

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

Program Name: Disability Resource Center (DRC)      Contact Person: Diane Thompson (Acting Director of Student Services)      Submission Date: Fall 2024

**Porterville College Mission Statement:**

With students as our focus, Porterville College provides our diverse local 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.
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:**

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 give our students the opportunity to succeed through a student-centered approach focused on providing equal access. We strive to ensure reasonable accommodations are provided that will help our students reach their true potential. The DRC is a caring and supportive place of acceptance where each student’s individuality is embraced and celebrated.

**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.)

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Old SAO Statement	Describe assessment results and discussion of this SAO	Describe how the results impact your goals and needs going forward
<p>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.</p>	<p>DSPS students demonstrate higher persistence rates, completion rates, and Comprehensive Student Education Plan (CSEP) completion rates compared to non-DSPS students, indicating that DSPS services are contributing to equitable educational experiences. As a result, DSPS students are achieving improved certificate and degree completion rates. In the coming program review cycle, we will continue to analyze and monitor these indicators and refine our strategies to further enhance student achievement. A more detailed analysis of these data and trends, including program-level impact on student engagement and long-term success, is provided in the Program Analysis and Trends section of this Program Review.</p>	<p>Increase high school outreach efforts, retention efforts to improve students' completion rates and awards. In addition, we need a more efficient system (such as Clockwork or Accessible Information Management AIM – discussed later) for students to request their academic accommodations and for DRC Counselor/Staff to provide, track, and notify faculty about accommodations.</p> <p>The DRC has decided to revise our SAO statement: The original statement provided a broad overview of current program success, but it lacked specificity in terms of the exact data being analyzed. By emphasizing the measurable indicators (e.g., persistence and completion rates) and tying them to the impact on <b>DRC students</b>, we make the statement more focused and results-driven.</p>

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New SAO Statement	Describe assessment results and discussion of this SAO	Describe how the results impact your goals and needs going forward
(After receiving the services of the DRC, students will) Use support services and reasonable accommodations to successfully complete courses and meet academic achievements.	The outcomes will be assessed through the metrics of awards and graduation data.	Assessment of this SAO will allow for informed decision in staffing, resources and strategic program planning.

**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.)

**Enrollment:**

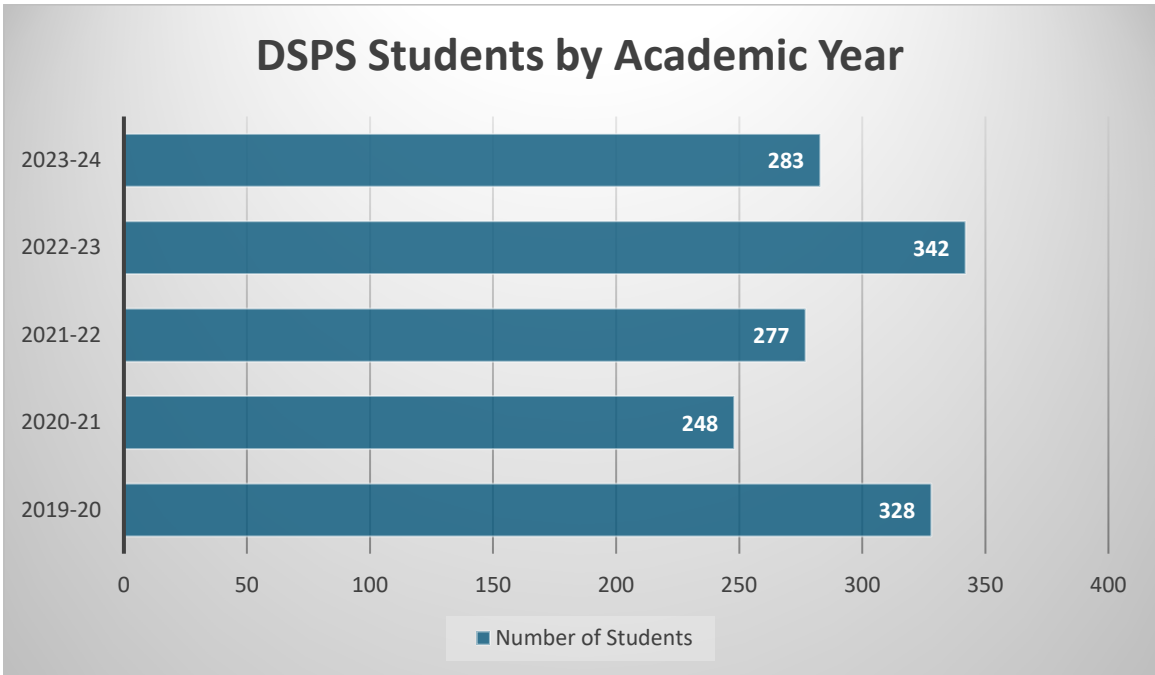
Unduplicated student enrollment increased by a net total of 35 students from the 2020-2021 academic year (the most recent year included in our Program Review) to the 2023-2024 academic year. This trend reflects a steady recovery, nearing pre-COVID enrollment levels, with a notable, one-time increase in enrollment during the 2022-2023 academic year. To further support this upward trend, we are actively focusing on outreach efforts, including collaborations with the Porterville Unified and Burton School Districts, high-contact community events, and targeted on-campus initiatives, with the goal of continuing to increase enrollment.

