

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

Name of Program/Operational Area: Disability Resource Center (DRC)

Contact Person: Errin Sullivan – Arcos (Coordinator)

Submission Date: Fall 2020

**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 developmental 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 embraced and celebrated.

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

**Prior Services Area Outcomes:**

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

**SAO was met**

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 an Orientation each Fall semester.

DRC Counselors will assess students' awareness of available services and procedures via an online Orientation Pre and Post Quiz. Any student who scores below 60% will meet with a counselor for a more in-depth review of services and procedures. Students are required to complete an Orientation each Fall semester. DRC Orientation is available through CANVAS and is design as a class. The Modules within CANVAS are to be opened to all enrolled DRC students at all times for reference. DRC Counselors will provide Orientations one-on-one for those who need additional support. DRC Counselors will assess students' awareness of available services and procedures via an online Orientation Pre and Post Quiz. Any

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student who scores below 60% will meet with a counselor for a more in-depth review of services and procedures.

In 2019, 175 students completed the Online CANVAS Orientation compared to 136 in person in 2017.

**Orientation Pass Rate**

# students who passed Post-Test (score 60% or greater) 164

# students who did not pass Post-Test (score less than 60%) 11

Total # students who completed orientation 175

Orientation Pass Rate:94%

**SAO 2 / Increase Percentage of Students Who Have a Comprehensive Student Educational Plan (CSEP). SOA was met**

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

DRC Counselors will establish, review, and/or update (as appropriate) a student’s CSEP during student DRC appointment each semester.

	2015-16	2016-17	2017-18	2018-19	2019-20
Total DSPS	319	340	306	266	305
CSEPs	150	227	242	247	271
CSEP rate	47.0%	66.8%	79.1%	92.9%	88.9%

**SAO 3 / DRC Support Services will meet Participants’ Needs**

**SAO was met**

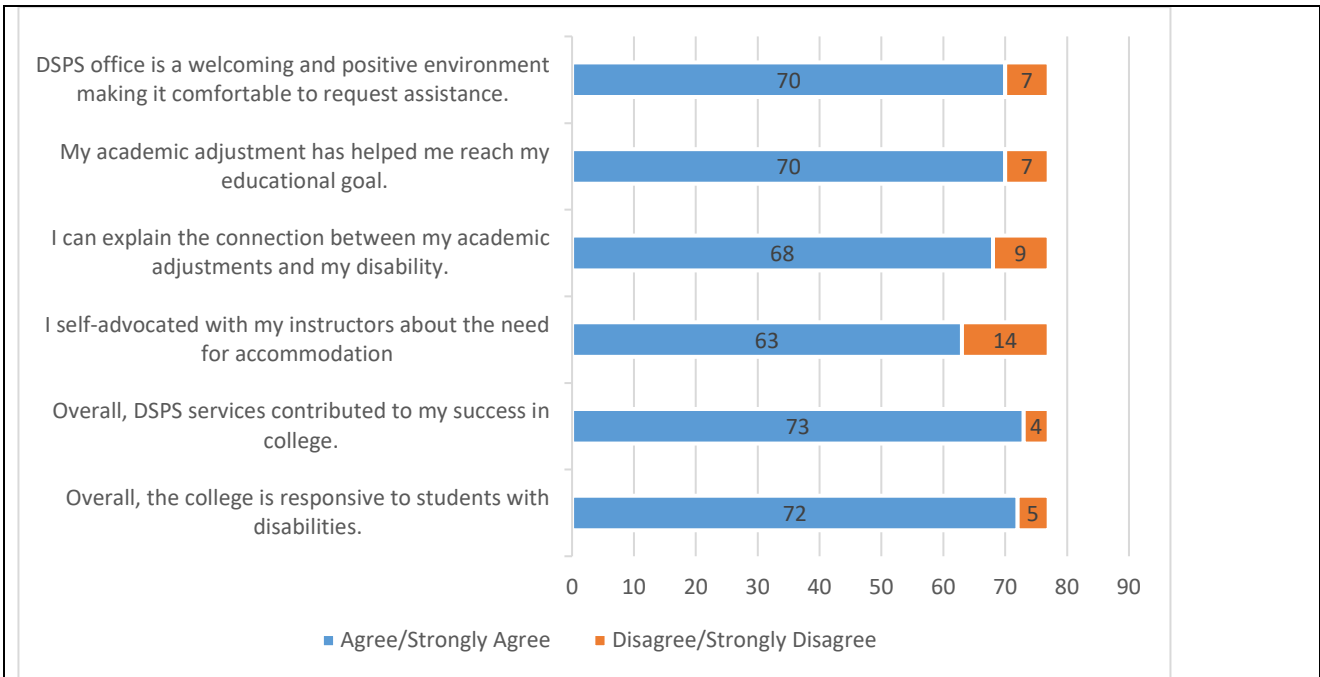
This SAO will allow DRC faculty and staff the opportunity to gauge students’ satisfaction with our program. Students will demonstrate satisfaction with the knowledge and services provided by DRC faculty and staff, as evidenced by Satisfaction Survey results. This survey is provided to students through Survey Monkey at the end of each semester.

