

# STUDENT SERVICES PROGRAM REVIEW WORKSHEET

Student Services Area: Assessment Center

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Academic Year: 2018-2019

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## I. Student Services Area Overview

### 1. Mission Statement

The goal of the Assessment Center is to provide students with well informed and clearly directed services from application to registration. Providing students with assessment & testing opportunities, informing first-time college students about their placement levels, campus resources, majors, career options, and assistance with registration are valuable support services needed to promote and increase students' success. *(revised 2019)*

### 2. Philosophy Statement

The Assessment Center strives to provide a positive and informative matriculation process also known as the OAC (Orientation, Assessment & Counseling) process and successful enrollment into appropriate courses. With the aim to make available clear and accurate information to all incoming and current students, we provide guidance and assistance through the enrollment process and direction towards student success. *(revised 2019)*

### 3. Summary

*Note: Describe the main functions of your area using clear, concise bulleted statements.*

- Provide current AB 705 assessment survey for English and math via the admissions application process (CCCApply and Google.doc), WebAdvisor and/or on campus.
- Provide the True Colors career assessment to first time college students.
- Administer and proctor the following placement test to students: PTESL, Spanish and the Chemistry Diagnostic test.

- Verify students' eligibility to test and process matriculation appeals for retest. Inform student of ineligibility to re-test and direct him/her towards their next step based on their option(s).
- Offer one-on-one or group sessions to first-time college students with an Educational Advisor to review placement results, complete First Semester Ed Plan, explore course options based on program of study, receive information about campus resources, majors and career options
- Assist students with successful login and navigation on WebAdvisor to ensure completion of Online Orientation and registration into courses.
- Process the daily upload of placement results and trouble shoot any issues that prevent placement results from not being entered into the Colleague.

#### **4. Strengths**

*Note: Briefly describe about five of your area's greatest strengths. As applicable, strengths substantiated through data are required.*

- 1.** Provide a variety of placement tests to incoming students, returning students, ESL students and current students who met the eligibility criteria.
- 2.** Assist first-time college students with the onboarding process: From Application (if needed) to registration into courses
- 3.** Provide variety of face to face sessions with an Educational Advisor with appointment or as a drop-in.
- 4.** Ensure placements for students are processed on daily basis.

## 5. Students Served

Assessment Center serves a diverse population of all students who are seeking one of the following services:

- Assessment survey for English and math placement
- Testing for English as a Second Language, Spanish or Chemistry Diagnostic
- Face to face sessions with Educational Advisors to receive interpretation of placements for English and math, True Colors results and complete a first semester Ed Plan

<b>Assessment Center services provided to students in-person from July 1 – present</b>			
<b>Completed the following tests:</b>			
Accuplacer placement test/AB 705 survey	1787	Chemistry Diagnostic test	87
PTESL placement test	193	Spanish placement test	172
Reading-Competency test	3		
<b>AB 705 Placement survey provided in paper format:</b>			
Initial placement	130		
Re-assessment	117		
<b>Total number of placements</b>			<b>2349</b>
<b>First-time college students who met with an Ed Advisor and received advising on placement results, True Colors and completed 1<sup>st</sup> SEP 7/01/18-5/01/19</b>			<b>1020+</b>
<b>Completed placements through admissions application process:</b>			
Placements generated through CCCApply questions	1564		
Placements generated through google.doc	294		

## II. Assessing Outcomes

### 1.A. Report on 2017-2018 Assessment Plan and Objectives for Student Services Area: Assessment Center

**Objectives:** *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

- Increase students' understanding of the retest option
- Help students' identify the English and math course(s) that satisfy the associate's degree and or transfer requirement.
- Increase accessibility of placement test at feeder high schools.
- Increase ESL students' understanding of how to: 1-Navigate WebAdvisor, 2-Enroll into courses.
- Enhance students' awareness about the different tests offered in the Assessment Center.