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**Disability Type:**

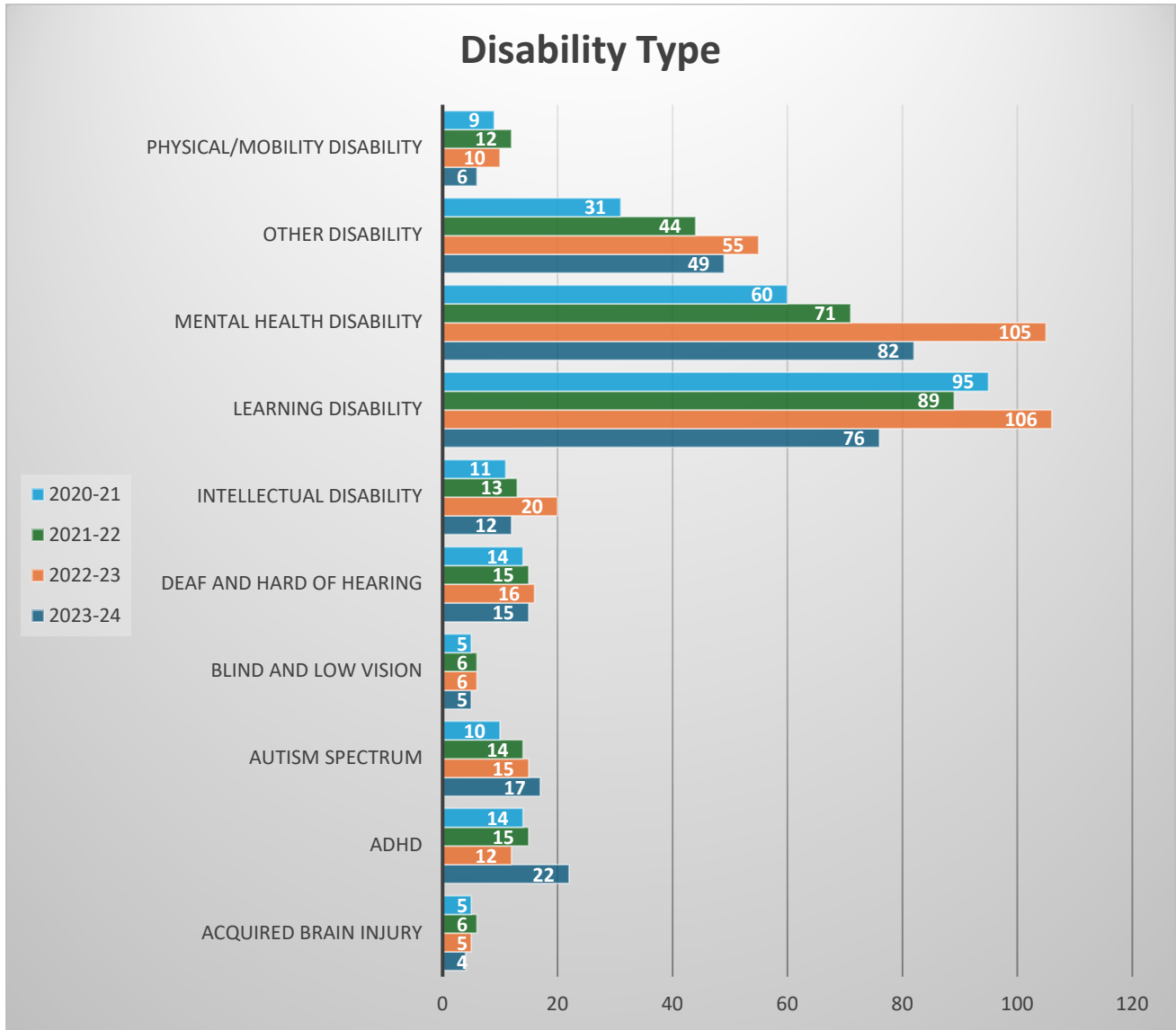
As noted in our fall 2020 program review, learning disabilities (LD) and mental health disabilities remain the most prevalent disability types among students in our program. The recent decline in the number of students identified with LD is likely due, in part, to the discontinuation of on-campus (LD) assessment services. However, students with suspected LD may still be served through the interactive process, as determined by the DRC counselor. While these students may receive accommodations, they cannot be officially classified as having a LD without the appropriate documentation. The new DRC counselor will be offered LD training.

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**Awards:**

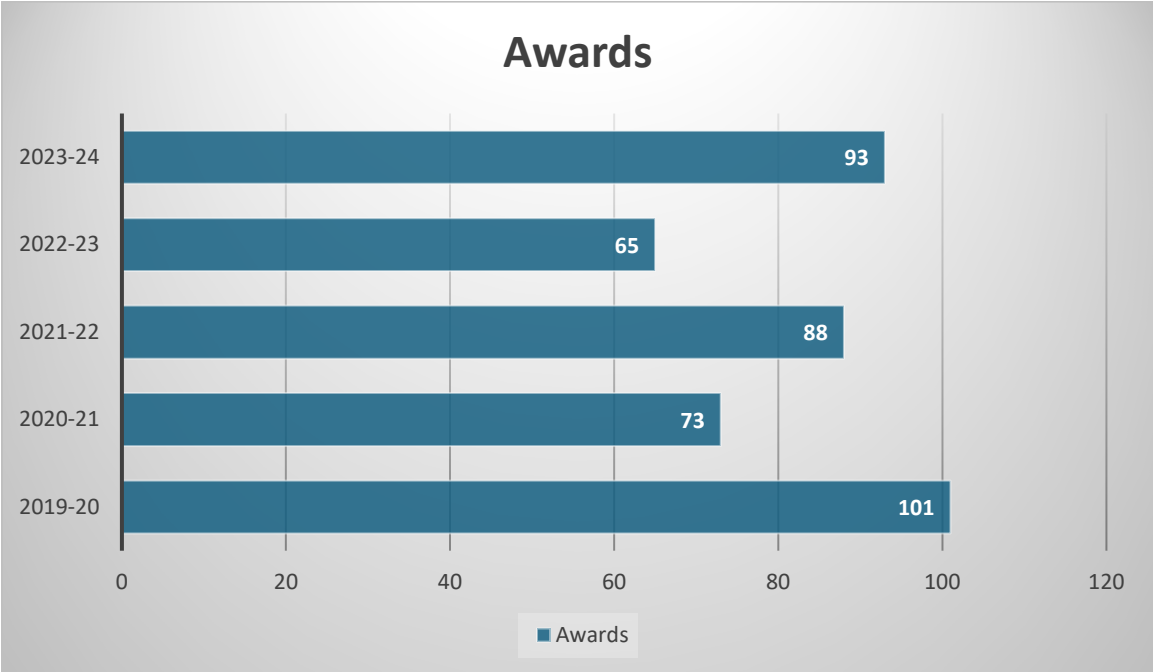
The total number of degrees and certificates awarded has fluctuated year-to-year, with a net increase of 20 awards from the 2020-2021 to the 2023-2024 academic year. The most recent year's award count is notably close to pre-COVID levels. Moving forward, our primary goal is to continue supporting students in completing their educational programs in a timely manner, ensuring sustained progress toward degree and certificate attainment.