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**New Service Area Outcome:**

**Disability Resource Center (DRC) Students will utilize DRC services in order to receive an equitable educational experience at Porterville College. This will foster independent self-determined learners, thereby increasing student retention and achievement.**

**Program Analysis and Trends**

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

Between 2017-2018 and 2019-2020, several positions have changed and we have implemented a paperless system. The DRC Testing Center was removed and on-campus Test Accommodation (Alternative Testing Location / Distraction-Reduced Testing Environment) services were moved to the Learning Center. The physical size of the DRC Office was reduced as offices were consolidated to a smaller area. During 2017, the Part-Time DRC Counselor was certified in the LDESM Eligibility Model endorsed by the Chancellor’s Office (CCCCO). During Spring 2020, the Full-Time DRC Counselor and Full-Time DRC Program Technician transferred out of the DRC; both positions need to be replaced on a permanent basis.

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***Data Review***

**Enrollment:**

Unduplicated student counts increased by a net of 4 students from 2017-2018 to 2019-2020. This reflects stable numbers (pre-COVID), an important factor in determining program funding. The high enrollment during these reported years reflects a high caseload for our one full-time and one part-time DRC Counselor.



**Retention & Success Rate:**

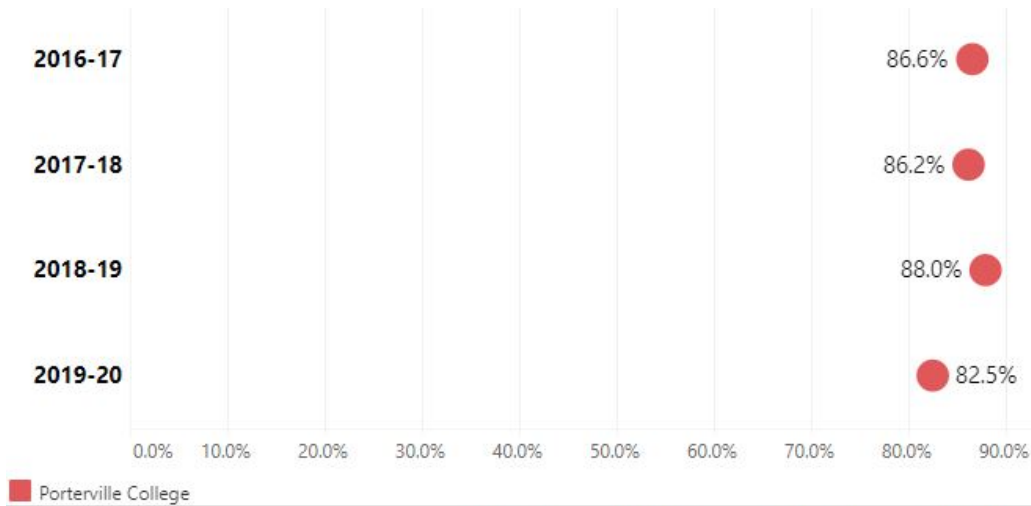
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Retention rates indicate whether the needs of students with disabilities are being met. Students with disabilities that aren't able to have their need for accommodations met may feel more inclined to drop out. Addressing these concerns is imperative to improving retention among students with disabilities.



