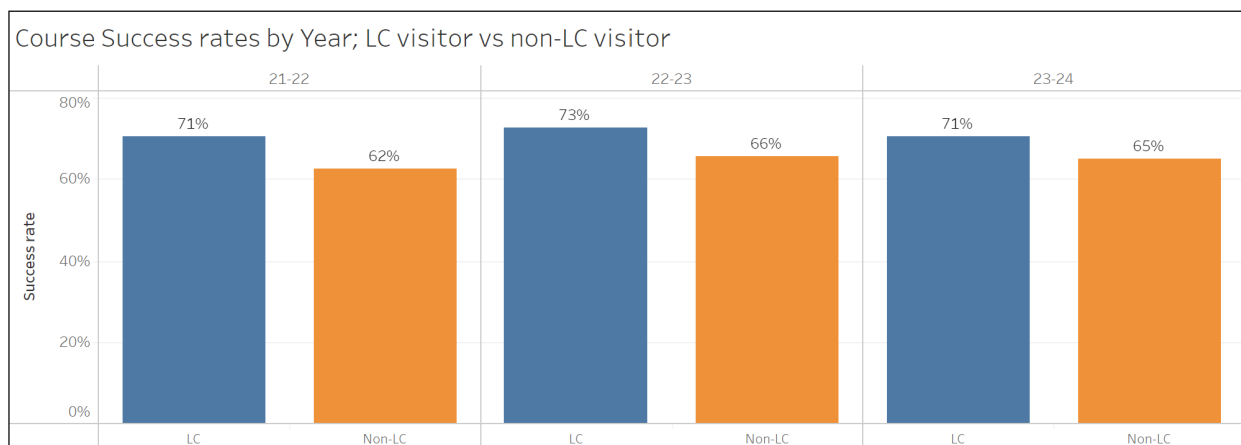
### English Course Success Rates (Combined Academic Years 2021-22 – 23-24):

**PORTERVILLE COLLEGE**  
**PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Program Name:  
Academic Support Services

Contact Person:  
Reagen Dozier

Submission Date:  
12/2/24



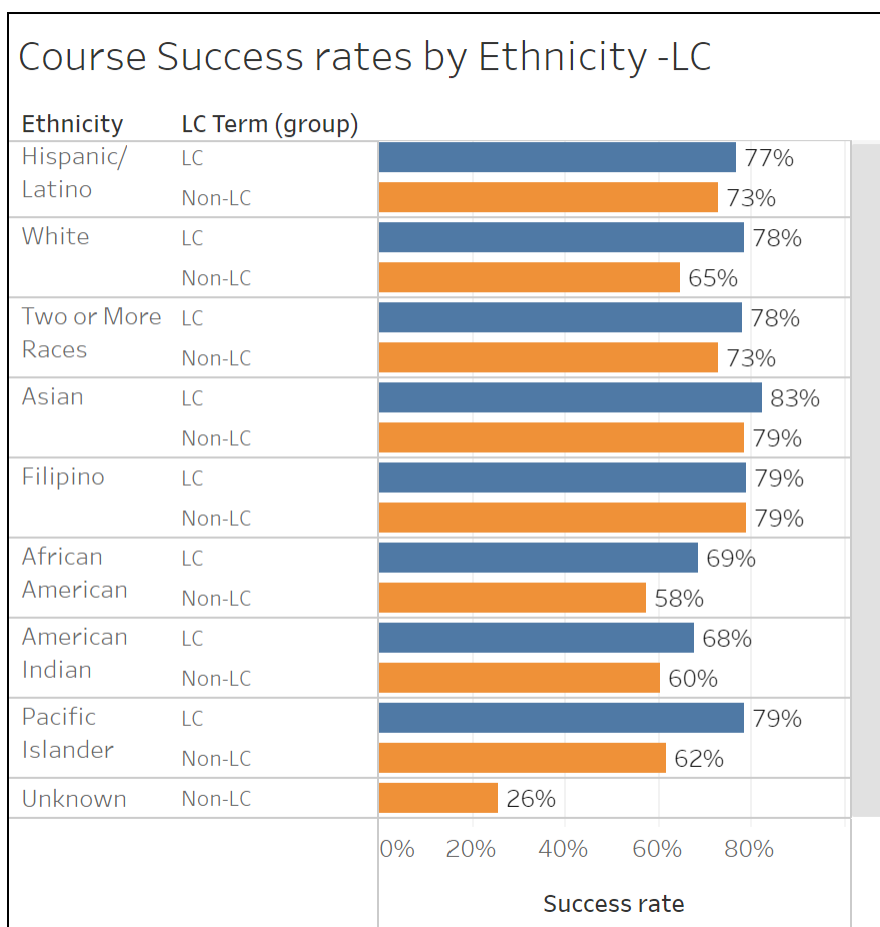
**Learning Center Course Success Rates - Demographics (Combined Academic Years 2021-22 – 23-24):**

**PORTERVILLE COLLEGE**  
**PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Program Name:  
Academic Support Services

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Submission Date:  
12/2/24



**Learning Center Course Success Rates - Demographics (Combined Academic Years 2021-22 – 23-24) (Cont.):**

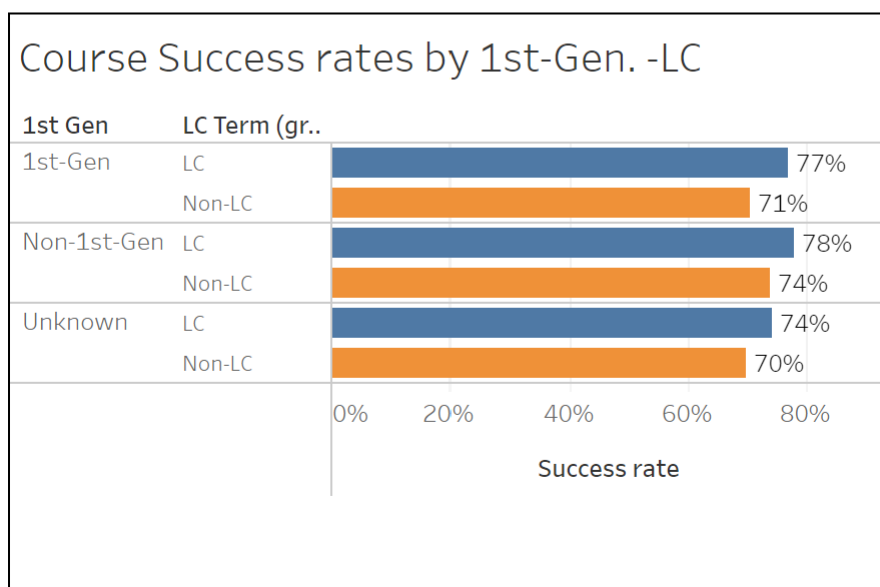
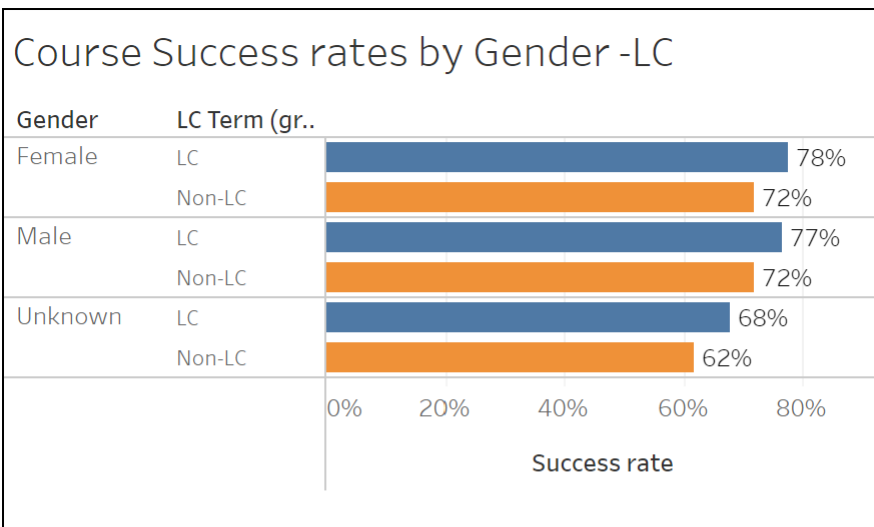


**PORTERVILLE COLLEGE**  
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Academic Support Services

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12/2/24



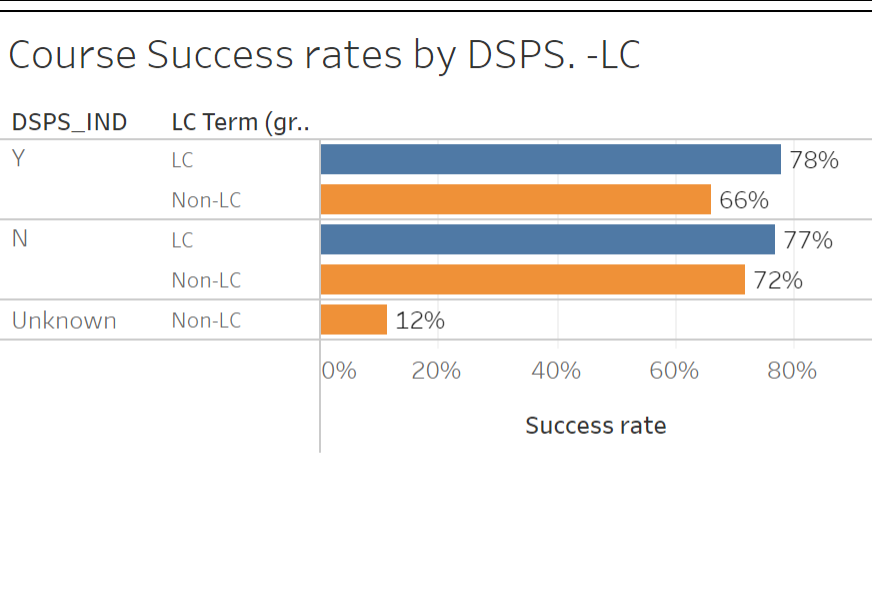
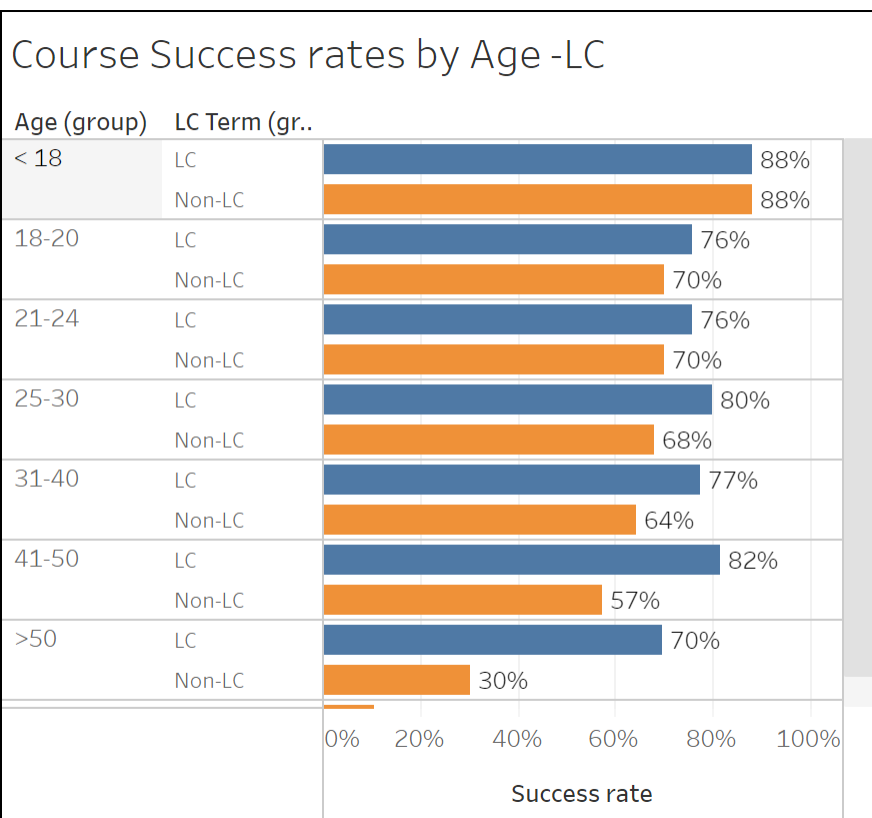
**Learning Center Course Success Rates - Demographics (Combined Academic Years 2021-22 – 23-24) (Cont.):**

**PORTERVILLE COLLEGE**  
**PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Program Name:  
Academic Support Services

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Submission Date:  
12/2/24



**Academic Support Services Student Worker Program (Located in Learning Center, Library, and Innovation Centers):**

**PORTERVILLE COLLEGE**  
**PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Program Name:  
Academic Support Services

Contact Person:  
Reagen Dozier

Submission Date:  
12/2/24

**Graduation Rates\***

Student Workers

Cohort Year	Denominator	2-yr Grad Rate	3-yr Grad Rate	4-yr Grad Rate
2016-17	7	0%	0.0%	14.3%
2017-18	9	0%	11.1%	55.6%
2018-19	15	0%	20.0%	46.7%
2019-20	30	36.7%	50.0%	66.7%
2020-21	32	25.0%	53.1%	68.8%
2021-22	42	38.1%	61.9%	N/A
2022-23	40	50.0%	N/A	N/A

College Reading & Learning Association (CRLA) Training	
Academic Year	Total Trainings
2017-18	7
2018-19	8
2019-20	2
2020-21	10
2021-22	3
2022-23	11
2023-24	6
<b>TOTAL</b>	<b>47</b>

**Testing Center (Located in Learning Center):**

The Testing Center, located in the Learning Center, has seen a substantial increase in student usage over the past five years (comparison data is from 2018-19 due to the Testing Center temporarily closing for COVID from Spring 2020 to Summer 2021), demonstrating its growing importance in providing academic accommodations, makeup testing, industry certification testing, and exam proctoring. A comparison between 2018-2019 and 2023-2024 highlights this expansion and the continued reliance on testing services at Porterville College. In 2018-19, the

**PORTERVILLE COLLEGE**  
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Program Name:	Contact Person:	Submission Date:
Academic Support Services	Reagen Dozier	12/2/24

Testing Center served 289 unduplicated students, 32% were DRC students, in comparison to 2023-24 academic year in which 381 unduplicated students were served, 27% were DRC students.