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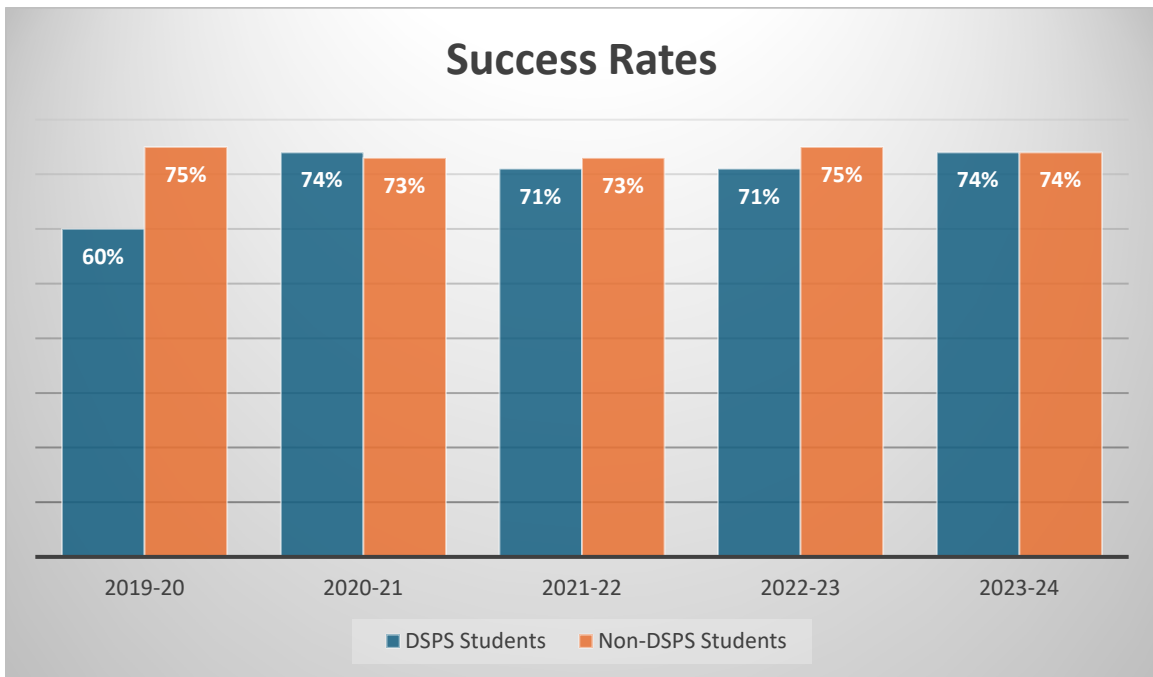
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**Success Rates:**

From 2020-2021 to 2023-2024, DSPS student success rates have consistently remained within four percentage points of non-DSPS student success rates, with the most recent rates showing parity between the two groups. This marks a significant improvement from the 15% gap observed in 2019-2020, when many DSPS students experienced course withdrawals due to personal and academic challenges exacerbated by the COVID-19 pandemic. The alignment of DSPS and non-DSPS success rates in 2023-2024 serves as a key indicator of an equitable educational experience for DSPS students.



		2019-20	2020-21	2021-22	2022-23	2023-24
<b>Step 1: Select College &amp;</b> Porterville College Success Rates	<b>DSPS</b>					
	Graded Counts	1,610	965	1,000	1,229	1,010
	Measure Counts	1,038	715	714	871	744
	Measure Rate	64%	74%	71%	71%	74%
<b>Step 2: Select Disaggregation Characteristic</b> DSPS Status	<b>Not DSPS</b>					
	Graded Counts	25,805	21,347	19,000	22,115	24,827
	Measure Counts	19,268	15,575	13,963	16,612	18,429
	Measure Rate	75%	73%	73%	75%	74%

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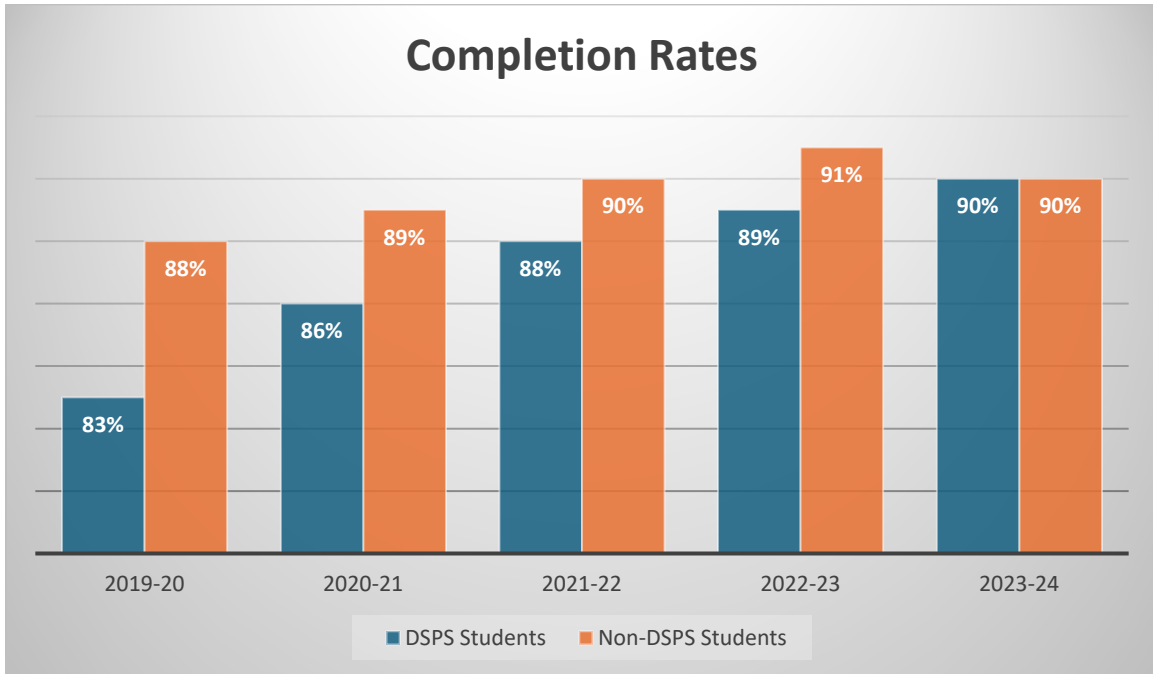
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**Completion Rates:**

Between 2019-2020 and 2023-2024, the gap in completion rates between DSPS and non-DSPS students has steadily narrowed. The initial gap of 5% decreased to between 2% and 3% in the intervening years, with the most recent academic year showing no gap at all. This trend reflects significant progress in providing an equitable educational experience for DSPS students.