		2016-17	2017-18	2018-19	2019-20
<b>Porterville College</b>	Graded Counts	1,383	1,198	1,330	1,616
	Metric Counts	1,198	1,033	1,170	1,334
	Metric Rate	86.6%	86.2%	88.0%	82.5%

**Awards:**

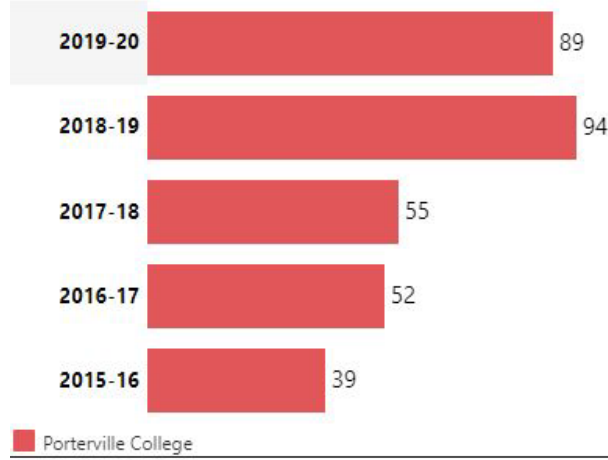
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According to the Student Centered Funding Formula (SCFF) allocation based on outcomes include the number of students earning associate degrees and credit certificates. Combined support services as well as the development of a Course Substitution Committee & Policy has allowed for many of our DRC students with +70 units to complete degrees. The below data includes certificates and degrees awarded to DRC Students. Some students received multiple certificates and/or degrees.



**Student Education Plan:**

Student Education Plans (SEPs) are a vital component of the new Student Centered Funding Formula (STCFF). The 2018/2019 revision of the STCFF provides student success allocation based on outcomes. SEP’s are key to providing students with SEP have a clear guide to completing their academic goals. Outreach and appointment campaigns became focused on SEP’s. By reviewing the following chart the data shows the CSEP completion rate increased significantly from 47% in 2015/2016 to 88.9% in 2019/2020.

	2015-16	2016-17	2017-18	2018-19	2019-20
Total DSPS	319	340	306	266	305
CSEPs	150	227	242	247	271
CSEP rate	47.0%	66.8%	79.1%	92.9%	88.9%