**Key Trends:**

1. Total unduplicated students using Testing Center services have increased by 32% (from 289 in 2018-19 to 381 in 2023-24), reflecting the expanding role of testing services in supporting student success.
2. DRC student usage has also grown, with 104 DRC students utilizing the Testing Center in 2023-24, compared to 93 in 2018-19. This 12% increase highlights the continued need for accommodated testing and accessibility services.
3. Non-DRC student participation has surged, rising 41% (from 196 students in 2018-19 to 277 students in 2023-24). This demonstrates an increasing reliance on exam proctoring services for make-up tests, placement exams, and industry certifications.
4. While the percentage of DRC students within the overall testing population has slightly declined (from 32% in 2018-19 to 27% in 2023-24), the total number of DRC students has increased, reinforcing the need to sustain and expand accessibility-focused testing services.

During the 2019-20 year, fall 2019 had 46 unduplicated DRC students and 95 non-DRC students. During spring 2020, there were 100 appointments for testing that had to be canceled due to COVID-19 and transferring to virtual. There was no testing done until fall 2021.

Unduplicated Students Testing Appointments				
Term/Academic Year	Total Unduplicated Student Testing in Learning Center	% of Learning Center students who tested that were DRC Unduplicated Students	Unduplicated DRC Students	Unduplicated Non-DRC Students
2021-22	100	57%	57	43
2022-23	397	25%	98	299
2023-24	381	27%	104	277

**Testing Center (Located in Learning Center) Overall Appointments & Students 23-24**

**PORTERVILLE COLLEGE**  
**PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Program Name:  
Academic Support Services

Contact Person:  
Reagen Dozier

Submission Date:  
12/2/24

### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.

This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created  
**798**

Distinct Students  
**381**

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.

Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled  
**1,503**

Drop-In  
**1**

No-Show  
**2**

Canceled  
**117**

## Testing Center (Located in Learning Center) Overall Appointments & Students 22-23

### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.

This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created  
**976**

Distinct Students  
**397**

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.

Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled  
**1,257**

Drop-In  
**39**

No-Show  
**3**

Canceled  
**146**

## Testing Center (Located in Learning Center) Overall Appointments & Students 21-22

# PORTERVILLE COLLEGE

## PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name:  
Academic Support Services

Contact Person:  
Reagen Dozier

Submission Date:  
12/2/24

### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.  
This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created

498

Distinct Students

100

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.  
Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled

441

Drop-In

36

No-Show

0

Canceled

30

### Innovation Centers:

Since their establishment in spring 2022 through the DHSI Title V Grant P031S200174, the Innovation Centers, encompassing the STEM Innovation Center, Business Innovation Center (Makerspace), and Literacy Innovation Center, have become an integral part of Academic Support Services at Porterville College. These centers provide a diverse range of academic, mentorship, and career development opportunities for students.

### Key Trends and Impact on Student Success

#### 1. Significant Growth in Student Engagement and Utilization

- The number of students engaging with the Innovation Centers has steadily increased over the last three academic years. In 2021-22, 537 distinct students utilized these resources. This number nearly doubled to 1,008 students by 2023-24, showcasing a rapid increase in participation.
- Total appointments created grew from 1,099 in 2021-22 to 1,935 in 2023-24, indicating that students are increasingly relying on Innovation Center services for academic support.

#### 2. Higher Course Success Rates Among Students Utilizing Innovation Centers

- Students who engage with the Innovation Centers consistently outperform their peers who do not utilize these services.
- For example, in 2023-24, students who visited the Literacy Innovation Center had an 81% success rate, compared to 71% for non-users. Similarly, STEM Innovation Center users had a 76% success rate, surpassing the 71% success rate of non-users.
- The Business Innovation Center followed the same trend, with users maintaining an 80% success rate, compared to 71% for non-users.

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- d. These findings confirm that structured academic support leads to improved student outcomes.

**3. Peer Academic Mentorship Growth and Student Impact**

- a. The Peer Academic Mentoring Program, housed in the Innovation Centers, has seen substantial growth.
- b. In 2021-22, the program only had 15 appointments with 42 distinct students.
- c. By 2023-24, the program expanded to 96 appointments and 123 distinct students, highlighting its increasing role in student support.
- d. The number of scheduled mentorship sessions skyrocketed from 8 in 2021-22 to 525 in 2023-24. This significant increase demonstrates the demand and effectiveness of peer mentorship in enhancing student success.

**4. Experiential Learning & Transfer Support through Cultural Heritage and Transfer Trips**

- a. The Cultural Heritage and Transfer Trip program has provided over 100 students with firsthand experiences at institutions like UCLA, UC Merced, UC Irvine, and USDA Agricultural Research Sciences Center.
- b. These trips offer students valuable insight into transfer pathways and career opportunities, reinforcing the Innovation Centers' role in expanding access to higher education and professional development.
- c. Beginning Fall 2024, this program will transition to Student Success Programs under MESA and PASO, ensuring continued support for transfer and career exploration.

**5. Strategic Partnerships for Student Success and Workforce Development**

- a. The Innovation Centers have fostered key partnerships that enhance student career readiness, internship access, and community engagement:
  - i. California Farmworkers Foundation – Collaboration to support Rural Initiatives/Growing Futures Program.
  - ii. Dolores Huerta Foundation – Development of VIVA program, providing mentorship for MESA Scholars and advocacy/transfer workshops for PASO Explorers.
  - iii. Socio-Environmental Network – Partnership for paid internship opportunities.
  - iv. U.S. Forest Services – Paid internships for MESA Scholars, expanding career prospects in environmental and STEM fields.
  - v. Outreach initiatives – Programs for rural areas including Ducor, Alpaugh, and Strathmore, as well as alternative break camps at Strathmore Elementary School via the PC Mini-Innovators Program.
  - vi. Community engagement – Hosted the Community Job Fair with Porterville Adult School and WIB of Tulare, strengthening student connections to employment opportunities.

**Moving Forward:**

## PORTERVILLE COLLEGE

### PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

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Academic Support Services

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Reagen Dozier

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12/2/24

The Innovation Centers have become a critical pillar of student success at Porterville College, providing structured academic support, mentorship, career readiness programs, and hands-on experiential learning opportunities. Despite their undeniable impact, the Innovation Centers remain entirely grant-funded, with no dedicated general fund budget to sustain their long-term operation. Without institutional investment, the future of these transformative programs remains uncertain.

Currently, only the MESA and Title V PASO programs have classified professional support through Program Technicians, Student Success Programs, while Peer Academic Mentors—who have demonstrated significant impact on student success—are employed as professional experts, working part-time on grant funding. Given their substantial role in mentoring, academic coaching, and student engagement, this program must be institutionalized to ensure continued access to peer-to-peer learning models that have proven to increase student retention and success rates.

Students who utilize Innovation Center services outperform their peers, yet without ongoing financial support from the college's general fund, these programs risk being lost once grant funding expires. Investing in the Innovation Centers at the institutional level will allow Porterville College to:

1. **Sustain and Expand Proven Student Success Initiatives** – The centers have already demonstrated their effectiveness in improving course success rates, fostering career readiness, and increasing student engagement. Ensuring their longevity means continuing to provide these essential services.
2. **Institutionalize the Peer Academic Mentorship Program** – Peer mentors play a critical role in academic coaching, student motivation, and retention. Transitioning this program from grant-funded, part-time positions to permanent institutional support will provide long-term stability and allow for scaling mentorship opportunities across disciplines.
3. **Provide Stable Funding for Experiential Learning and Workforce Preparation** – Without a dedicated budget, key programs such as paid internships, research experiences, and transfer/cultural heritage trips will be at risk. These opportunities are especially vital for first-generation, low-income, and underrepresented students who rely on structured support to navigate higher education and career pathways.
4. **Ensure Equity in Academic Support Across Campus** – Unlike other student success programs that receive general fund support, the Innovation Centers operate on limited grant cycles, creating uncertainty for students and staff. To maintain consistency in academic and career services, the institution must commit to long-term funding solutions.

The Innovation Centers have already transformed student engagement and success at Porterville College. However, without institutional investment, the progress made in supporting underrepresented students, expanding career pathways, and fostering mentorship-driven learning could be lost. To truly commit to equitable student success, Porterville College must prioritize



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Program Name:	Contact Person:	Submission Date:
Academic Support Services	Reagen Dozier	12/2/24

general fund allocation for Innovation Centers and Peer Academic Mentorship, ensuring these essential programs continue to serve future generations of students.

**Innovation Centers Academic Year 2021-22:**

**Appointments and Students**

The total counts of appointments and distinct students are displayed regardless of attendances.  
This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created	Distinct Students
1,099	537

**Attendance Categories**

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.  
Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled	Drop-In	No-Show	Canceled
1,035	289	84	102

**Innovation Centers Academic Year 2022-23:**

**PORTERVILLE COLLEGE**  
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Program Name:  
Academic Support Services

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Reagen Dozier

Submission Date:  
12/2/24

### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.  
This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created

2,095

Distinct Students

891

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.  
Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled

2,200

Drop-In

149

No-Show

206

Canceled

319

## Innovation Centers Academic Year 2023-24:

### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.  
This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created

1,935

Distinct Students

1,008

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.  
Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled

3,200

Drop-In

72

No-Show

142

Canceled

311

**Innovation Center Course Success Rates in Comparison to Students that Did Not Receive Services (LC in blue = Innovation Centers):**

# PORTERVILLE COLLEGE

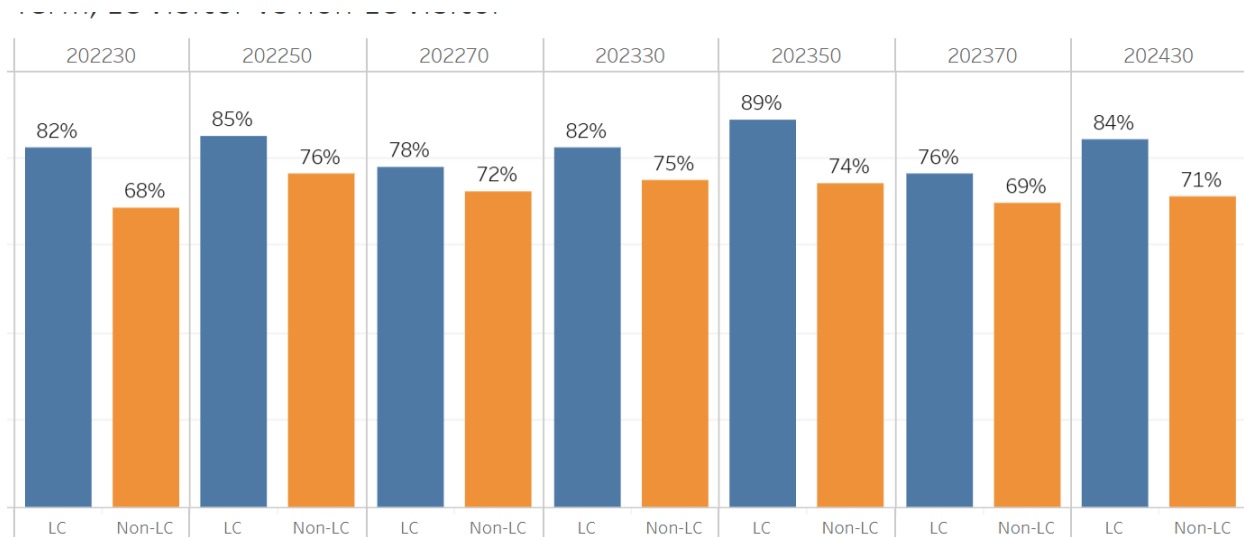
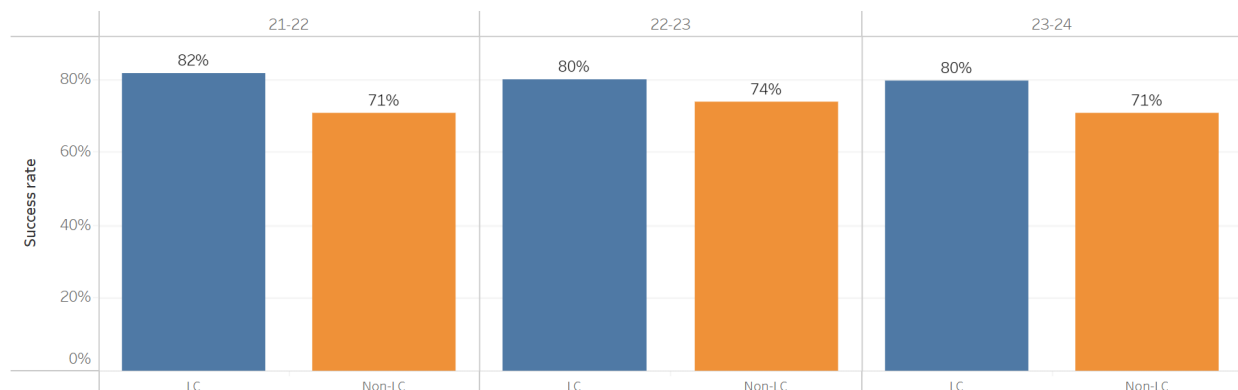
## PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name:  
Academic Support Services