		2019-20	2020-21	2021-22	2022-23	2023-24
<b>Step 1: Select College &amp;</b> Porterville College Completion Rates	<b>DSPS</b>					
	Graded Counts	1,610	965	1,000	1,229	1,010
	Measure Counts	1,329	831	876	1,099	906
	Measure Rate	83%	86%	88%	89%	90%
<b>Step 2: Select Disaggregation Characteristic</b> DSPS Status	<b>Not DSPS</b>					
	Graded Counts	25,805	21,347	19,000	22,115	24,827
	Measure Counts	22,666	19,085	17,020	20,044	22,312
	Measure Rate	88%	89%	90%	91%	90%



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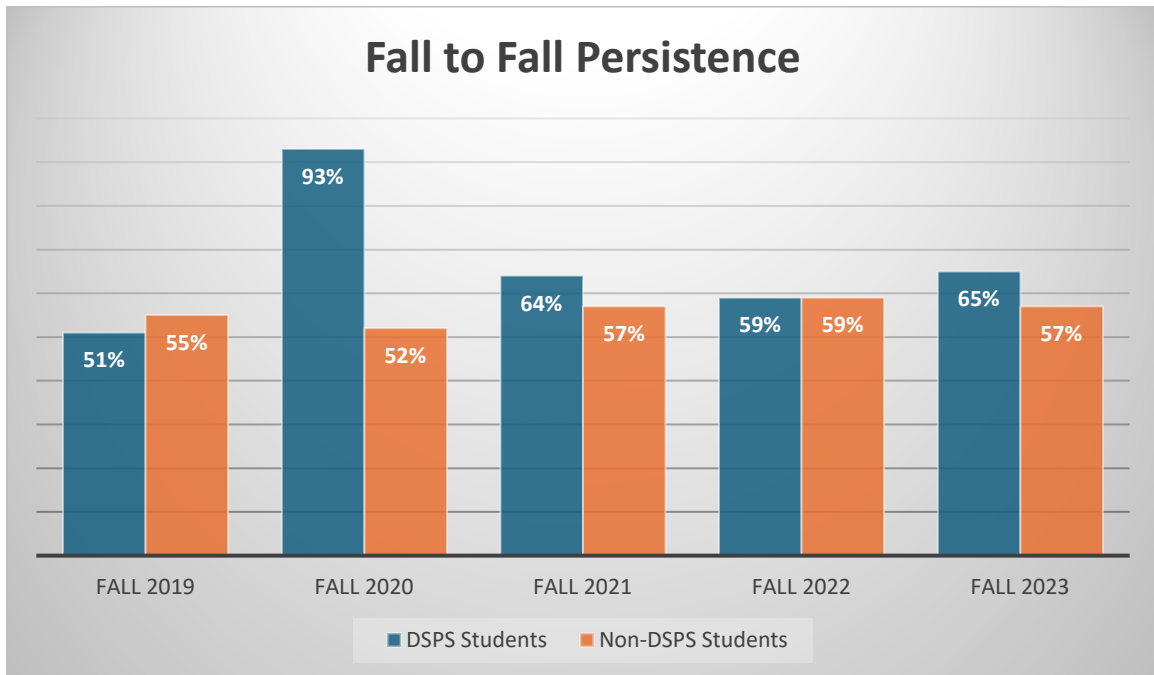
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**Fall to Fall Persistence Rates:**

Since fall 2020, the fall-to-fall persistence rates for DSPS student cohorts have consistently met or exceeded those of non-DSPS cohorts. This improvement is attributed to the provision of DSPS accommodations, which support students in successfully completing their courses, as well as targeted outreach through our course registration calling and email campaigns, which begin during priority registration each fall and spring.



		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>Null</b>	Cohort N	914	712	827	857	986
	Persistence Count	499	370	473	502	561
	Persistence Rate	54.6%	52.0%	57.2%	58.6%	56.9%
<b>DSPS</b>	Cohort N	53	14	36	44	46
	Persistence Count	27	13	23	26	30
	Persistence Rate	50.9%	92.9%	63.9%	59.1%	65.2%
<b>Grand Total</b>	Cohort N	967	726	863	901	1,032
	Persistence Count	526	383	496	528	591
	Persistence Rate	54.4%	52.8%	57.5%	58.6%	57.3%