**Disability Type:**

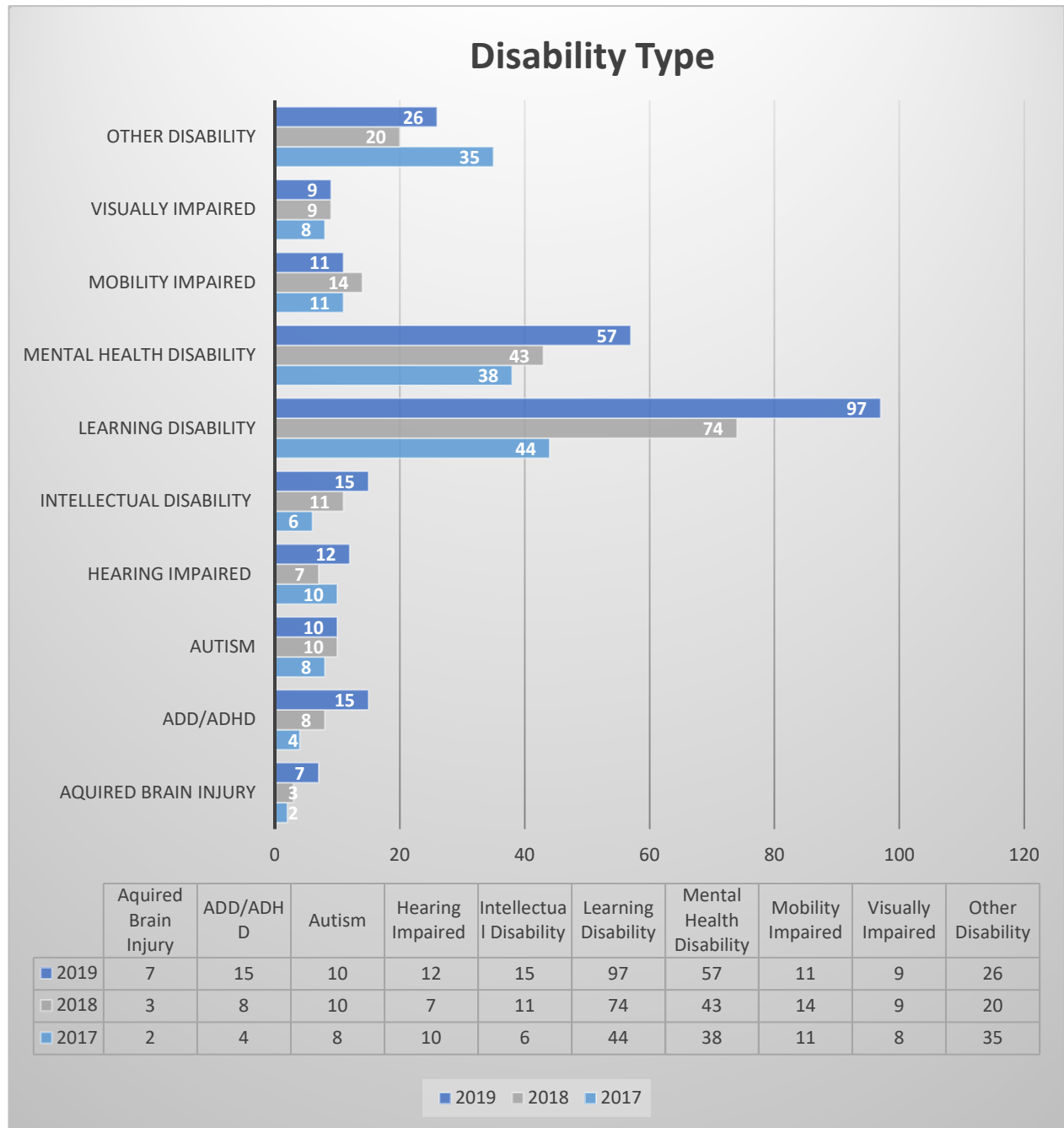
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Learning Disabilities and Mental Health Disabilities are by far the most prevalent types of disabilities amongst students in our program. This information assists DRC Coordinator and Staff with developing and obtaining funding for support services tailored to these populations.



***Program Strengths***

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The DRC staff and faculty provides excellent support services to their students. The team is committed not only to their students, but also to the college and district in general. They are actively involved in many campus and district committees as well as community events and partnership opportunities. The team strives to bring equity into the lives of students with a disability so that they may reach their educational and professional goals leading to social and economic mobility for students.

DRC program staff participate in the Porterville College Welcome Week event to provide DRC Program information and services. Program counselors collaborate in the Annual PC Transfer Fair, and participate in outreach activities at the local high schools to promote Porterville College and complete abbreviated Educational Plans for potential students. Specialized workshops are hosted for high school students and their parent(s)/guardian(s) to help bring an increased understanding of how services/accommodations are provided at the college level.

In addition, the program participates in Become a Pirate in a Day, Reg Fest, College and Financial Aid Night, Senior Day and PC Connection. The goal is to provide awareness that these services and accommodations are available to students transitioning into our campus. Awareness is also important for students who did not have or know they had a disability prior to enrolling at PC. Various assessments (ex. Learning Disability Assessments) are available to help students determine if they have a disability and develop a case plan on how the DRC can help them succeed while at PC.

The program has partnered with the South County Collaborative to create a safety net for students including Foster Youth, students in need of Mental Health services and/or other needs. The program collaborates in events with the Tulare Office of Education to provide a smooth transition from high school to college.

