

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Disability Resource Center (DRC)/Student Services
Contact Person: Diane Thompson Submission Date: Fall 2017

[Note: The information in this area will repeat on all pages.]

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities 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 who are capable of benefiting from community college instruction.
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 development education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants and scholarships.

Program Mission Statement:

The mission of the Porterville College Disability Resource Center (DRC) is to facilitate learning, promote independence, and encourage life-long learning to the students we serve. The goal of the DRC is to provide our students the opportunity to succeed through a student-centered approach that is focused on providing equal access. We strive to ensure that reasonable accommodations are provided that will assist our students in reaching their true potential. The DRC is a caring and supportive place of acceptance where each student's individuality is acknowledged and embraced.

(Note: This program mission statement is linked to the Office of Student Services Mission, Values and Philosophy Statement on the PC website; therefore, DRC supports the same vision)

Prior Service Area Outcomes:

Students involved with DRC will be able to identify specific accommodations they may use to achieve success in school.

DRC students will identify the requirements for graduation and certification through completion of an Educational Study Plan.

DRC students will demonstrate satisfaction with the knowledge and services provided by the DRC faculty and staff.

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Program modifications made based on previous program review SAOs or other type of assessments:

A full-time American Sign Language Interpreter was hired in July 2017 to interpret for Deaf students who use ASL as their primary mode of communication. The interpreter also coordinates scheduling for additional interpreters (Independent Contractors) and captioning/CART providers (3 Professional Experts and 1 Independent Contractor).

DRC Counselors increased the percentage of students with CSEPs from 69% in July 2016 to over 90% in September 2017. They achieved this by reviewing student files in depth and scheduling student appointments with the specific goal of completing CSEPs.

New Service Area Outcomes:

SAO 1 / Increase Students' Awareness of DRC Services and Procedures for Utilizing Services

This SAO will ensure that we keep students informed of available services and procedures for requesting and utilizing those services. Students are required to complete a "New Student" Orientation prior to intake into the program, then a "Continuing Student" Orientation once each subsequent Fall semester. DRC Counselors presented a forum-style Orientation a total of four times (two for new students, two for continuing students) prior to the start of the Fall 2017 semester. DRC Counselors will continue to offer this presentation four times prior to each Fall semester. Students who do not attend the forum have the option of completing Orientation on a walk-in basis or by appointment with a Counselor. DRC Counselors will assess students' awareness of available services and procedures via an online Orientation Quiz. Any student who scores below 60% will meet with a counselor for a more in-depth review of services and procedures.

SAO 2 / Increase Percentage of Students Who Have a Comprehensive Student Educational Plan (CSEP)

This SAO will ensure that students have the opportunity to develop and tailor an educational plan based on their educational and career goals, with the guidance of a DRC Counselor. DRC Staff will assess CSEP completion once per semester during MIS data compilation cycles. As long as a student's CSEP expiration date is not earlier than the current semester, DRC Staff will count that student as having completed their CSEP. DRC Counselors will establish, review, and/or update (as appropriate) a student's CSEP during either their first or second DRC appointment each semester.

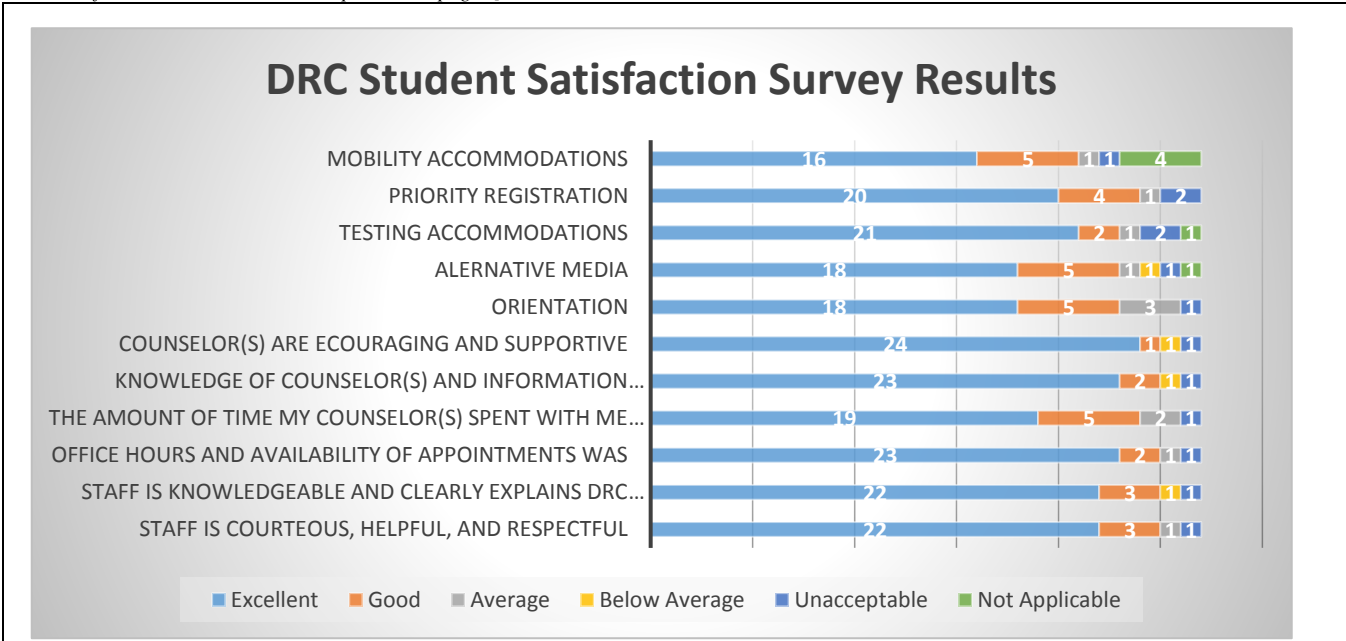
SAO 3 / DRC Support Services will meet Participants' Needs