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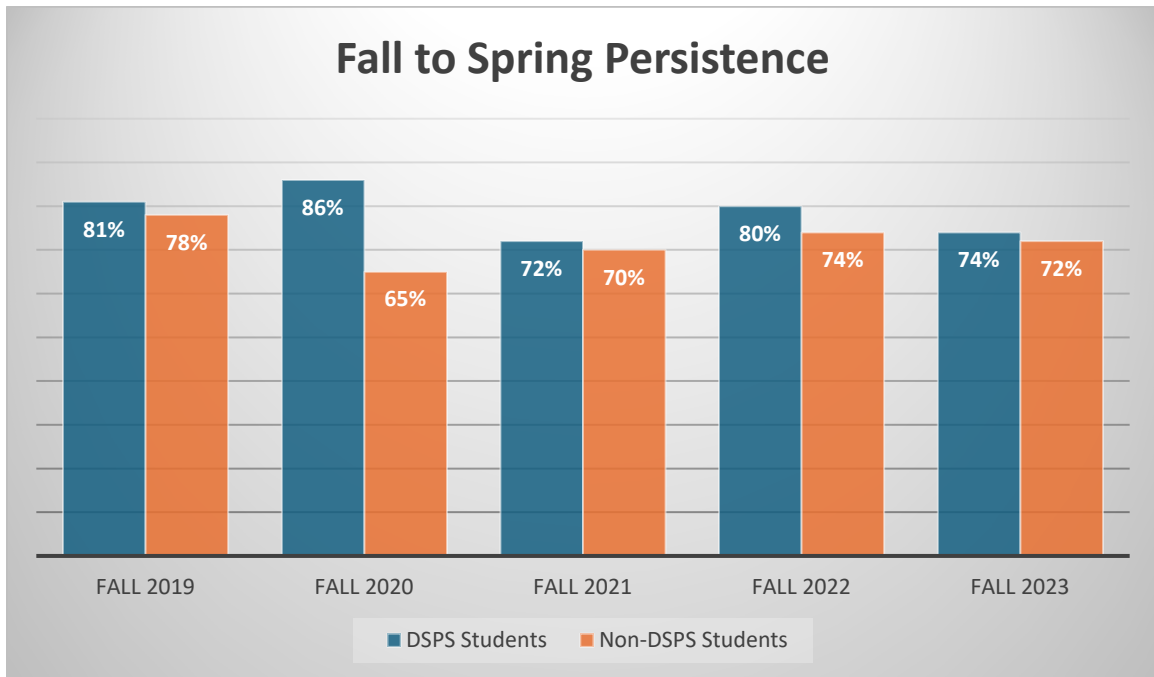
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**Fall to Spring Persistence Rates:**

Since fall 2020, fall-to-spring persistence rates for DSPS student cohorts have consistently been slightly higher than those for non-DSPS cohorts. While these rates have not fully recovered or consistently surpassed, pre-COVID levels, continued efforts in DRC program recruitment and retention are expected to further enhance persistence rates moving forward.



		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>Null</b>	Cohort N	914	712	827	857	986
	Persistence Count	708	463	574	636	714
	Persistence Rate	77.5%	65.0%	69.4%	74.2%	72.4%
<b>DSPS</b>	Cohort N	53	14	36	44	46
	Persistence Count	43	12	26	35	34
	Persistence Rate	81.1%	85.7%	72.2%	79.5%	73.9%
<b>Grand Total</b>	Cohort N	967	726	863	901	1,032
	Persistence Count	751	475	600	671	748
	Persistence Rate	77.7%	65.4%	69.5%	74.5%	72.5%

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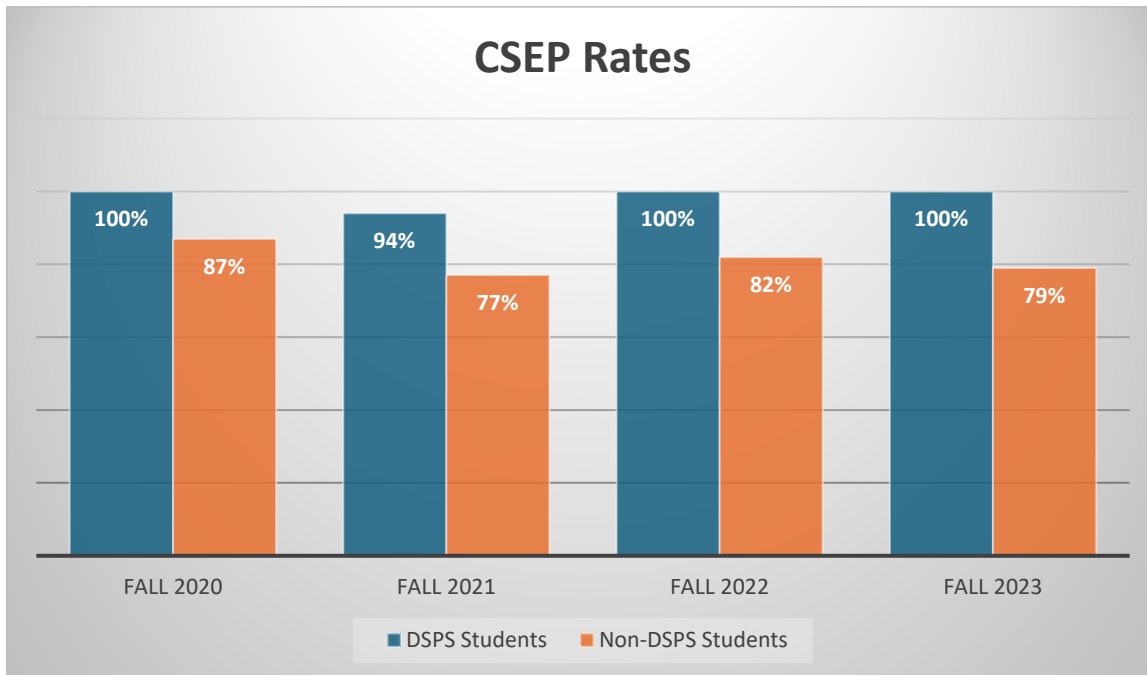
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**CSEP Rates:**

Comprehensive Student Education Plans (CSEPs) are a crucial component of matriculation, supporting students in planning and successfully completing their educational goals at Porterville College and beyond. As such, the DRC prioritizes ensuring that all students in our program have a CSEP on file, whether created by the DRC counselor, a general counselor, or a counselor from another program at Porterville College. For three of the past four Fall semesters, 100% of DSPS students have had a CSEP on file, compared to significantly lower rates for non-DSPS students. We view this as a strong indicator of both equitable educational support and enhanced opportunities for student achievement.