In addition to the collaboration and outreach efforts mentioned above, the program participates in the following:

- Participation in Pirate Path to Success Program meeting on campus at PC
- Presentations in Porterville College classes across all disciplines
- Presentation at Butterfield Charter School and Porterville Adult School
- Outreach at the College and Career Expo at College of the Sequoias
- Utilization of DRC interns who are also PC students to help out with office work

As mentioned earlier, the program staff has been able to adapt and transition to an online environment providing all services virtually. The program staff is fully committed to the success of the students. The counselors have many years of experience serving students and provide quality counseling tailored to the individual needs of each student. The students receive wrap around services: tutoring referrals, referrals to other departments and outside agencies. Assistance in



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completing required registration and applications for services is also provided increasing the success of students accessing the suggested service.

One of the keys to student success is monitoring students' progress and providing early interventions. Creating and monitoring a student's Education Plan is one of the key factors that helps students in our program succeed. Each student is required to bring in a completed progress report form in which the instructors indicate the student's current class status. The progress report allows the DRC staff to provide interventions and solutions to academic concerns that may potentially prohibit a student from achieving his or her educational goal. The students receive intrusive counseling to identify solutions that will promote the well-being of the student allowing him/her to take charge of their education. Interventions may result in the following: tutoring referrals, encouraging students to meet with their professors during office hours, formation of study groups, withdrawing from courses prior to the withdrawal deadline, change class schedule, major change, amending or developing a new educational plan.

The DRC program continues to provide "over and above" support services to eligible students:

- Priority Registration
- In Person/Online Orientation to DRC/Campus Services
- Designated Counselors with a Background in Rehabilitation Counseling
- Accommodations
- Assistance in Accessing Department of Rehabilitation Benefits
- Survival Kit (school supplies)
- Free Tutoring
- Educational/Enrichment Workshops
- Lending Library

The DRC program has a streamlined processes and bundled services which ensures efficiency of allocated human resources, thus supporting student success. Many DRC students are receiving additional services in EOPS/CARE and CalWORKs. Staff refers and encourages eligible students to apply for and receive services in multiple programs. We feel this is a benefit to our students because they can maximize the utilization of all support services.

***Areas for Improvement***

*Transition to College (TTC)*, High School students who are on an Individualized Educational Plan (IEP) or 504 Plan establish a transition plan at the end of their Senior year. Building partnerships with local high schools with a goal of being included as an action item on their transition plan will increase enrollment and retention rates within the population of students that need DRC services. Once a parent/guardian signs a release of information, the Disability Resource Center (DRC) along with high school personnel can help a student with disabilities to identify and address the specific documentation requirements needed to receive academic accommodations at the postsecondary level.

*Data Management AIM* - Disability Resource Center (DRC) needs a case management system for managing Student Accommodations, Case Management/Narratives, and Instructor Notifications. A program called

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Accessible Information Management (AIM) would allow us to achieve all of these, saving time currently used to complete these tasks manually (available at [accessiblelearning.com](http://accessiblelearning.com)). For example: 50 students submit requests to utilize testing accommodations (via our online Accommodations/Equipment Request Form) at the beginning of a semester. Our current system requires DRC Counselor/Staff to verify each individual student’s accommodations (via the PDF Academic Accommodations Plan in the student’s file), verify each student’s course enrollment individually (via Banner 9), then notify the student’s instructors via email (Outlook). AIM would allow students to select accommodations for which they have been approved (such as testing accommodations), and Faculty Notification Letters would be generated within 1-2 days. With AIM, DRC Students, Staff/Counselors, and PC Instructional Faculty would each have their own specialized access portal and it could be integrated with Inside PC.

*Staff Availability.* We are currently staffed with a full-time Counselor/Coordinator/LD Specialist, 35-hour Temporary Program Technician (as of September 2020, replacing our Full-Time Program Technician who left in March 2020), Full-Time Alternative Media Specialist, and Full-Time Sign Language Interpreter I.

We are requesting a Full-Time Permanent Program Technician, Educational Advisor, and Department Assistant III. This will allow for maintaining budgets and program services, as well as the expansion of Learning Disability and Transition to College (TTC) services.