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Submission Date:  
12/2/24

Course Success rates by Year; LC visitor vs non-LC visitor



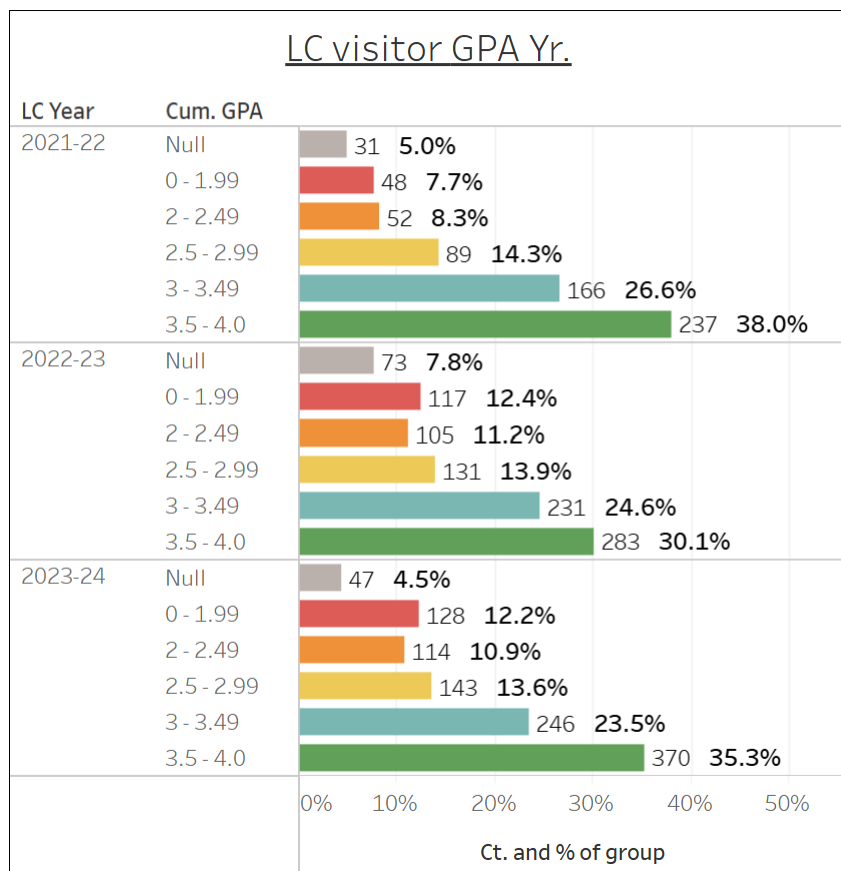
### Innovation Centers GPA Data:

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**Innovation Centers Student Course Success Rates by Demographics (Academic Years: 2021-22, 2022-23, and 2023-24):**

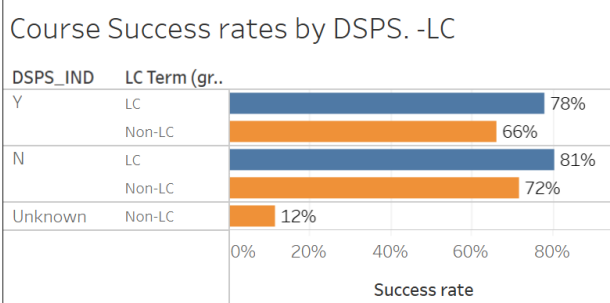
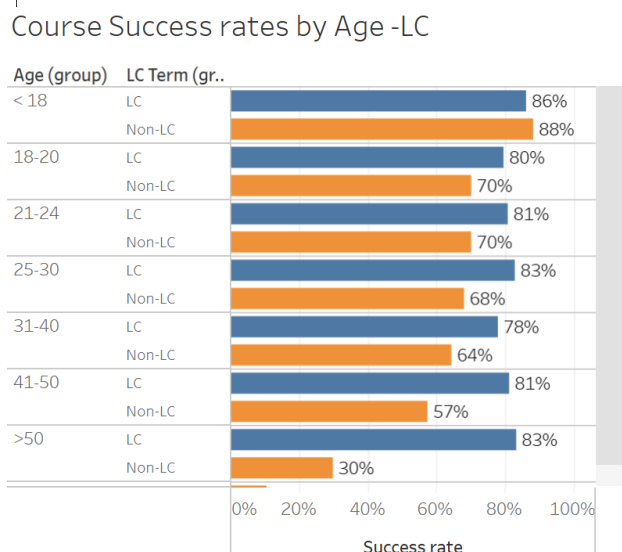
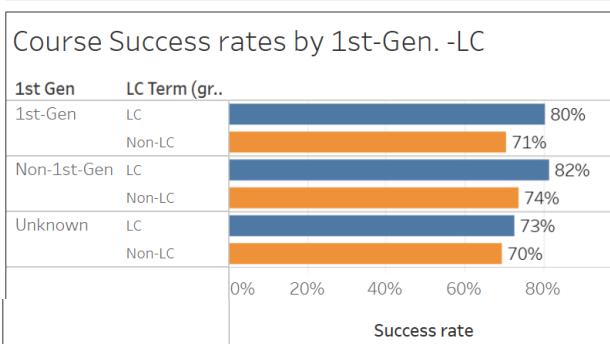
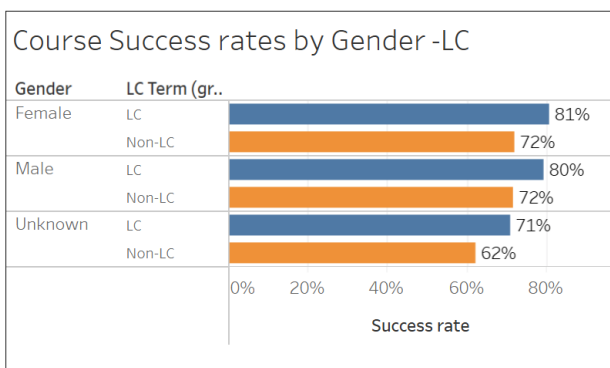
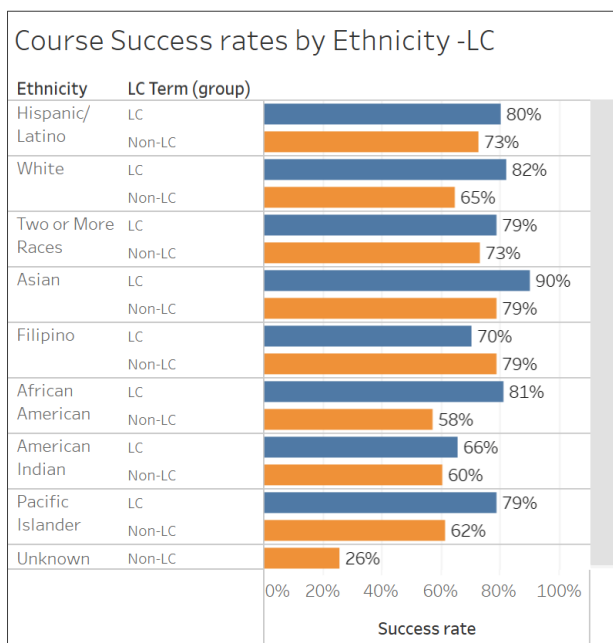
# PORTERVILLE COLLEGE

## PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

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Academic Support Services

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**Submission Date:**  
12/2/24



**Literacy Innovation Center Success Rates (LC in blue = Literacy Innovation Center):**

# PORTERVILLE COLLEGE

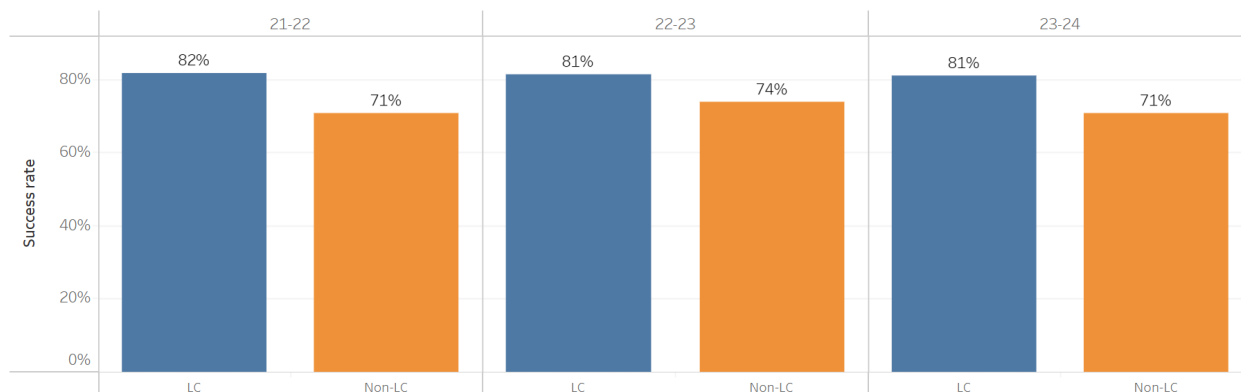
## PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

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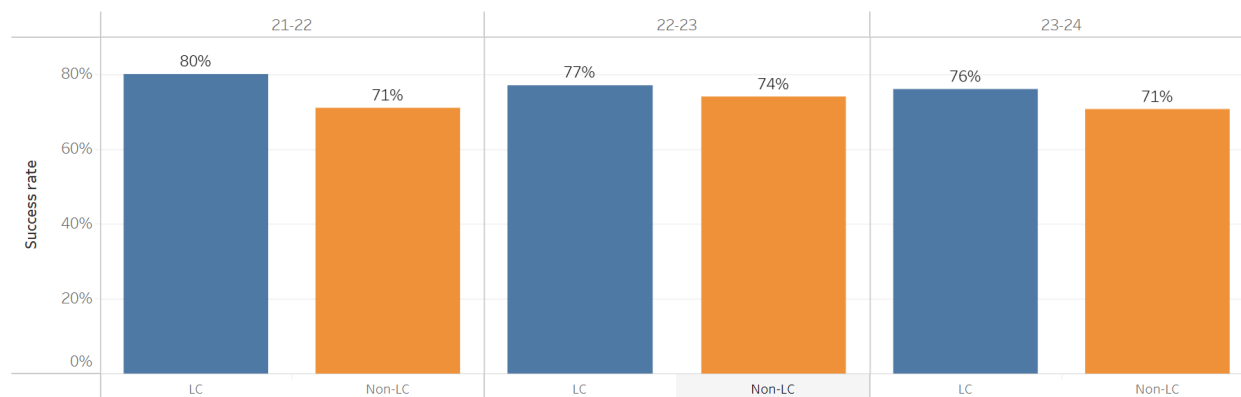
Submission Date:  
12/2/24

Course Success rates by Year; LC visitor vs non-LC visitor



### STEM Innovation Center Success Rates (LC in Blue = STEM Innovation Center):

Course Success rates by Year; LC visitor vs non-LC visitor



### Business Innovation Center Course Success Rates (LC in Blue = Business Innovation Center):

# PORTERVILLE COLLEGE

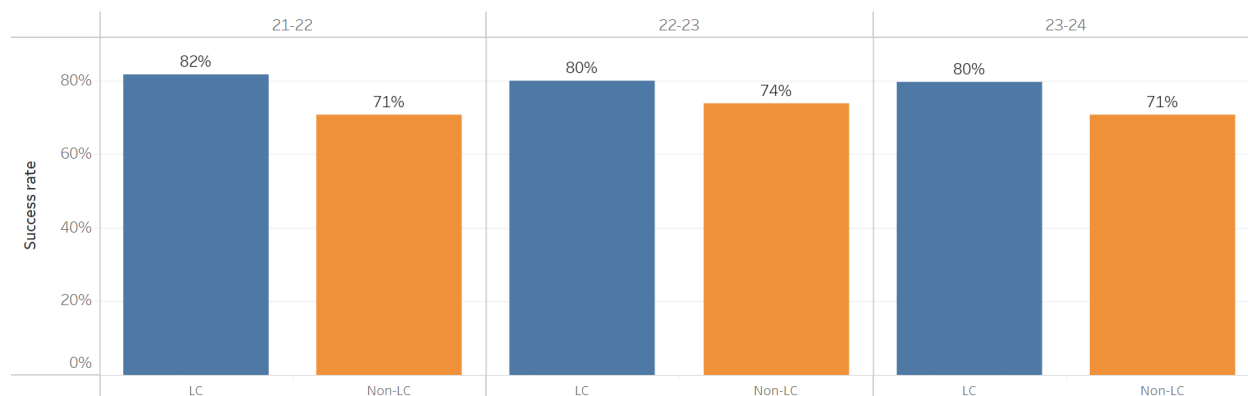
## PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name:  
Academic Support Services

Contact Person:  
Reagen Dozier

Submission Date:  
12/2/24

Course Success rates by Year; LC visitor vs non-LC visitor



### **Peer Academic Mentor Program:**

#### **Peer Academic Mentoring Academic Year 2021-22:**

##### **Appointments and Students**

The total counts of appointments and distinct students are displayed regardless of attendances.