	<b>Objective</b>	<b>Student Learning Outcome (SLO) or Service Area Outcome (SAO)</b>	<b>Relevance of objective to Norco College Mission*</b>	<b>Assessment Criteria (Specify Target Performance Level)</b>	<b>Assessment Measure (Measurement tool)</b>	<b>Completion (or anticipate completion)/ Findings</b>	<b>Improvement Recommendations (next step)*</b>
1.	Increase students' understanding of the retest option	(SLO) Students will be aware of the criteria for a retest	1a: Service to students, community, and workforce by providing educational opportunities.	80% of students will understand that a retest is available one of two ways: If they successfully complete the RCCD subject approved course with in a year or if they wait a year and a day to retest as long as they haven't begun the course progression.	Pre & Post survey will be administered to measure students understanding of the retest option.	Summer 2017/ 82% of students understood the current retest policy to be true.	Continue to provide information to students before the test session.
2.	Help students' identify the English and math course(s) that satisfy the associate's degree and or transfer requirement.	(SLO) Students will be able to identify the courses needed to satisfy the requirements for an associate's degree and or transfer requirement.	3. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.	80% of students will identify the correct English and math courses that will satisfy an associate's degree and/or transferable requirement.	Pre & Post-survey will be administered to determine students understanding of associate degree requirement and transfer levels for English and math.	Summer 2017/ 81% of students were able to identify the correct English course. Although the goal was not met for math, there was a significant increase (over 20%) in distinguishing between associate degree level and	Continue to engage students when presenting this information in-person before the test session. Increase efforts in clear communication and develop a better survey.

						transfer level math courses.	
3.	Increase accessibility of placement test at feeder high schools.	(SAO) Capture more students through placement tests offered at their high schools.	1a: Service to students, community, and workforce by providing educational opportunities.	Number of high school students tested at a CNUSD high school will increase by 10% from the previous year.	Report of total number of seniors from feeder high schools who completed the test February through April will be compared to last year's total.	Summer 2017/ Accessibility of the placement test at the high schools increased over 100%.	Continue to work closely with the Outreach Specialist and the Counselors or Career Techs from the CNUSD high schools.
4.	Increase ESL students' understanding of how to: 1- Navigate WebAdvisor, 2- Enroll into courses.	(SLO) ESL students will attend an "ESL What's Next workshop" led by a counselor immediately after completing their placement test.	2a: Provides support and encouragement through innovative approach to learning	80% of ESL students will increase their confidence level in navigating WebAdvisor, especially in the area of registering for courses.	Pre & post survey will be administered to determine students increase in familiarity with WebAdvisor and the online registration process.	Summer 2017/ Although the goal was not met, the findings show that all students surveyed agreed that the workshop helped them get more familiar with WebAdvisor.	Continue to assess. Revise the group presentation to include navigation of MyPortal and briefly list the differences with WebAdvisor.
5.	Enhance students' awareness about the different tests offered in the Assessment Center.	(SLO) Students will learn about the PTESL, Spanish and Chemistry Diagnostic tests that can be completed and related requirements.	3. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.	80% of students will be able to identify the PTESL, Spanish and Chemistry Diagnostic tests that are offered in the Assessment Center	Pre & post survey will be administered to evaluate students awareness of the different tests offered in the Assessment Center	Summer 2017/ The goal was nearly met. 76% of students responded to being ware of the different tests offered in the Assessment Center	Continue to assess. Explore more effective methods of promoting the Spanish and Chemistry test.

**\*Please see appendix for description.**

**II.1.B. Program Modifications for 2017-2018 Data Assessment (“Closing the Loop”)**

*Note: For 2017-2018 outcomes assessments you are continuing or modifying in your 2018-2019 Assessment plan, please provide a brief description on how your area used outcome data from last year to drive programmatic modifications to improve services to students.*

<b>Outcome</b>	<b>Evidenced and detailed (Describe how you used outcome data for programmatic modifications)</b>
<i>81% of students were able to identify the correct English course. Although the goal was not met for math, there was a significant increase (over 20%) in distinguishing between associate degree level and transfer level math</i>	<i>Educational Advisors in the Assessment were immediately available to students after completing the placement test/AB 705 placement survey. Face-to Face sessions to complete Abbreviated First Semester Ed. Plans supported students learning and understanding of their individual placement results and where it places them in the course sequence.</i>
<i>Although the goal was not met, the findings show that all ESL students surveyed agreed that the workshop helped them get more familiar with WebAdvisor.</i>	<i>Revised group presentation facilitated by Educational Advisor to include navigation of WebAdvisor (completion of personal information, registration date and how to register for classes).</i>

## II.2.A. 2018-2019 Assessment Plan for Student Services Area: Assessment Center

**Objectives:** Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.

- Provide face-to-face sessions for first-time college students to with meet an Educational Advisors as appointments or as drop-ins
- We will see an increase in students who complete the AOC process (Orientation, Assessment, and Counseling) at a quicker rate.
- Provide students' with True Colors results and connection to program of study or school.
- Offer testing services to students who request the ESL, Chemistry Diagnostic and Spanish test.
- Generate placements through the application process using CCCApply and the Google.doc survey.