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

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1.Improve transition from high school to college through outreach efforts.	Not met	Staff Time Increased Printing Budget	Counselors Staff	Case Management requirements

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 \_\_\_

High School outreach was combined with General Counseling during Spring semesters

\_\_\_ Completed (Date )  
X Revised (Date 03/10/2021)

Comments:

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Transition to college services are currently combined with general high school outreach. Proposing services for students with disabilities take place independent of general services to better track outcomes.

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Complete a comprehensive, user friendly, and 508 compliant website	Fall 2019		IT & DRC Director & Counselor	Availability of 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:

X Completed (Date Fall 2019 )

\_\_\_ Revised (Date )

Comments:

The DRC is committed to compliance to ADA section 508. Updates are made on a continual basis.

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**Goals** (This section is for you to report *new goals* for your program. If your program is creating more than 2 goals, please duplicate this page)

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
<b>1. Increase Students' Awareness of DRC Services and Procedures for Utilizing Services</b> Orientation Post-Quiz: 80% Pass Rate (Passing Grade = 60% or better)	Spring 2023	CANVAS Orientation Course	Coordinator	

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 )

Comments:

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
<b>2. DRC Support Services will meet Participants' Needs</b> a. 90% student satisfaction rate measured by	Fall 2021	Survey Monkey	Coordinator	Survey return rates

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Student Satisfaction Survey – end-of-term i. Beginning Fall 2020				
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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 X Item 4 \_\_\_ Item 5 \_\_\_ Item 6 \_\_\_

Progress on Goal:

\_\_\_ Completed (Date )

\_\_\_ Revised (Date )

Comments:

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**STAFFING REQUEST**

<b>Staff Resources:</b>				
<u>Current Staffing Levels</u>				
<u>Full-time Staff</u>		<u>Part-time Staff</u>		
Faculty		Faculty		
Temporary	1 Counselor (serves as Program Coordinator) and Learning Disability Specialist	Temporary	1 Counselor for 8 hours per week	
Classified	1 Program Technician 1 Alternative Media Specialist 1 Sign Language Interpreter I	Classified		
Management		Management		
<p>Project dates of temporary staff: Counselor/ Coordinator position to end May 2021</p> <p><b><u>Request for New/Replacement Staff</u></b> Use one line for each position requested. Justify each position in the space below.</p>				
	Title of Position	Classification <small>(Faculty, Classified, or Management)</small>	Full or Part Time	New or Replacement
Position 1	Educational Advisor	Classified	Full Time	New
Position 2	DRC Department Assistant III	Classified	Full Time	New
<p><b>Justification:</b></p> <p><i>Department Assistant III:</i> 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 need a designated employee who can schedule appointments for Counseling and assist with case management of paperless files. A Department Assistant III would be able to perform <i>all</i> of these duties within the primary function of their job.</p> <p><i>Educational Advisor:</i> An Educational Advisor would help assist the Coordinator with high school visitations and outreach opportunities virtually and on campus. The Advisor could also assist study skills and time management for our students who need assistance. The additional assistance would allow for the Learning Disability Specialist to increase testing availability.</p>				

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**TECHNOLOGY REQUEST**

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

<u>Technology Need</u>	<u>Justification</u>
Item 1 AIM	This system will improve the case management capabilities of our office resulting in students needs met in a timely manner.
Item 2	

**FACILITIES REQUEST**

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

<u>Facilities Need</u>	<u>Justification</u>
Item 1 Additional Office Space	Additional space will allow our office to be more compliant with students who have mobility issues. We will also be able to provide testing accommodation and tutoring space.
Item 2	

**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.

<u>Safety &amp; Security Need</u>	<u>Justification</u>
Item 1	
Item 2	

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**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.

<u>Professional Development Need</u>	<u>Justification</u>
Item 1	California Association of Post-Secondary Education and Disability (CAPED)
Item 2	Association on Higher Education and Disability (AHEAD)



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**BUDGET REQUEST  
(Do not include staff increases in this section)**

	Current Budget	Amount of Change	Revised Total
2000 (Student Worker Only)		\$0	\$0
4000	\$5,163.00	\$0	\$5,163.00
5000	\$14,119.00	\$0	\$14,119.00
Other	\$0	\$0	\$0
Justification: No changes			