This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created

15

Distinct Students

42

##### **Attendance Categories**

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.

Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled

8

Drop-In

31

No-Show

4

Canceled

2

#### **Peer Academic Mentoring Academic Year 2022-23:**

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Program Name:  
Academic Support Services

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Reagen Dozier

Submission Date:  
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### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.  
This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created	Distinct Students
42	48

### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.  
Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled	Drop-In	No-Show	Canceled
46	0	7	7

### Peer Academic Mentoring Academic Year 2023-24:

#### Appointments and Students

The total counts of appointments and distinct students are displayed regardless of attendances.  
This dashboard now includes kiosk visits, so the appointment and student numbers may not match those in the appointment report.

Appointments Created	Distinct Students
96	123

#### Attendance Categories

"Scheduled" and "Drop-In" include attendances that have not been marked Canceled or No-Show on the evaluation.  
Note: Canceled and No-Show attendances may not be mutually exclusive, so an attendance could appear in both categories.

Scheduled	Drop-In	No-Show	Canceled
525	0	12	29

### Library:

The Library plays a central role in supporting students' academic growth by providing critical resources that enhance research skills, information literacy, and access to technology. One of our primary functions is to equip students with the tools they need to effectively locate, evaluate, and utilize information, whether through print materials, digital resources, or emerging technologies. We see consistent student engagement with our space, with 63,188 visitors in 2023 and an increase to 66,604 in 2024, averaging about 350 visitors per day. While some of these visitors attend classes in the Library's instructional space (L449) or use our conference rooms, the majority utilize the Library as a dedicated study area—a resource that remains vital for student persistence and success.

#### Key Services and Resources:



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The Library provides students with access to textbooks, research materials, and digital lending services. Our Lending Library ensures that students have access to required course materials, which is often the only way some students can obtain textbooks. Additionally, we digitize textbooks where permitted, following controlled digital lending practices to expand student access to necessary materials.

Library staff serve as an information hub for students and faculty, answering directional and research-related questions and ensuring that visitors can efficiently navigate academic and campus resources. Beyond that, librarians provide reference assistance, which is more than just answering questions—it's about teaching students how to research effectively. Depending on the time of the semester, our full-time librarian answers between 5-15 research questions per day, often working with students to refine topics and locate credible sources. The Library also plays a major instructional role, offering 20 information literacy sessions per semester that reach approximately 400 students annually.

**Expanding Access to Digital and Print Materials:**

To support students 24/7, the Library offers:

- 60 online databases for academic journals, newspapers, books, and multimedia content.
- Two full-text e-book databases with over 180,000 digital titles.
- 36 print magazine and journal subscriptions, along with digital back issues.
- A dedicated Library webpage providing seamless access to resources.

In addition to research tools, the Library maintains 19 student computers, 4 media viewing stations, a copier, a book scanner, and two printers, ensuring students have the technology they need to complete their coursework. A full-service workstation is also available for students registered with the Disability Resource Center (DRC), ensuring accessibility for all learners.

**Study Spaces: Meeting Student Needs:**

For many students, finding a quiet place to study is critical to their success. The Library provides a variety of study spaces, including:

- 8 study rooms
- 32 seats in the Reading Room & 10 in the entry area for quiet, individual, or group study.
- 12 study tables—8 inside the Library, 4 in the lobby.
- 49 individual study carrels
- 1 conference room
- Virtual Reality Room
- Anthropology Library

**The Library's Role in Student Success:**

The Library directly supports the college's mission of preparing students for academic, vocational, and personal success by ensuring access to high-quality resources and research support. Our teaching librarians work closely with students to guide them through the research process, teaching them how to navigate complex information landscapes, critically evaluate

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sources, and properly cite materials. These skills not only support students in their coursework but also equip them with essential research and analytical skills for their future careers. Through a combination of in-person support, digital resources, and structured research instruction, the Library remains a cornerstone of student success and academic engagement at Porterville College. Moving forward, we will continue to expand our Lending Library, increase digital resource offerings, and refine our instructional strategies to meet the evolving needs of our students.

**Gate Count:**

**Number of books checked out:**

**2021/2022 – 1973 items checked out**

**2022/2023 - 2847 items checked out**

**2023/2024 – 3319 items checked out**

Between 2021 and 2024, the Library checked out 8,139 items, with the Lending Library accounting for the majority of checkouts. Post-COVID, we saw a slow start, but each semester has shown steady growth in usage. As we continue to expand the Lending Library, we anticipate these numbers will keep increasing, ensuring more students have access to the resources they need to succeed.

**Database usage: These stats typically consist of Database Sessions, Total Searches and Total Requests, Total Item Investigations.**

	<b>Ebsco</b>	<b>Gale</b>	<b>ProQuest</b>	<b>JSTOR</b>
<b>Spring 2022</b>	27,592	3,156	2,132	2,009
<b>Summer 2022</b>	6,864	1,913	758	366
<b>Fall 2022</b>	43,094	2,503	1,838	1,251

	<b>Ebsco</b>	<b>Gale</b>	<b>ProQuest</b>	<b>JSTOR</b>
<b>Spring 2023</b>	34,912	2,292	2,068	2,946
<b>Summer 2023</b>	11,121	813	209	376
<b>Fall 2023</b>	37,961	2,916	2,790	3,898

	<b>Ebsco</b>	<b>Gale</b>	<b>ProQuest</b>	<b>JSTOR</b>
<b>Spring 2024</b>	29,877	2,020	1,375	4,971
<b>Summer 2024</b>	8,055	288	255	551
<b>Fall 2024</b>	37,572	2,406	2,461	4,720

**Study Rooms:**

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In 2023, we began tracking study room usage, and the data consistently shows a steady increase in demand each semester (excluding summer). Unique users, total bookings, and hours booked have all continued to rise, highlighting just how essential these spaces are for students.

The biggest challenge: availability. There are times when every study room in both the Library and the Computer Commons is occupied, leaving students without a dedicated space to work. As we move forward, finding ways to expand access—whether through additional study spaces, better scheduling systems, or alternative options—will be critical in meeting student needs.

### Fall 2023

Unique Users	Total Bookings	Hours Available	Hours Booked	Average Booking Duration
241	1,241	6,656 Hours	2,313 Hours	112 Minutes

#### Daily/Hourly Occupancy Distribution

Hour	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm
Monday	1.2%	10.9%	31.6%	48.0%	46.5%	46.9%	51.6%	48.0%	26.6%	17.6%	14.5%	9.4%
Tuesday	0.8%	9.4%	37.9%	65.6%	74.6%	69.1%	60.2%	49.6%	34.4%	27.0%	27.0%	17.2%
Wednesday	2.0%	22.7%	48.4%	62.5%	64.4%	70.7%	68.8%	65.2%	48.4%	30.5%	18.4%	4.3%
Thursday	2.3%	11.3%	36.7%	59.0%	69.5%	69.9%	57.4%	46.1%	40.2%	32.0%	23.4%	8.2%
Friday	0	3.1%	5.9%	5.9%	4.3%	0	0	0	0	0	0	0

### Spring 2024

Unique Users	Total Bookings	Hours Available	Hours Booked	Average Booking Duration
275	1,707	6,432 Hours	3,229 Hours	113 Minutes

#### Daily/Hourly Occupancy Distribution

	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm
Monday	1.8%	21.4%	46.0%	67.0%	85.7%	83.9%	80.8%	73.7%	50.9%	51.8%	37.5%	21.9%
Tuesday	18.8%	60.2%	65.2%	59.8%	84.8%	88.7%	65.6%	62.1%	63.7%	56.3%	42.2%	30.1%
Wednesday	2.0%	22.7%	49.6%	67.6%	87.9%	84.8%	70.7%	65.6%	66.0%	55.9%	36.3%	12.5%
Thursday	18.0%	51.2%	60.2%	62.5%	73.4%	78.5%	63.3%	62.1%	58.6%	51.2%	38.3%	17.6%
Friday		3.33%	7.5%	9.2%	5.8%							

### Summer 2024

Unique Users	Total Bookings	Hours Available	Hours Booked	Average Booking Duration
11	23	2,688 Hours	47 Hours	121

#### Daily/Hourly Occupancy Distribution

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Hour	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm
Monday	1.8%	3.6%	1.8%	0.9%	1.8%	3.6%	1.8%	4.5%	8.0%	6.3%	1.8%	1.8%
Tuesday	0	0	0	0.9%	2.7%	3.6%	2.7%	1.8%	0.9%	0	1.8%	1.8%
Wednesday	0	0	0	4.2%	8.3%	5.2%	2.1%	2.1%	2.1%	1.0%	0	0
Thursday	0	0	0	2.1%	1.0%	0	0	0	2.1%	2.1%	2.1	0

### Fall 2024

Unique Users	Total Bookings	Hours Available	Hours Booked	Average Booking Duration
334	2,009	6,656 Hours	3,870 Hours	116 Minutes

### Daily/Hourly Occupancy Distribution

Hour	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm
Monday	6.6%	27.0%	59.0%	69.9%	73.8%	77.0%	72.7%	71.9%	73.8%	64.1%	44.1%	20.7%
Tuesday	12.1%	41.8%	83.6%	97.7%	95.3%	94.5%	85.9%	84.4%	77.3%	70.7%	47.7%	26.2%
Wednesday	3.5%	28.1%	66.0%	89.5%	86.7%	90.2%	89.8%	84.0%	85.5%	77.3%	50%	26.6%
Thursday	9.8%	35.9%	77.3%	87.1%	86.3%	87.5%	73.8%	75	67.2%	62.9%	36.7%	16.0%
Friday	0	7.4%	15.2%	16.0%	13.7%	0	0	0	0	0	0	0

### Lending Library:

Textbook affordability remains one of the biggest barriers for students, which is why the Lending Library was established; to provide essential course materials at no cost. The impact of this resource extends beyond general student support; it directly benefits key student populations at Porterville College, particularly Hispanic/Latino students, first-generation college students, and adult learners; three groups that represent a significant portion of our student body.

### Supporting Hispanic/Latino Students

As a Hispanic-Serving Institution (HSI), ensuring access to academic resources for Hispanic/Latino students is a top priority. Between 2022 and 2025, Hispanic/Latino students have made up 84.88% of Lending Library users, exceeding the overall campus demographic representation for this group (78% in 2023-24) by more than 6%. This data confirms that the Lending Library is not only widely used but is making a tangible impact on academic success within this demographic.

### First-Generation College Students

First-generation students often face additional challenges when navigating higher education, including limited access to academic resources. 55.98% of Lending Library users identify as first-generation college students, which is 6.18% higher than their overall campus representation (49.8% in 2023-24). This suggests that the Lending Library is playing a crucial role in closing

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opportunity gaps for students who may not have access to alternative learning resources.

**Meeting the Needs of Adult Learners**

Non-traditional students—particularly those aged 25 and older—face unique obstacles in their educational journey, including balancing coursework with work and family responsibilities. Between 2022 and 2025, 27.41% of Lending Library users were adult learners, aligning almost exactly with the college's overall demographic representation for this group (27.41% in 2023-24). More importantly, students in this category saw noticeable gains in course success rates when utilizing the Lending Library, reinforcing its role as a key support system for adult learners.

**Moving Forward:**

The data makes it clear: the Lending Library is not just an access point for textbooks; it is a high-impact intervention that contributes directly to student success. Moving forward, expanding the Lending Library's collection and increasing outreach efforts to ensure that more students, especially those facing financial barriers, are aware of and utilizing this resource will remain a priority.