	<b>Objective</b>	<b>Student Learning Outcome (SLO) or Service Area Outcome (SAO)</b>	<b>Relevance of objective to Norco College Mission*</b>	<b>Assessment Criteria (Specify Target Performance Level)</b>	<b>Assessment Measure (Measurement tool)</b>	<b>Completion (or anticipate completion)/ Findings**</b>	<b>Improvement Recommendations (next step)*</b>
1.	Provide face-to-face sessions for first-time college students to with meet an Educational Advisors as appointments or as drop-ins	Students will be able to schedule appointments via eSARS, over the phone or through email as well as offer drop-in sessions should a students already be on campus.	"We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees."	First-time college students who seek a face to face session with an Educational Advisor will be able to schedule an appointment or come as a drop-in.	Report will count total amount of appointments completed and total amount of students seen as a drop-in.	Summer 2019/ Total students were able to meet with an Ed Advisor - 59% of students seen were by appointment. 41% of students seen were as drop-ins.	Survey students to find out if appointments and drop-ins times were convenient to their schedule.
2.	We will see an increase in students who complete the AOC process (Orientation, Assessment, and Counseling) at a quicker rate.	Students will be able to clear OAC at a much quicker rate.	"Norco-creating opportunities to transform our students and community for the dynamic challenges of tomorrow."	There will be a 50% increase of students who complete the Orientation, Assessment, and the 1 <sup>st</sup> Semester Student Ed. Plan when compared to last year.	Reports from 17-18 and 18-19 AY will be used to compare total number of students who completed OAC within a certain period of time.	Summer 2019 There was an increase of 561% of students who completed OAC when compared total students from 17-18 & 18-19	Data will be used to track students who have not completed OAC and assist these students in the completion.
3.	Provide students' with True Colors results and connection to program of study or school.	Students' will be able to make informed changes, if needed, to major selected based on True Color's results.	"We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees?"	80% of students will remain with major selected after meeting with Ed Advisor		Summer 2019 81% of students did not make any changes after receiving information about True Colors and connection to program of study or school.	Continue to assess with a revised survey. Students will be assessed on level of understanding between results and program of study.

4.	Offer testing services to students who request the ESL, Chemistry Diagnostic and Spanish test.	The Assessment Center will continue to offer convenient test sessions to students by appointment or drop-ins as well as sessions with Educational Advisors.	“Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration.”	100% of students seeking testing services will complete the test as drop-ins or by appointments.	Count will be kept of students who come to the Assessment Center to make an appointment to test or test without an appointment.	100% of students seeking testing services were able to complete the test as drop-ins or by appointments.	Move to strength
5.	Generate placements through the application process using CCCApply and the Google.doc survey.	First time college students will receive English and math placements after completing the admissions application through the online application process.	“Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration.”	80% of English and math Placements for first time college students who applied from 7/1/18-5/29/19 will be generated through completion of the online application process.	Report of total students who applied during the specific period and received placements will generated.	Summer 2016/ 77% of students who applied from 7/1/18-5/29/19 received placements through the application process.	Continue to assess to ensure the placements are being generated and working properly.

**\*Please see appendix for description.**

**\*\*More detailed description on the following page.**

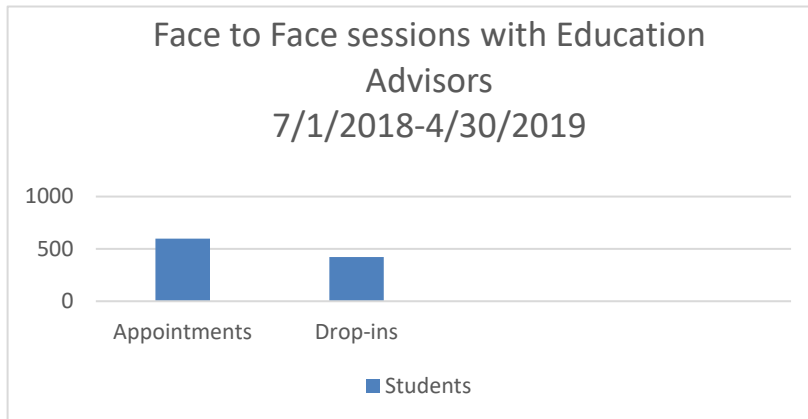


## II.2.B. 2018-2019 Assessment Plan Findings/Data Analysis

### **SLO/SAO #1: Provide face-to-face sessions for first-time college students to with meet an Educational Advisors as appointments or as drop-ins.**