This SAO will allow DRC faculty and staff the opportunity to gauge students' satisfaction with our program. Students will demonstrate satisfaction with the knowledge and services provided by DRC faculty and staff, as evidenced by Satisfaction Survey results. This survey is provided to students immediately following their second appointment with a DRC Counselor during each Fall and Spring semester.

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Program Strengths and Areas for Improvement:

Strengths:

Counseling. The percentage of DRC students with a CSEP on file increased from 69% in July 2016 to over 90% in August 2017.

Orientation. 136 students have completed the program orientation in Fall 2017. 105 of these were completed prior to the first day of the semester, during our four forum-style orientations (two New and two Continuing). 87% of students who took the Orientation Quiz passed with a 60% or better score. The remaining 13% of students met with a counselor one-on-one to review the DRC Student Handbook.

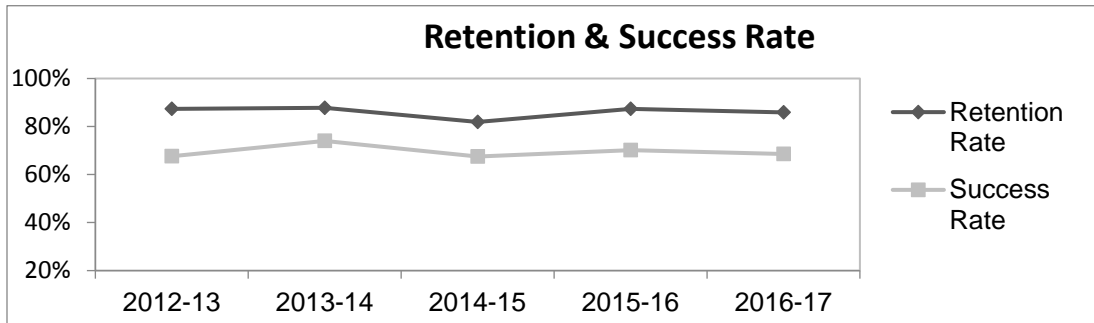
Testing. In Fall 2017, the IT department created a new email address specifically for the Testing Center: DRCtesting@portervillecollege.edu. This is used for communicating with instructors and receiving exams securely. In Spring 2017 we installed a locked drop-box for instructors who prefer to bring printed exams to the DRC in person. Beginning in Fall 2017 we implemented a streamlined Test Accommodation request process: students sign Letter to Professor & Test Accommodation Form; Counselor signs both forms and submits AAP, Letter to Professor, & Test Accommodation forms to instructor’s faculty mailbox; Instructor returns Test Accommodation form to DRC at their earliest convenience.

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				Collegewide
Enrollments – Productivity - Outcomes	2014-15	2015-16	2016-17	2016-17
Enrollment at Census ⁵	941	1,119	1,018	23,910
Average Enrollments/Student	3.9	4.6	4.3	4.1
FTEs ⁶	122.5	140.9	134.6	3,062.2
Retention Rate ⁷	82%	87%	86%	90%
Success Rate ⁷	68%	70%	69%	73%



Awards ⁸	2014-15			2015-16			2016-17		
	AA-T/AS-T	AA/AS	Cert	AA-T/AS-T	AA/AS	Cert	AA-T/AS-T	AA/AS	Cert
Administration of Justice		2		1		1	2		3
Agriculture: Production					2			1	
Biological & Physical Science		8			1			4	
Business								1	
Business Administration							2		
Child Dev Associate Teacher						1			1
Child Dev Teacher Permit						2			
Child Development		4			1			1	
Communication Studies	1		3				2		1
*Emergency Medical Technology						1			1
English		1							
Fire Tech Structural Fire Figh			1			1			
Industrial Technology			1						3
Information Systems		1			1			1	

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Liberal Arts/Arts & Humanities		3		1			3		
Liberal Arts/Math & Science				1					
Liberal Arts/Social & Behvrl		4		4			3		
LVN to Associate Degree Nurse				1			2		
Mathematics	1								
Mental Health/Substance Abuse			4			3			
Awards⁸	2014-15			2015-16			2016-17		
	AA-T/AS-T	AA/AS	Cert	AA-T/AS-T	AA/AS	Cert	AA-T/AS-T	AA/AS	Cert
Nursing		3			2			2	
Psychiatric Technology			1			2			3
Social Science		9			6			9	
*Wildland Firefighting									1
Total Awards by Type	2	35	10	1	20	11	6	27	13
Percentage Awards by Type	4%	74%	21%	3%	63%	34%	13%	59%	28%
Total Awards	47			32			46		