***Changes in Program over Last Three Years***

(Please review significant changes in your division in the past three years, including things such as new or revised curriculum, programs added or discontinued, program growth or decline, significant changes in personnel or policy, local, state or federal policy changes that might impact the program, new or reduced resources, or changes in how the program is organized and managed at the college.)

Over the past three years, **Academic Support Services** at Porterville College has been restructured to bring the Library, Learning Center, Testing Center (located in the Learning Center), and Innovation Centers under one unified service. This integration has allowed for coordinated programmatic activities and broader impact. Funding was braided from Title V, the SEA Program (BSI portion), and MESA to expand academic support across all areas and to sustain key practices that began under the first Title V STEM grant.

The former Title V Taskforce evolved into the Academic Support Services Taskforce, which now meets once per semester to review data, identify equity gaps, share program updates, and collaborate on new ideas. It also serves as a space for team building and shared professional learning.

Academic Support Services has also heavily focused on non-credit certificate development in collaboration with faculty and the SEA Program (BSI Portion). This includes the implementation of the Tutor Training Level 1 Certificate of Competency, and discussions on work on a Math JumpSTART and a MESA Scholar Success & Professional Growth certificate with the

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Mathematics Division. We are also exploring additional certificates in student-centered teaching with the Language Arts Division, a Tule River Tribe focused certificate with the Social Science Division, and a digital literacy certificate with the Library.

Academic Support Services has cultivated strong cross-departmental collaboration and built partnerships with external organizations such as TCOE, the Tule River Educational Partnership, USDA, and the Porterville Chamber of Commerce. Our team members actively serve on campus-wide committees and participate in a high-impact professional development program that includes both external training and peer-led workshops. Everyone—from classified professionals and peer mentors to faculty—shares what they learn and contributes to the ongoing growth of our programs.

The **Library** has undergone significant changes over the last three years, expanding services, technology, and resources to better support students and faculty.

To increase study space, we converted an office and training space into two additional study rooms, bringing the total to eight. Technology upgrades include 65-inch smart screens in all study rooms, wireless keyboards and mice, voice recorders, reading and translation pens, magnifiers, and a locking phone charger box. The Lending Library has also grown with the addition of more laptops for student use.

A new book scanner is now available for students and campus use, and Alma Digital, an add-on to our library service platform, allows us to digitize and upload textbooks for easier student access. To promote reading literacy, we created a Recreational Reading Area, offering fiction, pop culture books, word puzzles, and games to encourage analytical thinking.

The library's programming has expanded as well. In an effort to increase student engagement with cultural and historical topics, we launched silent movie nights that tie into our book displays. The first showing focused on Día de Los Muertos, and our second will align with Women's History Month. These events serve as both an introduction to the library's resources and a way to promote learning outside the classroom.

Additional changes include:

- A campus-wide website update, where we collaborated with the Web Content Editor to improve navigation and better align our site with university-level library pages.
- The addition of 14 primary source collections, with plans for continued growth.
- A digital signage system displaying campus events and important dates.
- The expansion of JSTOR resources, adding 13 additional databases.
- The purchase of the PBS streaming video collection, originally requested by the Social Justice Committee in 2021.

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Some adjustments were made due to budget constraints, including discontinuing hotspots for checkout. Additionally, the loss of the campus bookstore has impacted the way we order books, creating some challenges for students in accessing course materials.

Library staff have also prioritized professional development, completing an American Library Association cataloging course, as well as Alma-D and Libkey training. To improve accessibility, we added a share screen option to the library chat system.

Other enhancements include shifting the general collection to alleviate compacting issues, updating and enlarging range guides to help students locate materials, and expanding our Virtual Reality (VR) resources. The library now houses a VR Room equipped with two Oculus headsets and two Vibe VR systems connected to Alienware computers. We also introduced Virtual Speech, a VR-based program that helps students practice public speaking and foreign languages in various simulated settings, providing real-time feedback on their delivery.

Finally, we have begun offering zero-unit courses, focusing on tutor training and basic research skills, further integrating the library into academic success initiatives.

**Moving Forward:** The Library has made significant strides in supporting students through technology, programming, and academic resources. Moving forward, a general fund investment in digital and physical resources, increased study space, and expanded student support services will be necessary to sustain this momentum and ensure the Library remains a vital hub for student success at Porterville College.

The **Learning Center** has undergone significant transformations in the last three academic years to professionalize academic support services, expand student worker training, and implement high-impact student success initiatives. These changes have enhanced tutoring effectiveness, strengthened transfer preparation, and improved overall student engagement.

### **Professionalization of the Academic Support Services Student Worker Program**

- **Structured Training & Certification:**
  - Student workers are now required to attend mandatory biweekly trainings to develop tutoring, mentorship, and leadership skills.
  - All student workers must complete six non-credit Tutor Training Level 1 Certificate of Competency courses to enhance their ability to support students effectively. The courses are taught in partnership with the Library and Language Arts Division. Admissions and Records will partner with Learning Center and Library to assist with “auto”-enrolling academic support services student workers into courses starting Summer 2025.
  - The program has been recertified for CRLA Level 1 Tutor Training, ensuring continued compliance with best practices in peer tutoring.
- **PC Alumni Student Worker Speaker Series:**

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- Held every spring semester, this series brings back former Academic Support Services student workers to share insights on transferring, student life, and career preparation.
- Alumni provide guidance on navigating four-year institutions, securing internships, and leveraging tutoring experience for job opportunities.

**Expanded Professional Development & Campus Engagement**

- The Learning Center has strengthened partnerships with campus programs and external organizations to offer student workers specialized professional development workshops, including:
  - **DRC (Disability Resource Center)** – Understanding accommodations and accessibility in tutoring.
  - **Transfer and Career Center & PC Foundation Scholarship Programs** – Preparing students for transfer to CSU, UC, and other four-year institutions.
  - **Basic Needs Center/Financial Aid Office** – Supporting students facing food, housing, and financial insecurity.
  - **Dolores Huerta Foundation** – Providing advocacy training and leadership development.
  - **Faculty Guest Speakers** – Enhancing subject-specific tutoring strategies.
  - **Workshops on Personal Statements & Summer Internship Preparation** – Helping students craft strong transfer and job applications.

**Expansion of Online Tutoring & Consortium Partnerships**

- Joined STAR-CA, a consortium of 12+ California community colleges that provide peer tutoring across institutions.
  - PC tutors and mentors now support drop-in and online appointments for both Porterville College students and students from partner colleges.
- Planned Future Certifications & Expansions:
  - The Learning Center is in the process of joining ACTLA Online Tutoring Certification and ACTP Learning Center Certification in Fall 2025, further strengthening the quality and credibility of its services.

**Growth of the Academic Support Services Student Worker Program**

- The student worker program has expanded from just 20 student workers during COVID-19 to over 80 student workers, covering a wide variety of subjects to meet student demand.
- A formal hiring process was developed, requiring:
  - Submission of an application detailing academic qualifications, leadership experience, and subject expertise.
  - Faculty recommendation for any student applying to the program.
  - Group interviews with the Director of Student Success Programs to assess student strengths and fit for academic support roles.

**Enhanced Outreach & Student Engagement Strategies**

- Regular Tutoring & Mentoring Campaigns via EAB Navigate:



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- Weekly email campaigns for each subject area, targeting students with academic alerts, faculty referrals, and progress report data to ensure timely academic support.
- Direct outreach to students at risk (those struggling in math, science, English, and other high-challenge courses).
- Increased engagement with students who have a GPA of 2.0 or lower, reinforcing the Learning Center's role in improving student success rates.

**Moving Forward:** these enhancements have transformed the Learning Center into a comprehensive, structured academic support hub, reinforcing its role as a critical resource for student success, retention, and transfer preparation. Additional investment in staffing, space, and technology will be necessary to sustain the continued growth and impact of these programs.

The **Testing Center** (located in the Learning Center) has experienced significant growth over the past three years, with an increasing number of students utilizing proctoring services. As demand continues to rise, improvements in staffing, academic integrity measures, faculty communication, and accessibility support are necessary to ensure a secure and efficient testing environment.

#### **Increase in Testing Center Usage**

- The number of students utilizing Testing Center services has grown significantly, demonstrating the continued need for structured proctoring spaces on campus.
- Increased usage is particularly notable among students requiring accommodations through the Disability Resource Center (DRC) and those taking industry certification exams through Pearson Vue.

#### **Need for Additional Staffing**

- With increased demand, additional staffing is critical to effectively manage testing appointments, monitor exams, and maintain compliance with institutional policies.
- The current staffing levels are not sufficient to provide the level of oversight and support needed for students, particularly during high-demand periods like midterms and finals.
- Hiring additional staff will allow the Testing Center to expand proctoring availability, provide better student support, and ensure a secure testing environment.

#### **Enhancing Academic Integrity & Security**

- As testing volume increases, maintaining academic integrity is a growing concern.
- The Testing Center requires additional cameras and surveillance technology to effectively monitor exams and prevent academic dishonesty.
- Investing in enhanced security measures will help uphold testing standards and protect the validity of student assessments.

#### **Policy Updates & Faculty Communication**

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- Testing Center policies have been updated and formally shared with faculty and the campus community to ensure clear expectations for both students and instructors.
- These updates ensure that faculty understand their role in exam submission, accommodations, and proctoring requirements, helping to create a more seamless and efficient testing experience.

**Reestablishing Partnership with Disability Resource Center (DRC)**

- The Testing Center is reestablishing a formal partnership with the DRC, with monthly meetings beginning in 2024 to address:
  - Program improvements
  - Success stories and student outcomes
  - Best practices for ensuring accessibility and accommodations
- Strengthening this collaboration will ensure that students who need extended time, assistive technology, or alternative testing environments receive equitable and effective support.

**Moving Forward:** As student demand for testing services grows, securing additional staffing and expanding proctoring availability are critical to ensuring efficient and equitable access. Upgrading security technology, including additional cameras and monitoring tools, will help maintain academic integrity and prevent dishonesty. Additionally, restarting monthly meetings with the Disability Resource Center (DRC) and providing faculty training on testing policies will enhance collaboration and streamline processes. Addressing these needs will strengthen the Testing Center's ability to support student success while maintaining a secure and professional testing environment.

The **Innovation Centers**, STEM Innovation Center, Business Innovation Center (Makerspace), and Literacy Innovation Center, were established in Spring 2022 through the HSI Title V Grant (P031S200174) to create transformative academic and career development opportunities for students. Since their inception, the Innovation Centers have evolved into a critical component of Academic Support Services, offering mentorship, experiential learning, professional development, and interdisciplinary engagement.

**Creation of Structured Academic Support & Mentorship Programs**

- **Peer Academic Mentorship Expansion**
  - Developed a structured Peer Academic Mentorship Program, ensuring that mentors provide academic support through tutoring, study strategies, and discipline-specific coaching in STEM, business, and literacy.
  - Peer Academic Mentors now facilitate over 20 workshops per semester, covering essential topics such as time management, study skills, and overcoming procrastination for over 100 students each term.
- **Collaboration with the Language Arts Division – Writers & Poets Speaker Series**

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- A formal partnership with the Language Arts Division led to the successful Writers & Poets Speaker Series, which brings renowned authors and poets to Porterville College.
- This program has helped contextualize literature in the classroom and foster deeper student engagement with texts through interactive discussions and readings.
- The event series has consistently drawn high student participation and has been one of the most successful faculty-student engagement initiatives within Academic Support Services.

**Expansion of Experiential Learning & Transfer Readiness Initiatives**

- **Cultural Heritage & Transfer Trip Program**
  - Over 100 students have participated in visits to UCLA, UC Merced, UC Irvine, and the USDA Agricultural Research Sciences Center to gain insight into transfer pathways and research opportunities.
  - This program will transition to Student Success Programs (MESA and PASO) starting Fall 2024 to ensure its continued growth and integration into transfer success initiatives.
- **Strategic Community & Industry Partnerships**
  - California Farmworkers Foundation – Supporting Rural Initiatives & Growing Futures Program, ensuring farmworker students receive academic and career mentorship.
  - Dolores Huerta Foundation – VIVA Program developed to provide mentorship for MESA Scholars and advocacy/transfer workshops for PASO Explorers.
  - Socio-Environmental Network – Partnership to create paid internship opportunities for students in environmental research.
  - U.S. Forest Services – Providing paid STEM internships for MESA Scholars, expanding opportunities in environmental science and conservation.
  - Porterville Adult School & WIB of Tulare – Community Job Fair collaboration, strengthening career readiness and employment connections for students.
  - Tule River Parkway Association – Providing paid summer internship opportunities to MESA Scholars
  - Tulare County Office of Education – Providing outreach opportunities for MESA Scholars about obtaining a STEM education.
  - Tule River Tribe Educational Partnership – Collaborative partnership to increase educational and workforce opportunities for tribe members and their descendants
  - Southern Tulare Community Schools Collaborative – Collaborative partnership to develop a college-going culture within Tulare County starting with elementary and middle schools.