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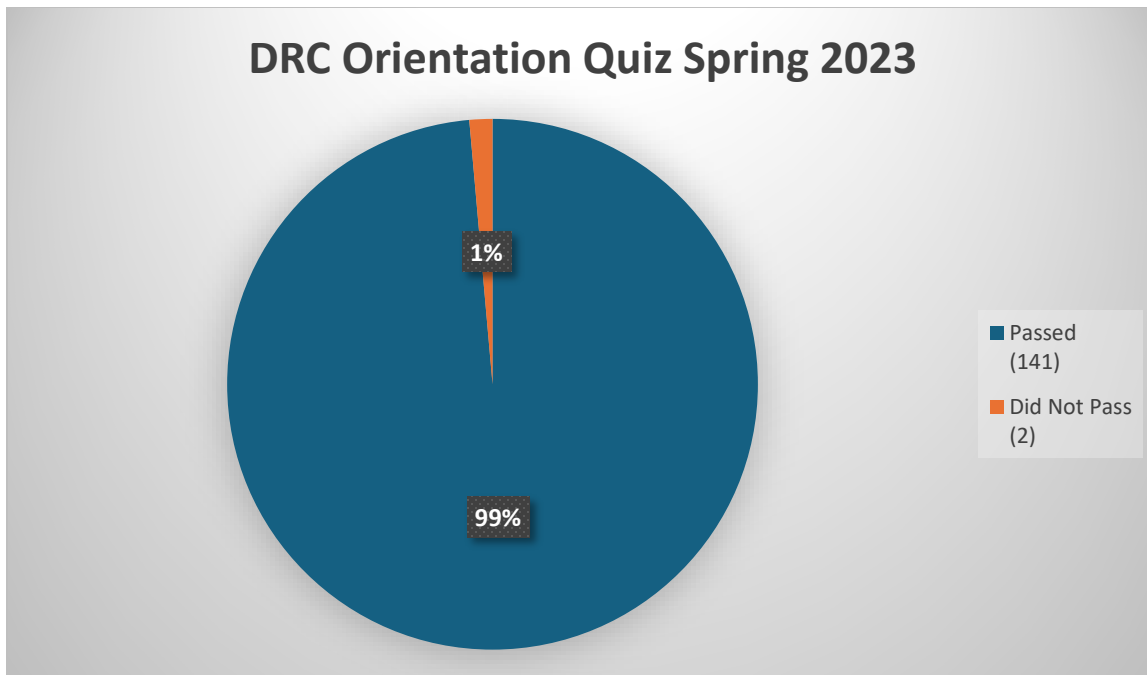
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**DRC Orientation Quiz:**

Our previous Program Review indicated that we would assess DRC Orientation Quiz pass rates during the Spring 2023 semester, with the pass rate achieving 99%. However, based on student feedback and the ongoing need for reinforcement of key information, we have identified a clear need to redesign or rewrite our program orientation. Discussions on this matter are ongoing, and we are awaiting feedback from two critical positions—the DRC counselor and the Director of Student Services—which are currently in the process of being filled.



***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.)

**Counseling:** During summer 2023, the full-time DRC counselor resigned and the position needs to be replaced on a permanent basis. As of this report, we currently have a one-year temporary full-time DRC counselor whose contract will end December 2024. We temporarily borrowed another access program’s adjunct counselor 8 hours per week through fall 2023; this counselor is now back to working for their primary assigned program. We need a part-time adjunct counselor again to increase availability of DRC counseling appointments for intake, academic

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accommodation plan (AAP) updates, and DRC academic advising. We have also extended the length of intake appointments from one hour to 1.5 hours to ensure sufficient time for the interactive process and AAP creation.

**DRC Coordinator Role:** During fall 2022, the Director of Student Services assumed program coordinator responsibilities from the full-time DRC counselor position.

**Learning Disability Assessment Program Ended:** The learning disability assessment service we previously offered has been discontinued effective fall 2022. Now students who apply to the program due to a suspected learning disability have the following options:

1. Students who already have another verifiable disability can receive DRC services once they provide documentation.
2. Obtain a learning disability assessment or psychological assessment from a community provider (psychiatrist, psychologist, Department of Rehabilitation, etc.); **or**
3. Schedule an “interactive process” appointment with the DRC counselor to determine whether the student will qualify for temporary DRC services pending obtaining formal assessment results or other documentation.

***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.)

Goal	Status/Progress
1. Improve transition from high school to college through outreach efforts.	<b>Revised fall 2024.</b> We continue our efforts to improve the high school to college transition experience for students with disabilities. Current efforts focus on DRC program technician presentations to groups of students with IEPs/504 plans at local high schools in Porterville Unified School District and Burton School District and the DRC counselor completes Abbreviated Student Education Plans (ASEPs) at schools in these districts. In addition, our DRC program technician attends community events such as the College & Career Resource Fair in Visalia that are likely to have high school students in attendance. We also host local high school special education counselors, teachers, and administrators at our annual DRC Advisory Board event, and we seek feedback from attendees on how we can improve the transition process.

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<p>2. Increase students' awareness of DRC services and procedures for utilizing services.</p>	<p><b>Complete spring 2023.</b> Our DRC Orientation Quiz pass rate was 98.6% during the spring 2023 reporting cycle. We will remove this as a goal as it is included in the data we use to assess our Service Area Outcome. We will continue to complete program orientations for new, continuing, and returning DRC students each new academic year, offering in-person orientations shortly before the Fall semester begins and offering online (Canvas LMS) orientations at all times throughout the academic year. However, we will be redesigning/rewriting the DRC orientation once our permanent DRC counselor and Director of Student Services positions are filled to ensure students are retaining the information long after the quiz is complete.</p>
<p>3. DRC support services will meet participants' needs.</p>	<p><b>Revised fall 2024.</b> This was not assessed during the preceding program review cycle. We intend to work with Institutional Research to rewrite the Student Satisfaction Survey (last used in spring 2019) and reassess during the upcoming review cycle.</p>

Additionally, results of a Porterville College's 2024 Student Satisfaction Survey are noted below. The survey has been conducted six times, beginning in spring 2005. The purpose of the survey is to gather information from students regarding how satisfied they are with various instructional and support services offered by the college. These opinions will be discussed in a variety of campus committees and used to improve college policies and procedures.

The last section of the survey addressed the Disability Resource Center. A total of 32 students were asked these questions, which largely assessed student knowledge of DRC policies and procedures.