Most first-time college students complete OAC without the proper understanding of what to expect next. With the implementation of AB 705 and the Guided Pathways approach, the Assessment Center was able to offer face-to-face sessions for first-time college students to meet with an Educational Advisor and receive individualized information from placements, to career interest, to campus resources, to assistance with registration. These sessions were intended to be easily accessible by appointment or as a drop-in.

#### **Findings/Data Analysis**



A SARS report was pulled to capture the total number of students who were seen by two Educational Advisors located in the Assessment Center. During the period of July 1, 2018 and April 30, 2019 a total of 1020 students were seen of which 598 students were seen by appointment and 422 students were seen without an appointment. The report demonstrates that 59% of the students were successful in scheduling an appointment while 41% were successful in seeing an Ed. Advisor without an appointment.

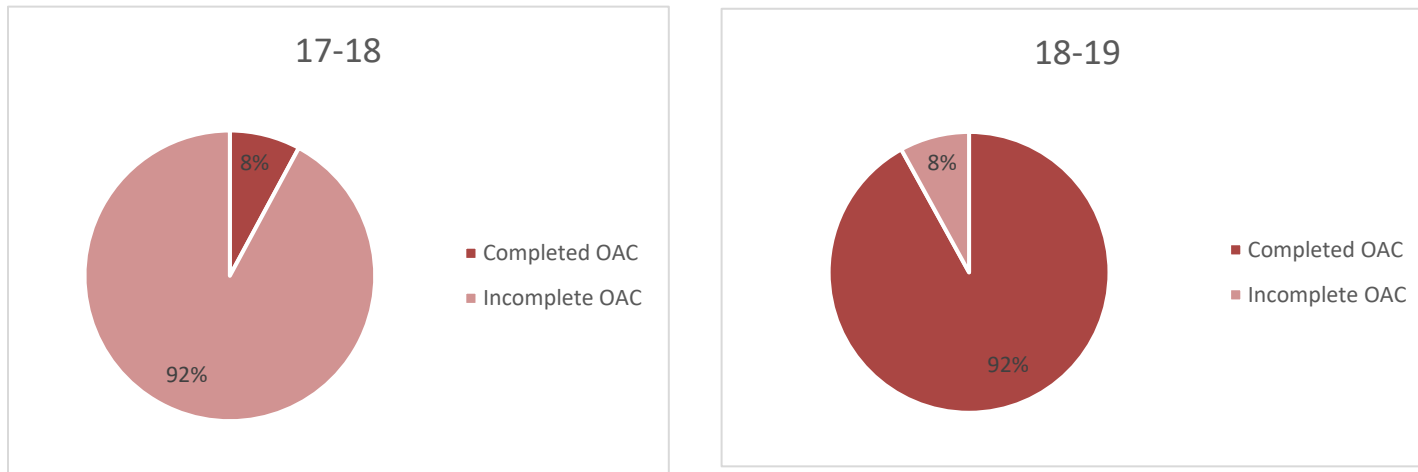
#### **Improvement Recommendations**

To improve services, students will complete a survey to indicate how satisfied they were with the availability of appointments/drop-in hours and how informative the session was to them.

**SLO/SAO #2: We will see an increase in students who complete the AOC process (Orientation, Assessment, and Counseling) at a quicker rate.**

The addition of two Educational Advisors in the Assessment Center along with AB 705 placements being generated through the application process allows first-time college students to complete A-assessment & C-Abbreviated SEP at a much quicker rate than in the past years. Having these two new services/processes in place has proven to benefit the completion rate for OAC.