**Enhanced Access to Technology, Innovation, & Hands-On Learning**

- **Makerspace Development**
  - The Business Innovation Center (Makerspace) has become a hub for creative and technical skill development, featuring:
    - 3D Printing, Fabrication, and Coding Workshops

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- Drone & Woodworking Projects
  - Interdisciplinary Experiential Learning Activities
- The Makerspace has grown into an essential resource for hands-on learning that bridges classroom theory with practical application.
- **Expansion of Virtual Reality & Experiential Learning**
  - Virtual Reality (VR) labs and hands-on STEM enrichment activities have provided students with immersive learning experiences in science, business, and literacy disciplines. Partnership developed with Language Arts Division to host a faculty learning community on virtual reality.
  - The PC Mini-Innovators Program has introduced alternative break camps for elementary students in Strathmore, fostering early STEM engagement.

**Faculty Professional Development & Academic Collaboration**

- The Innovation Centers have expanded their impact beyond student services by establishing strong faculty partnerships that support professional development and curriculum alignment.
- Faculty Professional Development Initiatives Include:
  - English Data Summits & English Norming Sessions (collaborating with the Language Arts Division to improve student success in English courses).
  - Math Data Summits (working with the Mathematics Division to analyze trends in student performance and implement targeted interventions).
  - STEM Articulation Workgroup (partnering with Mathematics and Natural Science Divisions to improve articulation pathways and interdisciplinary collaboration).
  - Makerspace Collaboration with Engineering Faculty (supporting engineering projects, providing a creative space for hands-on design, fabrication, and prototyping).
  - Student Organization Support:
    - SHPE Club (The Society of Hispanic Professional Engineers) regularly meets at the Makerspace.
    - MEd-Prep Club utilizes Innovation Center resources for academic preparation and mentorship activities.

**Addressing Institutional Needs & Future Growth Considerations**

- **Funding & Sustainability Concerns**
  - The Innovation Centers are currently funded exclusively through the HSI Title V Grant, with no dedicated general fund budget for continued operation.
  - Despite their demonstrated impact on student success, mentorship, and career readiness, institutional investment is crucial for sustaining and expanding these programs beyond the grant period.
  - Currently, only the MESA and Title V PASO programs have classified professional support through Program Technicians, Student Success Programs.
  - Peer Academic Mentors, who play a vital role in mentoring and workshop facilitation, are part-time professional experts funded by grants.

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- Institutionalizing this program is essential to maintaining its impact on student academic success and engagement.
- **Space Limitations & Need for a Centralized Location**
  - The current space allocated to the Innovation Centers is inadequate for their continued growth and increasing student demand.
  - A larger, centralized location is necessary to accommodate expanded mentorship programs, hands-on learning spaces, and interdisciplinary collaboration.
  - Moving the Innovation Centers into a more visible and accessible campus location would allow for greater student engagement and broader impact.

**Moving Forward:** As the demand for these services continues to rise, institutional investment in staffing, funding, software and technology, and space expansion is imperative to ensure that the Innovation Centers remain a transformative force in student success, professional development, and faculty collaboration.

### *Report on Previous Goals*

(In this section, report on goals established in your previous program review. Please include progress to date, including whether the goal is complete, revised, and how any circumstances might have impacted your completion of the goal. If you had more than three goals, please add rows.)

#### **Library**

Goal	Status/Progress
1. Add technology to study rooms	Complete – Fall 2022; added tv's to each of the study rooms.
2. Purchase digital archives	Completed – Fall 2023, will continue to purchase additional archives
3. Create recreational reading collection	Complete – Fall 2022; added manga and created a section in the comfortable reading session.

#### **Learning Center**

Goal	Status/Progress
1. Increase the number of students that utilize STAR-CA for online services	Complete – Spring 2021; STAR-CA is our primary virtual drop-in service for tutoring.
2. Increase the number of faculty that participate in the embedded tutor program for dual enrollment/concurrent enrolled students	Complete – Fall 2023; Dual enrolled students have to be 18 years old to work at Porterville College – instead we hired Peer Academic Mentors to directly reach out to dual enrolled students via campaigns throughout the semester.

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3. Increase the number of student workers and subjects to increase our tutoring services	Complete – Fall 2023; this goal has been met and continues to show an increase in need of a high-volume of student workers to provide strong, effective, and consistent tutoring services.
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Innovation Centers were created in spring 2022 and the Testing Center is located in the Learning Center, so no goals were established specifically for the Testing Center. MESA and PASO Programs were established in fall 2024 and spring 2025 respectively, so they do not currently have previous goals to report on. Moving forward, Testing Center, Innovation Centers, and Student Success Programs (MESA and Title V PASO) will have goals for the next program review.

### ***Program Strengths***

(Based on a review of your outcomes assessments, data, recent changes, and anything else you would like to highlight, please review your current areas of strength.)

**Academic Support Services** continues to expand its impact on student success through structured academic support, mentoring, experiential learning, and career readiness programs. However, additional staffing, institutional investment, software and technology expansion, and space expansion are necessary to sustain the growth of the Lending Library, Learning Center, Testing Center, and Innovation Centers. Moving forward, securing long-term funding and dedicated facilities will be critical to ensuring that these high-impact programs remain accessible and effective for all students at Porterville College.

### **Library:**

- **Vetted Academic Resources:** Provides access to 60 research databases and two online book collections, ensuring students have credible, peer-reviewed sources for research papers and coursework.
- **Lending Library & Faculty Reserve Collection:** Has **checked out 8,935 items**, saving students approximately **\$1,963,850.70** since the last program review. Faculty-reserved books allow students who cannot afford textbooks to stay enrolled and engaged.
- **Study & Research Support:** Offers eight study rooms, carrels, and a reading room, providing a quiet and structured environment for student learning.
- **Information Literacy Instruction:** Librarians conduct an average of 20 research instruction sessions per semester, reaching 400+ students to improve their academic research skills.
- **Cultural & Community Engagement:** Supports campus-wide initiatives, including the Cultural and Historical Awareness Program (CHAP), PC Writer and Poet Speaker Series, and silent movie nights, to connect students with historical and literary topics in an engaging format.

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- **Technological Enhancements:** Added Alma Digital, allowing digitization of textbooks for accessibility, along with expanded JSTOR collections, VR resources, and digital signage to improve student experience.

**Learning Center:**

- **Significant Growth in Student Engagement:** The Learning Center has seen a 191% increase in unduplicated students served since 2020-21, demonstrating the impact of targeted outreach and structured academic support services.
- **Professionalized Academic Support Services Student Worker Program:**
  - Grew from 20 student workers during COVID to over 80, expanding support across multiple disciplines.
  - Established biweekly trainings, Tutor Training Level 1 Certificate of Competency, and a structured professional development series.
  - Introduced the PC Alumni Student Worker Speaker Series, connecting current student workers with successful alumni who share insights on transferring, student life, and career readiness.
- **Integrated Outreach & Intervention Strategies:** Uses EAB Navigate weekly email campaigns, faculty referrals, and progress report follow-ups to identify and support at-risk students.
- **Strong Impact on Course Success:** Data shows that students who visit the Learning Center consistently outperform their peers, confirming the effectiveness of tutoring and mentoring interventions.
- **Expansion into Online Tutoring & National Certification:**
  - Joined STAR-CA, a California-based tutoring consortium, allowing PC students to receive virtual peer tutoring from multiple colleges.
  - Preparing for ACTLA Online Tutoring Certification and ATP Learning Center Certification in fall 2025.
- **Formal Hiring Process for Student Workers:** Potential student workers must submit an application, receive a faculty recommendation, and participate in a group interview with the Director of Student Success Programs.
- **Development of Partnership with Admissions & Records and Library for Tutor Training and Supervised Tutoring Courses:** A new collaboration between Admissions & Records, the Learning Center, and the Library supports the delivery and enrollment process for the Tutor Training Level 1 Certificate of Competency and a potential non-credit Supervised Tutoring course. The Library provides instruction for the non-credit tutor training and supervised tutoring courses. The Learning Center compiles the list of eligible students—both those receiving tutoring and academic support services student workers required to complete the certificate. Admissions & Records will then automatically or manually enroll these students into the appropriate courses. Once implemented, the supervised tutoring course will allow the Learning Center and Library to begin collecting apportionment for tutoring services.

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- **Faculty Partnerships and Curriculum Collaboration:** The Learning Center has developed strong, consistent partnerships with faculty across disciplines. Many instructors now regularly request in-class presentations about Learning Center services, share program information with students, and submit faculty recommendations for potential academic support services student workers. In addition, the Learning Center is actively collaborating with the Mathematics Division on two innovative non-credit Certificate of Competency programs. The first, developed for MESA, focuses on building a STEM learning culture and sense of belonging. The second, a Math Jumpstart series, includes four refresher courses designed both for students returning to math and for Math Mentors to revisit foundational skills. This initiative is being developed in partnership with the SEA Program (BSI portion) as a strategy to increase the number of students completing transfer-level math within their first year.

**Testing Center (Located in the Learning Center):**

- **Increased Student Demand & Growth:** Testing appointments have steadily increased, highlighting the need for additional staffing to support growing demand.
- **Expanded Testing Services & Certification Opportunities:**
  - The Testing Center is in the process of adding CLEP (College-Level Examination Program) testing, providing students with opportunities to earn college credit for prior learning and knowledge.
  - Porterville College remains the only PearsonVue-certified testing site in the region, offering industry-recognized certification exams that directly support career advancement and workforce readiness for students and community members.
- **Enhanced Academic Integrity & Security Needs:**
  - Testing policies have been updated and shared with faculty to ensure clear guidelines for students.
  - The need for additional cameras and monitoring tools has been identified to maintain testing integrity.
- **Reestablished Partnership with DRC:**
  - Monthly meetings between Testing Center and Disability Resource Center (DRC) have been restarted to ensure that testing accommodations and accessibility services are aligned with student needs.

**Innovation Centers:**

- **Rapid Growth & Student Impact:** Since Establishment in Spring 2022: Student participation has nearly doubled, with Innovation Center users achieving significantly higher course success rates than non-users.
- **Expanded Peer Academic Mentorship & Experiential Learning:**
  - The Peer Academic Mentorship Program (PAMs) now offers over 20 workshops per semester, covering study skills, time management, and academic strategies for over 100 students annually.



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- The Cultural Heritage and Transfer Trip Program has taken over 100 students to institutions such as UCLA, UC Merced, UC Irvine, and the USDA Agricultural Research Sciences Center, exposing students to transfer pathways and career exploration.
- **Strengthened Faculty & Professional Development Partnerships:**
  - Language Arts Division: English Data Summits, English Norming Sessions & Writers & Poets Speaker Series, which has had tremendous success contextualizing classroom readings. (Data Summits and English Norming Sessions will transition to Professional Development Program on-campus in Fall 2025)
  - Mathematics Division: Math Data Summits, Math Battles (Middle School and High School), collaborations with engineering faculty on Makerspace projects, and STEM articulation workgroups with Natural Science faculty. (Data Summits will transition to Professional Development Program on-campus in Fall 2025 and Math Battles will transition to Early College Program in Fall 2025)
  - SHPE & Med-Prep Clubs: Meeting space, resources, and support for student-led projects.
- **Career Readiness & Workforce Development Partnerships:**
  - California Farmworkers Foundation: Supporting the Growing Futures Program for rural student success.
  - Dolores Huerta Foundation: Development of the VIVA Program, which offers mentorship for MESA Scholars and advocacy/transfer workshops for PASO Explorers.
  - Socio-Environmental Network, Tule River Parkway Association, and U.S. Forest Services: Partnerships for paid internship opportunities.
  - Porterville Adult School & WIB of Tulare: Co-hosting the Community Job Fair, expanding employment opportunities for students.
  - Southern Tulare County Community Collaborative and Tulare County Office of Education: Outreach to elementary, middle schools, and high schools to create a college-going culture in Tulare County.
- **Critical Need for Institutional Support & Space Expansion:**
  - The Innovation Centers are fully grant-funded with no general fund support, despite proven student success outcomes.
  - Current space is too limited to accommodate program expansion, requiring a more centralized and larger facility to continue meeting student needs.
- **Creation of New Student Success Programs**
  - **MESA Scholars Program:**
    - Supports educationally and economically disadvantaged calculus-based STEM majors.
    - Provides academic mentorship, undergraduate research opportunities, and professional development.
    - Strengthens transfer pathways to four-year institutions and industry connections.

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- **PASO Explorers Program:**

- Designed to support adult learners (25+) and students facing barriers to higher education.
- Focuses on academic support, mentorship, career readiness, and advocacy workshops.
- Strengthens partnerships with community organizations, transfer institutions, and workforce development programs.

#### *Areas for Improvement*

(Based on a review of your outcomes assessments, data, recent changes, and anything else you would like to highlight, please review your current areas for improvement. Note that the areas of strength and improvement identified here should inform the goals, budget, and other resource requests later in the document.)