Source: ODS Reports
 (August, 2017)

Areas for Improvement:

Staff Availability. We are currently staffed with a full-time Program Technician, Alternative Media Specialist, and Sign Language Interpreter I. We also have one full-time Counselor/Coordinator and a part-time Counselor. Faculty and students have repeatedly requested that we extend our office hours to include more evening hours for those who take courses at night. Our current Testing Center hours of availability are so limited as to be prohibitive to students taking night classes. It is distressing for night class instructors when DRC students must test at significantly different times or even on different days than other students. In order to remedy this, we will need to two more staff members to our office. We are requesting an Educational Advisor and Department Assistant III. This will allow for our testing center to be available at more appropriate times for students who take evening classes.

Access to Print. Student have access to one black-and-white printer which is located in the DRC Testing Center. During testing times, the printer is turned off and unavailable to students in the computer lab. We are researching a way to add printing funds to students' ID cards in order to make printing available elsewhere on campus.

Career Readiness. We are in the process of planning a Reverse Job Fair by Spring 2020, in which students with disabilities can "interview" prospective employers and assess businesses' willingness and ability to provide workplace accommodations.

Website Compliance. Our goal is for our DRC website to be 508 compliant by Fall 2019.

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Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Improve transition from high school to college through outreach efforts.	Completed	None	None

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2__ Item 3__ Item 4___ Item 5___ Item 6___

Progress on Goal:

Completed (Fall 2016)
 Revised (Date)

Comments:

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Complete a comprehensive, user friendly, and 508 compliant website	Fall 2019	Work with IT Department	Staff time

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2__ Item 3__ Item 4___ Item 5___ Item 6___

Progress on Goal:

Completed (Date)
 Revised (Date 09/2017)

Comments: We added the goal of making our website 508 compliance as part of our commitment to web accessibility.

Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

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Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
3. Career Readiness	Spring 2019	Liaison with community businesses	Staff time

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2___ Item 3___ Item 4_ **X**___ Item 5___ Item 6___

Progress on Goal:

___ Completed (Date)
 ___ Revised (Date)

Comments: We are planning a Reverse Job Fair for DRC students.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
4. Access to print program	Fall 2019	Financial; Work with IT Department	Staff time

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_ **X**___ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

___ Completed (Date)
 ___ Revised (Date)

Comments:

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STAFFING REQUEST

<u>Staff Resources:</u>				
<u>Current Staffing Levels</u>		<u>Part-time Staff (FTE)</u>		
<u>Full-time Staff (FTE)</u>		<u>Part-time Staff (FTE)</u>		
Faculty	1 Counselor (serves as Program Coordinator)	Faculty	1 Counselor	
Temporary		Temporary		
Classified	1 Program Technician 1 Alternative Media Specialist 1 Sign Language Interpreter I	Classified		
Management	1 Director (who also oversees EOPS/CARE & CalWORKS)	Management		
<u>Request for New/Replacement Staff</u>				
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	DRC Department Assistant III	Classified	Full Time	New
Position 2	Educational Advisor	Classified	Full Time	New
Position 3				
<p>Justification:</p> <p><u>Department Assistant III:</u> We must often order specialized equipment for our students. Currently our Program Technician must go back and forth between the Information Center's Department Assistant III and the Administrative Assistant to the VP of Student Services in order to complete Purchase Orders and confirm equipment is received. We also need a designated employee who can schedule appointments for Counseling and Testing services. A Department Assistant III would be able to perform <i>all</i> of these duties within the primary function of their job.</p> <p><u>Educational Advisor:</u> An Educational Advisor would help assist the Coordinator with high school visitations and outreach opportunities on campus. The Advisor could also assist with case management for our students who need assistance with time management and study skills support. This would free up more time for the counselors to assist students with Student Educational Plans, Intake Interviews, Transfer Checks, and Graduation Evaluations.</p>				

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BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	110,335.86		263,743.65
Position 1		64,415.65	
Position 2		88,992.14	
4000	6,124.42		
5000	44,912.86		
Other			

Justification:

Department Assistant III: We must often order specialized equipment for our students. Currently our Program Technician must go back and forth between the Information Center's Department Assistant III and the Administrative Assistant to the VP of Student Services in order to complete Purchase Orders and confirm equipment is received. We also need a designated employee who can schedule appointments for Counseling and Testing services. A Department Assistant III would be able to perform *all* of these duties within the primary function of their job.

Educational Advisor: An Educational Advisor would help assist the Coordinator with high school visitations and outreach opportunities on campus. The Advisor could also assist with case management for our students who need assistance with time management and study skills support. This would free up more time for the counselors to assist students with Student Educational Plans, Intake Interviews, Transfer Checks, and Graduation Evaluations.

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