**Findings/Data Analysis**



Two reports were used to capture the total amount of students who applied from July 1, 2017 through May 1, 2018 and July 1, 2018 through May 1, 2019. After collecting this data, a second report was pulled to find out how many of these students completed OAC by May 1<sup>st</sup> of their application year. The findings show that in 18-19, 92% of students completed OAC vs 17-18 where only 8% of students completed OAC. A major contributor to the significant increase is due to the implementation of the AB705 Placement Survey in the application process and the added service available to first time college students. The AB705 Placement Survey replaced the hour and half test which made way for students to meet with an Educational Advisor and complete the Abbreviated SEP; getting through OAC much quicker.

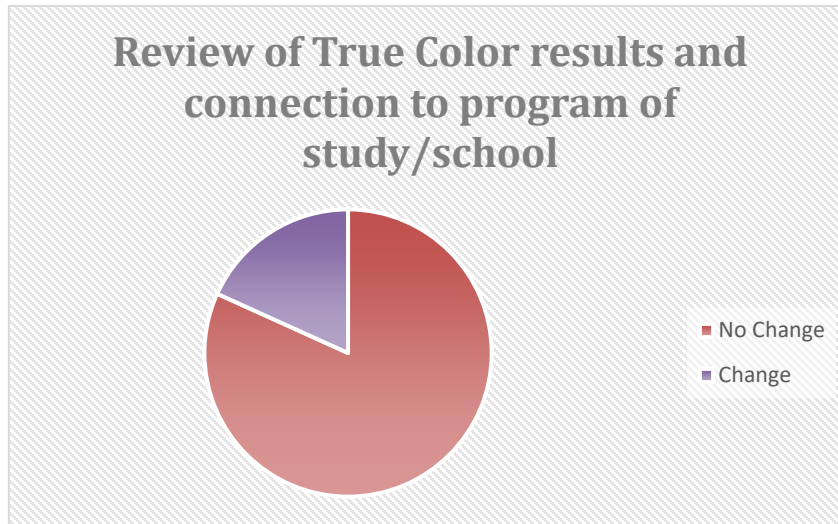
**Improvement Recommendations**

Students will be tracked in the OAC process to ensure completion as well continuous modification of services for improvement

**SLO/SAO #3: Provide students' with True Colors results and connection to program of study or school.**

First time college students completed the brief career assessment True Colors. Educational Advisors reviewed the results and discussed the connection to their program of study/School.

**Findings/Data Analysis**



A report was pulled to collect a total count of students who met with an Educational Advisor and received information about True Color results (brief career assessment) and the connection between the students program of study and/or school. Results show that 1,103 students who received the information did not change their program of study that was selected prior to receiving the information.

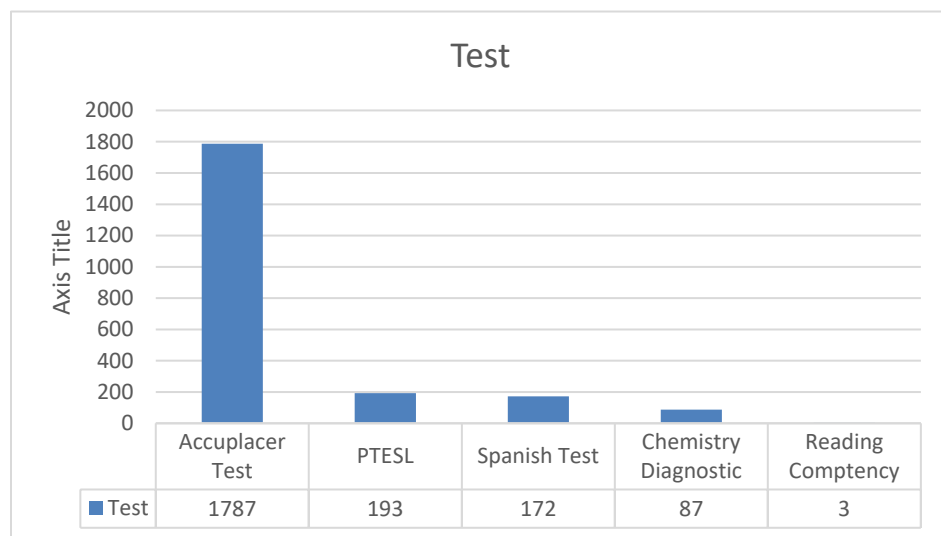
**Improvement Recommendations**

Continue to assess with revised survey. Students will be surveyed to measure understanding of information and how it relates to the selected program of study/school.