#### **Academic Support Services**

Academic Support Services has grown rapidly but lacks the staffing, technology, and physical space needed to sustain its impact. A centralized, expanded space is essential, along with general fund investment in core programs, updated furniture, and educational software that supports tutoring, mentoring, and testing.

#### **Library**

The Library has made significant strides in expanding its resources and services, but staffing, space, and funding remain critical areas for improvement.

- **Furniture & Study Spaces:** While updates have been made, more ergonomic seating, additional study carrels, ADA-compliant book drops, and expanded powered tables are needed to meet student demand.
- **Expansion of the Lending Library:** With increasing student reliance on the Lending Library, additional shelving is necessary to house an expanding collection, including high-demand textbooks and recreational reading materials.
- **Technology Upgrades:** Continued investment in **Alma Digital, VR resources, accessibility tools, and database expansion** is necessary to support evolving student needs.

#### **Staffing Needs to Meet Compliance and Student Demand**

According to **California Code Regulations, Title 5, Section 58724**, Porterville College's

**FTES of 3,209** requires:

- **Faculty:** 4.0
- **Staff:** 6.5
- **Periodicals:** 500
- **Books:** 60,000

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Currently, Porterville College does **not** meet the minimum staffing requirements for a college with **1,000 or fewer FTES**, which requires:

- **Faculty:** 2.0
- **Staff:** 3.0

The **Library's current staffing:**

- **Faculty:** 1.506
- **Staff:** 0.917
- **Periodicals:** 62,685 (electronic) / 36 (physical)
- **Books:** 40,180 (physical)

**Staffing Requests:**

- Two additional Librarians to provide reference services, instruction, and academic research support.
- Two Library Technician II positions transitioning from 11-month to 12-month contracts for year-round support.
- Two Library Assistant II positions to assist with circulation, lending library operations, and front-desk services.
- A shared Program Coordinator for the Library and Learning Center to oversee daily operations, outreach with outside partnerships, discard book selling, lending library expansion, and program development.
- A shared Department Assistant III for the Library, Learning Center, and Testing Center to assist with administrative tasks and student scheduling.

**Learning Center**

The Learning Center continues to grow, requiring additional staffing and facility expansion to maintain high-quality academic support.

- **Staffing Adjustments:**
  - Convert the Learning Center Technician (11-month) position to a 12-month contract to provide year-round services.
  - Increase the Learning Center Technician (Evening) from 19 hours per week to a full-time, general-funded position to improve access for evening students.
  - A shared Program Coordinator for the Learning Center and Library to oversee tutoring certificate program, outside partnerships, mentoring, and academic workshops.
  - A Learning Center Technician dedicated to the Testing Center to provide additional proctoring support.
- **Expanding Tutoring & Mentorship Capacity:**
  - The Academic Support Services Student Worker Program has grown from 20 student workers during COVID to over 80, requiring continued investment in training, professional development, and student outreach.

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- The STAR-CA online tutoring consortium has expanded student access to remote tutoring support, requiring additional tutor certification and infrastructure investment.
  - Weekly Navigate email campaigns have been highly effective in increasing student awareness of tutoring services and should be expanded.
- **Space & Facility Needs:** The Learning Center has outgrown its current location and needs a larger, more centralized space to accommodate increasing student engagement.

**Testing Center (Located in the Learning Center)**

The Testing Center has experienced significant growth in proctoring demand and industry certification testing, necessitating increased staffing and security enhancements.

- **Staffing Requests:**
  - A dedicated Learning Center Technician for Testing to support proctoring and accommodate increasing student demand.
  - A shared Program Coordinator for Testing and the Innovation Centers to manage testing operations, policy updates, and partnerships.
  - A shared Department Assistant III for the Testing Center, Learning Center, and Library to handle scheduling and administrative coordination.
- **Security & Academic Integrity:** Additional cameras and monitoring tools are needed to maintain testing integrity and prevent academic dishonesty.
- **Expansion of Testing Offerings:** The Testing Center is adding CLEP and PearsonVue certification testing, becoming the only site in Porterville to provide these high-demand exams.
- **Strengthening Faculty Collaboration:** Monthly meetings with the Disability Resource Center (DRC) will enhance testing accommodations and ensure equitable access for students.

**Innovation Centers**

The **Innovation Centers** have rapidly expanded since their launch in Spring 2022, providing academic mentorship, experiential learning, and professional development opportunities.

- **Staffing Requests:**
  - Two Program Technicians, Student Success Programs to be converted to be general funded – to support MESA and Title V PASO programs.
  - A Program Technician, Makerspace/Innovation Centers – to oversee hands-on experiential learning initiatives.
  - A Program Technician, Rural Initiatives/Innovation Centers – to manage outreach programs in rural communities.
  - A part-time counselor for Academic Support Services – to support mentorship, student success programming, and career development.

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- A shared Program Coordinator for the Learning Center and Library – to provide oversight for academic mentoring, workshops, and faculty partnerships.
  - Peer Academic Mentors (General Funded) – five part-time Peer Academic Mentors working 28 hours per week to support students through tutoring, workshops, and peer mentorship.
- **Space Limitations:** The current Innovation Centers are too small to accommodate continued growth. Relocating to a larger, more centralized space is critical for expansion.
- **Strengthened Faculty Partnerships:**
  - Language Arts Division Partnership: The Writers & Poets Speaker Series has successfully contextualized classroom readings, bringing renowned writers and poets to Porterville College.
  - Mathematics and Natural Science Divisions: The Innovation Centers collaborate on the STEM Articulation Workgroup and faculty training initiatives.
  - Makerspace Faculty Engagement: The Business Innovation Center (Makerspace) has worked extensively with Engineering faculty for student projects and serves as the meeting space for the SHPE Club.

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**Goals** (This section is for you to report on progress on *new goals*. If your program is addressing more than 3 goals, please add rows. Note that for the Mission Statement column, please list the numbered goal(s) from the college Mission Statement and Guided Pathways Pillars (see page 1) that would be furthered if this goal were accomplished.)

Goal(s)	Timeline for completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)	Mission Statement	Guided Pathways Pillars
1. Increase the number of academic support services student workers who complete new Tutor Training Certificate of Competency	Fall 2026	Additional staffing to focus on tracking student workers completion and compliance to CRLA policies	Director of Student Success Programs (MESA) Librarian Learning Center Technicians Language Arts Division Chair Dean of Instruction	Ensuring that the time frames courses are offered do not interfere with their current educational plans/goals.	1, 2	1, 2, 3
2. Increase the number of students that utilize the Learning Center and Innovation Centers.	Fall 2027	Additional staffing to focus on in-reach efforts (presentations/workshops for faculty and staff); increase student workers in under-supported subjects (anthropology, sociology, physics, environmental science, education, etc.)	Director of Student Success Programs (MESA) Academic Support Student Workers Learning Center Technicians	Funding for student workers and adequate staffing levels for continued growth.	1, 2, 3	2, 3, 4

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3. Increase the number of students participating in the MESA and Title V PASO Program.	Fall 2027	Increased outreach, peer mentorship, financial resources for student incentives	Director of Student Success Programs, MESA Faculty Liaisons, Program Technicians	Awareness of programs and ensuring students meet eligibility requirements	1, 2, 3	2, 3, 4
4. Scan and upload fifty books to Alma D (Library)	Fall 2026	Staffing	Librarian/Library Technician II	Loss of any library employees	2	4
5. Update furniture in Library	Fall 2027	Financial	Director of Student Success Programs/Librarian	Lack of financial resources	1,2	4
6. Work toward meeting California Code Regulations, Title 5, Section 58724 (Ed Code) for Library	Fall 2027	Financial	V.P. of Instruction	Campus Support	1,2	4
7. Add CLEP testing to the Testing Center	Fall 2025	Staffing, financial investment for implementation	Director of Student Success Programs, Learning Center Technicians,	Approval process, funding	1, 2, 3	2, 3

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**Staffing:**

***Current Staffing Levels***

Please use the table below to describe current staffing levels, by employee type. Raw numbers are sufficient, not FTE.

**Learning Center/Testing Center:**

Full-time		Part-time	
Faculty		Faculty	
Temporary		Temporary	
Classified	(1) 11-month Learning Center Technician	Classified	(1) 19hr/week Learning Center Technician, Evening
Management	(1) Director of Student Success Programs (MESA)	Management	

**Innovation Centers/Student Success Programs:**

Full-time		Part-time	
Faculty		Faculty	
Temporary		Temporary	
Classified	(2) Program Technician, Student Success Programs	Classified	
Management	(1) Director of Student Success Programs (MESA)	Management	

**Library:**

Full-time		Part-time	
Faculty	(1) Resource Librarian	Faculty	(2)Adjunct Librarians
Temporary		Temporary	
Classified	(1) 11 Month Library Technician II	Classified	
Management	(1)Director of Student Success Programs (MESA)	Management	

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***Request for New/Replacement Staff***

Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full- or Part-Time	New or Replacement
Position 1	Learning Center Technician	Classified	Full-Time	Current; increase number of months to 12 months
Position 2	Learning Center Technician, Evening	Classified	Full-Time	Replacement; increase number of hours to 40 hours and move to general fund
Position 3	Learning Center Technician, Testing	Classified	Full-Time	New
Position 4	Library Technician II	Classified	Full-Time	Current; increase number of months to 12 months
Position 5	Library Technician II, Evening	Classified	Full-Time	Replacement; increase number of months to 12 months
Position 6	Library Technician I	Classified	Full-Time	New
Position 7	Library Technician I, Evening	Classified	Full-Time	New
Position 8	Librarian	Faculty	Full-Time	New
Position 9	Librarian	Faculty	Full-Time	New
Position 10	Program Coordinator, Library & Learning Center	Classified	Full-Time	New
Position 11	Department Assistant III, Academic Support Services	Classified	Full-Time	New

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Position 12	Program Coordinator, Testing & Innovation Centers	Classified	Full-Time	New
Position 13	Program Technician, Makerspace/Innovation Centers	Classified	Full-Time	New
Position 14	Program Technician, Rural Initiatives/PC Growing Futures Program/Innovation Centers	Classified	Full-Time	New
Position 15	Program Technician, Student Success Programs	Classified	Full-Time	Current; Move from grant funded to general funded position
Position 16	Program Technician, Student Success Programs	Classified	Full-Time	Current; Move from grant funded to general funded position
Position 17	Adjunct Counselor, Academic Support Services	Faculty	Part-Time	New
Position 18	Education Advisor, MESA/PASO	Classified	Full-Time	New
Position 19	Director of Student Success Programs	Management	Full-Time	Current; move from grant funded to general funded position

Justification:

(Address each position requested. Note that a position need should be demonstrated in earlier sections, such as your needs for improvement or to meet specific goals)

**Learning Center Positions**

**Position 1: Learning Center Technician (Full-Time, Current; Increase to 12 Months)**

- **Justification:** The Learning Center operates throughout the academic year, including summer sessions, yet this position is currently only funded for 11 months. Increasing it to 12 months will ensure continuous student support, particularly for summer bridge

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programs, pre-college preparation, and intersession tutoring. Additionally, this will allow for better continuity in tracking student data and apportionment-based services.

**Position 2: Learning Center Technician, Evening (Full-Time, Replacement; Increase to 40 Hours & Move to General Fund)**

- **Justification:** This position currently works only 19 hours per week, limiting evening tutoring availability. By increasing it to 40 hours per week and securing general fund support, the Learning Center can expand evening tutoring and mentoring services to meet non-traditional students' needs. More students are enrolling in evening and online courses, requiring additional academic support beyond standard daytime hours.

**Position 3: Learning Center Technician, Testing (Full-Time, New) (Located in Testing Center if separated from Learning Center)**

- **Justification:** With increasing demand for proctored exams (including accommodated testing for DRC students), a dedicated Testing Center Technician is necessary. This role will oversee exam security, scheduling, proctoring, and faculty coordination to maintain academic integrity and improve test-taking accessibility for students.

**Library Positions**

The Library does not meet the California Education Code Title 5, Section 58724 minimum staffing levels for a college of its size. According to the required faculty and staff ratios, Porterville College should have at least 4 full-time faculty librarians and 6.5 classified library staff. Currently, the college is significantly understaffed, with only 1.506 FTE librarians and 0.917 classified library staff. The additional positions are critical to compliance and to meet the growing demands for library services.

**Position 4: Library Technician II (Full-Time, Current; Increase to 12 Months)**

- **Justification:** Library services operate year-round, but this position is currently limited to 11 months. Extending it to 12 months will ensure adequate staffing during summer sessions, intersession research assistance, and textbook lending services.

**Position 5: Library Technician II, Evening (Full-Time, Replacement; Increase to 12 Months)**

- **Justification:** Similar to the daytime role, extending this position to 12 months ensures library services remain accessible for evening students, many of whom are working adults who rely on after-hours study spaces, research assistance, and textbook lending.

**Position 6: Library Technician I (Full-Time, New)**

- **Justification:** As the Lending Library and digital resources continue to expand, additional staff support is required for book processing, inventory management, and student assistance. This position is crucial to sustaining high demand for library resources.