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<b>How do you request test accommodations?</b>	
They are automatically provided	3%
Call the DRC on the day the test is due to request accommodations	23%
Submit the Accommodation Request Form online	73%
<b>How do you borrow equipment/assistive technology from the DRC?</b>	
Request from instructor	7%
Request from bookstore	7%
Submit the Accommodation Request Form online	86%
<b>How do you request alternative media?</b>	
They are automatically provided	7%
Call the DRC on the day they are needed	23%
Submit the Accommodation Request Form online	70%
<b>How do you file a formal complaint about the DRC or Porterville College staff or faculty?</b>	
Contact your instructor	7%
Contact any administrator	10%
Complete the Student Complaint form online	83%
<b>Can you print assignments in the DRC office?</b>	
No	13%
Yes	87%

***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.)

**DRC staff and counseling faculty provide excellent support services and generally have strong rapport with current students and prospective students.**

*The DRC counselor* establishes and maintains close connections with students through various types of appointments and services:

- Program intake
- Academic Accommodation Plan (AAP) updates
- Specialized academic counseling
- Letters to professors
- Liaison with faculty

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- Advocating for students’ rights with faculty and other campus departments
- Interactive process for determining eligibility and accommodations

*The DRC program technician* is the face of our program. They represent the program to PC staff and faculty, community partners, and the public while in the office, doing on-campus inreach, and while doing high school and community event outreach. The program Technician person is the main presenter for our annual in-person DRC orientations (each all) for new, returning, and continuing students.

*The alternative media specialist* meets one-on-one with students to provide specialized training in use of assistive technology (software and physical equipment). They provide alternative media (often media compatible with text-to-speech technology) in a timely fashion to enable student access to educational materials. Offering a high frequency and duration of appointments to students who require training in basic computer navigation skills.

*The sign language interpreter* provides ASL interpreting services in the classroom, tutoring appointments, counseling appointments, campus events, and other areas around campus with sufficient notice. This person also shares tips with faculty and staff on how to adequately serve deaf and hard of hearing (D/HH) students, and occasionally advises on how to implement D/HH services in specialized courses such as Health Careers courses with clinicals and Child Development courses with preschool practicum/intern hour requirements. In mid-October 2024, the sign language interpreter resumed coordinating the use of agency/contractor interpreters and real-time captioners (including Professional Expert CART Providers).

**DRC staff and counseling faculty maintain a strong rapport with faculty and staff from all campus divisions/departments as well as the District.**

It is important for DRC staff and counselor faculty to maintain a high level of visibility and good rapport across campus and with the District, as this keeps DSPPS services in the foreground while various other student and campus needs are being considered. The DRC counselor in particular frequently communicates with PC instructional faculty to advise on the interactive process for providing academic accommodations and to advocate for DRC students’ rights. DRC staff and counselor regularly interact with other programs on campus to collaborate on providing accommodations: Learning Center (tutoring and proctored testing), Innovation Centers (tutoring), Financial Aid, other access programs, and the library. DRC staff and counselor are also involved in participatory governance committees both on campus and with the District; one DRC staff is part of the work group to create an Accessibility Committee at Porterville College. One DRC staff member has been a Puente mentor since 2023-2024 and two DRC staff members attended the 2023-2024 KCCD Leadership Academy.



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**Outreach and in-reach efforts are important ways for us to interact with students, prospective students, and community members.**

*High School Outreach:* The DRC program technician makes presentations at local high schools to students with IEPs/504s, and the DRC counselor complete Abbreviated Student Educational Plans (ASEPs).

*DRC On-Campus Events:*

- DRC Counselor Workshops (Imposter Syndrome)
- Disability Awareness Month: Lunch & Learn events (2024) with DRC Counselor and Alternative Media Specialist, paint event (2024), tabling events for community partners (2023), *Cured* movie showing (2023); partnered poetry slam event with Rising Scholars (2024)
- Partnered Tabling events with Access Programs (EOPS/CARE, CalWORKs, Foster Youth, Undocumented/Dreamers, Mental Wellness)
- DRC Graduate Celebration (annually in late April/early May)

*DRC University Campus Tours:* We took groups of DRC Students on campus tours to CSU Bakersfield (Spring 2024) and UC Merced (Spring 2023) – provided the opportunity to see the campus, learn about popular programs, and visit the DSPS office.

*DRC Off-Campus Outreach Efforts (tabling events):*

- College & Career Resource Fair (Visalia)
- TCOE Transition Fair
- Tulare River Reservation/PC Resource Nights
- 

*Porterville College on-campus events that DRC participates in:*

- Fall Welcome Day (2023 & 2024)
- Welcome Week Tabling
- Reg Fest (during Priority Registration)
- PC Connection
- High School Senior Day
- PC/PAS/WIB Annual Job Fair (involved with planning workgroup and with tabling)
- PC Commencement Ceremony (accommodations and other assistance)
- PC Promise Days (presentations)

**Staff & Professional Development that DRC Staff/Counselor have completed:**

*PC Staff Trainings:*

- Safe Zone (LGBTQIA+) Training

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*KCCCD training:*

- Leadership Academy 2023-2024

*DSPS-specific training:*

- Various training on determining and providing academic accommodations
- Various trainings on accessibility
- Community Resources for Students with Disabilities
- CAPED Annual Conference (October)
- AHEAD: Annual Conference (July) and Assistive Technology Conference (November)

***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.)

**Technology updates are needed:**

We need new headsets, digital recorders, and SmartPen digital recording/notetaking devices to replace aging, obsolete, and broken technology currently in our inventory. We need additional speakerphones to meet increased demand and high-quality audio input needs for remote interpreting, remote real-time captioning, and Otter.AI which is a real-time transcription to write automatic meeting notes. We also need Wi-Fi hotspots for students to use remote interpreting, remote real-time captioning, online classes, and remote tutoring services. There are plans to purchase all technology needs in fall 2024.

*Transition to College:*

We need to have more presentations on high school campuses, and we need more counselor availability (adjunct counselor) so our counselors can spend more time going out to high schools to initiate contact and services with prospective DRC Students.

*Staff Availability:*

We need DRC Adjunct Counselor hours again to help relieve the impacted DRC Counselor schedule, avoid delays in completing Program Intake appointments, and increase ability to complete high school outreach efforts. There are plans in place to hire an adjunct counselor in Fall 2024.

*Data Management:*

Our current systems for case management, data management, and service reporting are highly fragmented and require a great deal of duplicative effort. To increase efficiency, decrease room for error, and increase students' ability to request and access services timely, we need to

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implement the Clockwork case/data/service management system once Bakersfield College DSPS completes their implementation and onboarding processes. We are also open to utilizing similar programs such as AIM Accessible Information Management. We will revisit the implementation of Clockwork (or similar program) will resume in spring 2025 when a permanent Director is hired.

