

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 vocational 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, vocational 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 students individuality is embraced and celebrated.

Student Area Outcomes:

Students who attend the DRC Orientation will be able to identify services available through the program, as well as procedures for requesting and utilizing services.

Students will identify the requirements for graduation and certification through completion of a Comprehensive Student Educational Plan (CSEP)

Students will demonstrate satisfaction with the knowledge and services provided by DRC faculty and staff, as evidenced by Satisfaction Survey results.

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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.

Analysis of Current Performance:

Students' accommodations are requested by the student and approved by the DRC Program Coordinator or Counselor on an individual basis. These do not duplicate services or instruction which is otherwise available to all students.

Accommodations provided are related to the educational limitations of the verified disabilities of the student to be served and promote the maximum independence and integration of the student. Academic modifications directly relate to the student's participation in the educational process.

Counseling Services. Students meet with DRC Counselors at least twice during each enrolled semester. Counselors provide educational counseling, including developing a Comprehensive Student Educational Plan (CSEP), registration assistance, and using Student Success & Support Program (SSSP) checklists. DRC Counselor completes an Academic Accommodation Plan (AAP) detailing the student's approved accommodations, but not including the student's diagnosis. The part-time DRC Counselor also provides Crisis Counseling, and both part-time and full-time Counselors provide referrals to Mental Health services via Kings View On Campus (KVOC).

Orientation. Students are required to complete DRC Orientation upon intake into the program, then once annually each subsequent Fall. DRC offered a forum-style (up to 30 students at once) Orientation four times in Fall 2017: two for new students, and two for continuing students. Additional orientations are completed on an individual basis by walk-in or appointment. Shortly before the Fall 2017 semester began, DRC Coordinator implemented an Orientation Quiz to assess students' retention and comprehension of our service offerings and procedures.

Alternative Media & High Tech Center. Students can request instructional materials, textbooks, college publications, and/or library materials in formats made accessible by assistive technology. Students are encouraged to request these materials prior to the semester, or as early during the semester as possible. Examples of accessible formats are: MP3 Audio, large print, Braille, tactile graphics, video captioning, and e-text. The High Tech Center staff checks out assistive technology

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to students for one semester at a time, and provides training to students who use this technology. More information on Alternative Media and assistive technology can be found in the Student and Faculty Handbooks on the DRC website: <https://www.portervillecollege.edu/drc-students> and <https://www.portervillecollege.edu/drc-faculty-corner>

Testing Center. The DRC Testing Center provides an alternative testing location with a distraction-reduced environment. Students are encouraged to request testing services prior to the semester, or as early during the semester as possible. Students first meet with a counselor to determine eligibility for testing accommodations such as extended time (time-and-a-half or double time). Counselor & student both sign a Letter to Professor, Academic Accommodation Plan (AAP), and Test Accommodation Form, acknowledging the student’s status as a DRC student and detailing the student’s approved accommodations. The professor adds specific exam instructions to the Test Accommodation Form and returns the form to DRC. The professor may keep a copy of the Letter to Professor and AAP. The student is responsible for scheduling exams with the DRC and notifying their instructor of the date & time scheduled.

Classroom Accommodations. Commonly used accommodations include: American Sign Language Interpreter, real-time captioning (CART), adaptive furniture, preferential seating, and permission to record and/or use assistive technology. Sign Language interpreting is provided primarily by our full-time Sign Language Interpreter I; additional Independent Contract Agreement (ICA) interpreters are available to fill scheduling gaps. Real-time captioning (CART) is provided either in-person or remotely via Skype. Adaptive furniture includes adjustable tables, lumbar support chairs, wheelchair lifts, etc. and is moved to the student’s classroom upon request. If a student’s accommodation includes permission to record and/or use assistive technology, Counselor provides Letter to Professor and AAP to the instructor.

Student Satisfaction Survey. We ask students to complete a Student Satisfaction Survey at the end of each semester. In Spring 2017, 81% of respondents answered that “services were excellent” when responding to the following statements:

- Staff is knowledgeable and clearly explains policies
- Staff is courteous, helpful, and respectful.

Students Served:

Spring 2016: 219
Fall 2016: 233
Spring 2017: 197
Fall 2017: 250

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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.

Staff Availability. We are now fully 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.

Areas for Improvement:

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 2019, 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.

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Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
3. Career Readiness	Spring 2019	Liason 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_ ___ 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_ ___ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

___ Completed (Date)

___ Revised (Date)

Comments:

STAFFING REQUEST

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<u>Staff Resources:</u>				
<u>Current Staffing Levels</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		
<p><u>Request for New/Replacement Staff</u> Use one line for each position requested. Justify each position in the space below.</p>				
	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				
Position 3				
<p>Justification: 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>				

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BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	115,335	64,415	179,750
4000	4,000	0	0
5000	40,554	0	0
Other 6000	2,756	0	

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.