**Position 7: Library Technician I, Evening (Full-Time, New)**

- **Justification:** With growing evening and potential weekend library usage, an evening Library Technician is needed to provide research assistance, circulation services, and student support.

**Position 8: Librarian (Full-Time, New)**

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- **Justification:** Porterville College does not currently meet California Education Code Title 5 minimum staffing levels for faculty librarians. Additional librarian support is required to expand research instruction, manage growing digital collections, and enhance information literacy programs.

**Position 9: Librarian (Full-Time, New)**

- **Justification:** A second librarian is necessary to meet growing demand for research assistance, embedded instruction, and faculty collaboration. The library currently has only 1.506 FTE librarians, well below the California Code minimum.

**Position 10: Program Coordinator, Library & Learning Center (Full-Time, New)**

- **Justification:** This position will support both the Library and Learning Center by managing outreach, program development, and collaboration with faculty and external partners, such as the Porterville Public Library. It will ensure library services remain aligned with student success initiatives and equity-focused learning strategies.

**Position 11: Department Assistant III, Academic Support Services (Full-Time, New)**

- **Justification:** Shared between the Library, Learning Center, and Testing Center, this administrative role will handle appointment scheduling, student tracking, financial documentation, and faculty communications, streamlining operations across multiple academic support areas.

**Testing & Innovation Centers Positions**

**Position 12: Program Coordinator, Testing & Innovation Centers (Full-Time, New)**

- **Justification:** The Testing Center and Innovation Centers have experienced significant growth in student utilization. This role will coordinate academic integrity efforts, CLEP testing expansion, and proctoring policies while also overseeing Innovation Centers programming and faculty collaborations.

**Position 13: Program Technician, Makerspace/Innovation Centers (Full-Time, New)**

- **Justification:** With increasing student participation in Makerspace, SHPE Club projects, and engineering faculty partnerships, a dedicated Program Technician is needed to oversee equipment management, workshops, and student mentorship programs.

**Position 14: Program Technician, Rural Initiatives/PC Growing Futures Program/Innovation Centers (Full-Time, New)**

- **Justification:** This role supports Rural Initiatives and the PC Growing Futures Program, ensuring outreach, internship placements, and industry partnerships remain active. Additionally, this position will assist in expanding alternative break programs, innovation excursions, and STEM-focused opportunities for historically underrepresented student populations.

**Position 15: Program Technician, Student Success Programs (Full-Time, Current; Move from Grant to General Fund)**

- **Justification:** Currently grant-funded, this position must transition to general funding to ensure continuity of MESA and PASO services, including mentorship programs, peer academic support, and student research opportunities.

**Position 16: Program Technician, Student Success Programs (Full-Time, Current; Move from Grant to General Fund)**

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- **Justification:** A second general-funded Program Technician is needed to support expansion of student mentorship programs, transfer pathways, and experiential learning initiatives.

**Position 17: Adjunct Counselor, Academic Support Services (Part-Time, New)**

- **Justification:** With MESA, PASO, and Innovation Centers expanding, an academic counselor is critical to provide transfer guidance, academic planning, and career coaching for students.

**Position 18: Education Advisor, MESA/PASO (Full-Time, New)**

- **Justification:** This role will provide specialized advising, industry mentorship, and career pathway guidance for MESA Scholars and PASO Explorers. It will ensure students receive personalized support in STEM transfer and career preparation.

**Position 19: Director of Student Success Programs (Full-Time, Current; Move from Grant to General Fund)**

- **Justification:** The Director of Student Success Programs oversees high-impact, equity-centered initiatives that directly support student persistence, retention, and completion at Porterville College. This role supervises MESA Scholars, Title V PASO, Academic Support Services (Library, Learning Center, Innovation Centers), and all student worker programs (tutors, mentors, PASS Leaders, PC Tech Navigators). The Director also leads the development of experiential learning opportunities, cross-departmental partnerships, non-credit Certificates of Competency, faculty collaborations, community outreach, and institutional research for grant compliance and program improvement.

Moving this position to general fund is critical for program sustainability and ensures institutional ownership of these vital student success functions as current grant cycles sunset. Without this position, multiple federally funded programs and foundational student support services risk fragmentation or collapse. General fund support will solidify continuity, further embed equity practices into campus culture, and help maintain the momentum and innovation built over the past several years.

**Resource Requests**

The following four sections are for requesting resources, such as technology, facilities, safety/security, and professional development. Please include all needs, even if you already have identified funds for them. Requests made here should be linked to needs identified in earlier sections (outcomes, areas for improvement, goals). If you have no needs in a particular area, just type NA.

**TECHNOLOGY REQUEST**

Use this section to list any technology needs for your program. If you have more than two technology needs, add rows below.

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	Technology Need	Justification
Item 1	Additional Laptops for Lending Library	As student demand for the Lending Library continues to grow, additional laptops are necessary to support students who lack access to technology at home.
Item 2	Updated Computers for Learning Center & Innovation Centers	Many of the current computers in the Learning Center and Innovation Centers are outdated and slow, impacting the efficiency of tutoring, mentoring, and student engagement in academic support services.
Item 3	Additional Testing Center Software for Remote Proctoring & Exam Security	To support expanded testing services, including CLEP and PearsonVue, additional software is needed to ensure secure and compliant proctoring.
Item 4	Interactive Smart Boards for Innovation Centers & Library Study Rooms	Adding interactive smart boards in study rooms and Innovation Centers would enhance group study sessions, workshops, and peer-led learning opportunities.
Item 5	Virtual Reality (VR) Expansion for Experiential Learning	The Library and Innovation Centers need to expand their VR capabilities to support interactive learning modules, career exploration, and research-based simulations.
Item 6	Expanded Software and Technology Needs for Academic Support Services	To better serve students, the Library, Learning Center, and Innovation Centers need significant upgrades in educational technology. This includes an integrated platform to manage tutoring, mentoring, and testing services; cohort-modeling tools to track and support students in MESA and PASO; expanded research databases; and investments in faculty-approved AI tools to enhance academic integrity and student learning.

**FACILITIES REQUEST**

Use this section to list any facilities needs for your program. If you have more than two facilities needs, add rows below.

	Facilities Need	Justification
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Item 1	New Furniture for Library (Study Carrels, Chairs, and Tables)	Many of the library's current study spaces use outdated or mismatched furniture. Additional comfortable seating and workspaces are needed to support increased student use.
Item 2	New Furniture for Learning Center & Testing Center	With increased demand for tutoring, mentoring, and proctoring services, updated furniture is needed to accommodate larger study groups, additional testing stations, and collaborative learning spaces.
Item 3	Expansion of Innovation Centers to a Centralized, Larger Location	The Innovation Centers are currently in a limited space that does not accommodate the increasing student demand. A larger, centralized location would allow for expanded programming, additional student workspaces, and better access to equipment.
Item 4	Dedicated Testing Center Space with Soundproofing	The current Testing Center space is shared with the Learning Center, leading to distractions for students taking exams. A dedicated, soundproofed space is necessary for an optimal testing environment.
Item 5	Additional Shelving for Lending Library and Recreational Reading Section	As the Lending Library collection continues to grow, additional shelving is required to house new textbooks and reading materials for students.
Item 6	Makerspace Expansion within Business Innovation Center	Increased student engagement in STEM-related projects, SHPE Club activities, and engineering faculty partnerships requires more space for equipment, fabrication tools, and student projects.



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**SAFETY & SECURITY REQUEST**

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

	Safety/Security Need	Justification
Item 1	Additional Cameras for Testing Center Rooms	To ensure academic integrity and compliance with CLEP and PearsonVue testing security requirements, additional cameras are needed.
Item 2	Emergency Alert & Panic Buttons in Library and Learning Center	The Library and Learning Center serve as primary study and academic support areas with high foot traffic, including evening hours. Adding emergency alert buttons would enhance security for students and staff.
Item 3	Improved Lighting & Security Patrol for Innovation Centers	With students working in the Innovation Centers during evening hours, additional lighting and increased security presence would help maintain a safe environment.

**PROFESSIONAL DEVELOPMENT REQUEST**

Use this section to list any professional development opportunities you would like to have available for your program. If you have more than two professional development needs, add rows below.

	Professional Development Need	Justification
Item 1	Diversity, Equity, Inclusion, and Accessibility Training for Staff & Student Workers	To ensure culturally responsive academic support, all Academic Support Services staff, tutors, and peer mentors should receive training.
Item 2	Library & Learning Center Staff Training for	To maintain high standards in academic support, library and Learning Center staff need ongoing training in

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	ACTLA and CRLA Certification	student research instruction, tutoring best practices, and library services.
Item 3	Innovation Centers Training on Makerspace and Experiential Learning Programs	Staff need professional development on best practices for hands-on learning, student engagement in interdisciplinary projects, and industry collaboration.
Item 4	Testing Center Staff Training for CLEP & PearsonVue Proctoring Certification	To expand testing options for students and maintain compliance, Testing Center staff need ongoing professional development in standardized exam proctoring and security protocols.

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**Budget**

(Please include all budget needs, even if your program is funded entirely by categorical funds.  
Do not include staffing in this section.)

Library:

	Current Budget	Amount of Change	Revised Total
2000 (Student Workers Only)			
4000	\$4,000.00	\$4,000.00	\$8,000.00
5000	\$5,681.58	\$60,000.00	\$65,681.58
Other	\$33,558.42	\$166,441.58	\$200,000

Learning Center & Testing Center (since Testing Center is currently located in Learning Center it does not have its own budget)

	Current Budget	Amount of Change	Revised Total
2000 (Student Workers Only)	\$102,000	\$68,000	\$170,000
4000	\$700	\$15,000	\$15,700
5000	\$500	\$60,000	\$60,500
Other		\$10,000	\$10,000

Innovation Centers:

	Current Budget	Amount of Change	Revised Total
2000 (Student Workers Only)	No budget		\$90,000
4000	No budget		\$20,000
5000	No budget		\$20,000
Other	No budget		\$25,000

Justification:

(Please justify all significant expenditures. Note that budget needs should be demonstrated in earlier sections, such as your needs for improvement or to meet specific goals)

**2000 (Student Workers)**

- Learning Center & Testing Center: Increase from \$102,000 to \$170,000.
- Innovation Centers: No prior budget; request for \$90,000.

**Justification:**

- Student workers (peer tutors, writing mentors, PASS leaders, PC Tech Navigators, and Peer Academic Mentors) provide essential academic support.

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- The Learning Center has grown from 20 student workers during COVID to over 80, requiring more funding to maintain coverage across all subjects.
- The Innovation Centers need institutionalized funding for Peer Academic Mentors to ensure students continue receiving academic mentorship and workshops.

**4000**

- Library: Increase from \$4,000 to \$8,000.
- Learning Center & Testing Center: Increase from \$700 to \$15,700.
- Innovation Centers: No prior budget; request for \$20,000.

**Justification:**

- Increased student engagement necessitates more supplies for tutoring, mentoring, study skills workshops, and research assistance.
- Library supplies are required to support the Lending Library expansion and additional materials for the Recreational Reading program.
- Innovation Centers require outreach materials for cultural heritage and transfer trips, STEM experiential learning, and community partnerships (e.g., Dolores Huerta Foundation, California Farmworker Foundation, USDA internships).
- Additional supplies are needed for the Business Innovation Center Makerspace to support student-driven projects, SHPE Club meetings, and faculty partnerships.

**5000**

- Library: Increase from \$5,681.58 to \$65,681.58.
- Learning Center & Testing Center: Increase from \$500 to \$60,500.
- Innovation Centers: No prior budget; request for \$20,000.

**Justification:**

- Funds for travel cover faculty/staff professional development (e.g., ACTLA, CRLA, DEIA training, library conferences) and student travel for academic support programs.
- Student travel includes MESA and PASO Explorers' transfer trips and Innovation Center experiential learning programs (UCLA, UC Merced, USDA Agricultural Research Center, etc.).
- Library needs additional funding for database subscriptions (JSTOR, Alma Digital, streaming video content, and expanding primary source collections).
- Software for cohort-monitoring, testing appointments, and tutoring; also virtual student worker time clock.
- Memberships for professional organizations (ACTLA for online tutoring, ACTP for learning center certification) are essential to maintain program standards and expand student services.
- Food and snacks for increased number of group study sessions and workshops for academic support services.

**6000**

- Library: No prior budget for this category; request for \$200,000.

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- Learning Center & Testing Center: No prior budget; request for \$10,000.
- Innovation Centers: No prior budget; request for \$25,000.

**Justification:**

- Library needs modernized furniture, ADA-compliant book drops, updated technology (digital signage, VR resources, scanning stations), and additional Lending Library shelving to meet student demand.
- Learning Center requires upgraded technology for online tutoring and interactive study tools, as well as updated seating and tables to support increased student engagement.
- Testing Center requires additional cameras for academic integrity and security compliance with CLEP and Pearson Vue testing.
- Innovation Centers need updated equipment for STEM-related experiential learning (3D printing, robotics, and VR simulations).
- The Business Innovation Center requires additional technology to expand makerspace resources for engineering, coding, and design projects.