*Outreach & Partnerships:*

We need to establish strong relationships with the Department of Rehabilitation (DOR), Deaf and Hard of Hearing Service Center (DHHSC), and Central Valley Regional Center (CVRC), to better coordinate services across our related programs, and to enable our students to more effectively learn about and access services with these programs.

**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
1. Implement Clockwork digital platform (or similar)	Summer 2025	District IT data feeds eCampus bookstore data feeds Clockwork to provide staff training	DRC Coordinator DRC Staff District IT	Obtaining data feed access for Clockwork from District IT & eCampus bookstore	1, 2, 5

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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.

Full-time		Part-time	
Faculty		Faculty	
Temporary	1 Counselor	Temporary	
Classified	1 Program Technician 1 Sign Language Interpreter I	Classified	1 Alternative Media Specialist (11 months)
Management		Management	

Temporary Staff: DRC Counselor 1-Year Temp contract to expire December 2024

***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	DRC Counselor, Permanent	Faculty	Full-Time	Replacement
Position 2	Adjunct Counselor	Faculty	Part-Time	Replacement
Position 3	Alternative Media Specialist	Classified	Full-Time	Neither - Increase Current Alt Media Specialist to 12 months

**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)

**DRC Counselor, Permanent:** The DRC Counselor completes program Intake, works through the interactive process with students to create Academic Accommodation Plans (AAPs), advocates on students' behalf with faculty and other departments/divisions across campus, and

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represents DRC students' and program needs through involvement with participatory governance committees. It is a necessary position to ensure students receive their academic accommodations. This position was vacated in July 2023 and the 1-Year Temporary DRC Counselor's contract will end in December 2024. Additionally, in October 2023, PC Academic Senate ranked the Full-Time DRC Counselor position request as Priority Level 1 to fill.

**Adjunct Counselor:** Until Fall 2023, an Adjunct Counselor from another Access Program worked with the DRC 8 hours per week. Adjunct Counselor hours would increase availability of counseling appointments, thereby decreasing delays in completing student appointments including Intakes, AAP Updates, and DRC Academic Advising.

**Alternative Media Specialist:** Over the past academic year, we have noticed a greater need for technology training appointments, primarily with adult/returning students. These students need training in using current technology used in the classroom and for homework, in addition to assistive technology related to their disabilities. The level, frequency, and duration of training required often exceeds what PC Tech Navigators (LRC/Innovation Centers) are able to provide. We are anticipating further increases in the adult student population due to new Title V grants targeting recruitment of adult/returning students, and believe that increasing Alternative Media Specialist availability will enable us to meet this emerging need.

**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.

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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.

	Technology Need	Justification
Item 1	Wi-Fi Hotspots	The PC Library no longer loans Wi-Fi Hotspots to students. Having hotspots available would enable DRC students without reliable internet access to be able to complete course work when college facilities are closed. Also helpful for students who utilize remote interpreting, captioning, tutoring, and online classes.
Item 2	Headphones	Many current headphones are obsolete or no longer working. Replacements are needed.
Item 3	Handheld Digital Recorders	Many digital recorders in our inventory are no longer working. Replacements are needed.
Item 4	Smartpen Recording/Notetaking Devices	Several SmartPen devices are obsolete or no longer working. Replacements are needed.
Item 5	Speakerphones	We need several speakerphones in addition to those currently in our inventory. Demand has increased due to use of remote interpreting, remote interpreting, and Otter.AI recording/transcription software; we acknowledge that many of our older microphones are unable to provide the high-quality audio input needed for these services.

**Below is inventory increases from the items on the program review ordered fall 2024.**

Item 1 - (Wi-Fi Hotspots ) – Previously, there were no hotspots in our inventory, Now, we have 3 in stock ready for check-out .

Item 2 - (Headphones ) – Previously, there were 4 headphones and when the order is completed we will have 14 new headphones (increasing our headphone stock 350%). Total of 18 headphones will be ready for checkout.

Item 3 - (Recorders) – Previously, there were 54 working recorders and 10 non-working ones for a total of 64. There have been 20 new recorders ordered (increased stock by 37%). There is a total of 74 recorders ready for checkout.

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Item 4 - (Smart Pen) – Previously, there were 4 Smart Pens and 7 new pens were ordered (replaced 50 % of the inventory).

Item 5 - (Speakerphones ) – Previously, there were 4 old speakerphones, 6 new one have been ordered (increased our speakerphone inventory by 150 %) for a total of 10 speakerphones ready for checkout.

**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
Item 1	<b>DRC Office External Door:</b> Replace ADA door opener wall switch	Our current door opener wall switch is difficult to operate and has stopped working several times even after being repaired, likely due to the age of the equipment. Our exterior door is heavy and needs a reliable door opener switch to be ADA compliant. (Work Order was submitted Fall 2024)
Item 2	<b>DRC Office Internal Door:</b> Add ADA door opener wall switch	We keep our internal DRC office entry door closed to protect DRC students’ privacy and prevent conversations being overheard in the neighboring Student Services/Counseling area. An automatic door opener would ensure ADA compliance for physical access.

**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		

**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.

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	Professional Development Need	Justification
Item 1	CAPED Training for all DRC Employees	The annual CAPED conference in October provides specialized DSPS-focused professional development opportunities applicable to each of the Counseling Faculty and Classified Staff positions in the department.
Item 2	AHEAD Training for all DRC Employees	The annual AHEAD conference in July provides specialized DSPS-focused professional development opportunities applicable to each of the Counseling Faculty and Classified Staff positions in the department. The annual Accessing Higher Ground AHEAD conference in November provides specialized training beneficial to the Alternative Media Specialist.

**Budget**

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

	Current Budget	Amount of Change	Revised Total
2000 (Student Workers Only)			
4000	\$33,539.00	\$0	\$33,539.00
5000	\$124,164.00	\$0	\$124,164.00
Other: 6000	\$50,000.00	\$0	\$50,000
Other: 7600	\$30,000.00	\$0	\$30,000.00

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)

No changes requested.