**SLO/SAO #4: Offer testing services to students who request the ESL, Chemistry Diagnostic and Spanish test.**

The Assessment Center continues to provide the Placement Test for English as a Second Language (PTESL), Chemistry Diagnostic and the Spanish test. It is an important service for students who need to place into the ESL sequence, seeking to place into Spanish 2 or higher or validate Chemistry 2A and enroll into Chemistry 1A. Assessment/testing services were made available once a week for students to schedule appointments or come in as drop-ins. The Accuplacer math test was used from 7/1/18 and discontinued completely as of 9/30/18. The AB 705 Placement Survey was implemented on 10/01/18.

**Findings/Data Analysis**



A count was kept of all students who came to the Assessment Center seeking testing services. All students who came into the Assessment Center to test were able to receive the service they were seeking either by appointment or without. The graph shows the different tests and number of students who were serviced. The Accuplacer test was still being used late summer then eventually discontinued mid-October.

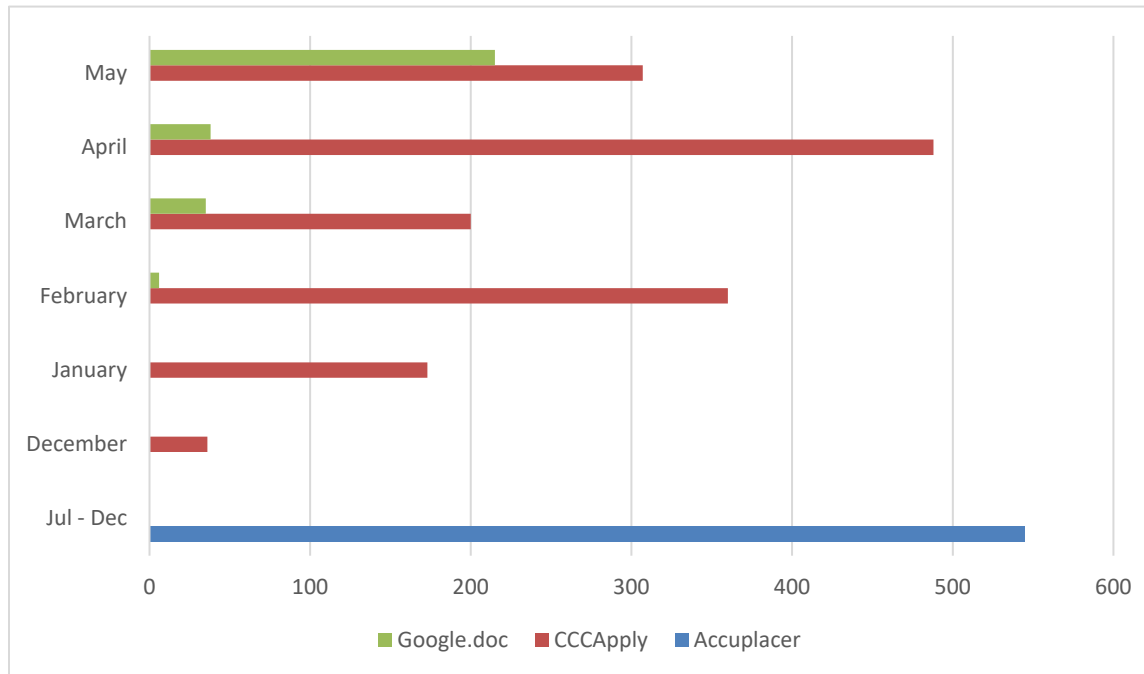
**Improvement Recommendations**

Further changes expected through AB 705, will discontinue the use of the PTESL. Availability of testing services will be modified based upon student need. Continuous monitoring of this service will occur to make changes.

**SLO/SAO #5: Generate placements through the application process using CCCApply and the Google.doc survey.**

As of October the district started generating placements through CCCApply for all three colleges. Not all students were able to receive placements through CCCApply therefore a new method was created to capture self-reported information for all other populations (excluding concurrent/dual enrollment students), this method is referred to as the Google.doc; a simple survey completed via email. The Google.doc was implemented early February at Norco College. Students are now able to receive placements through the application process

**Findings/Data Analysis**



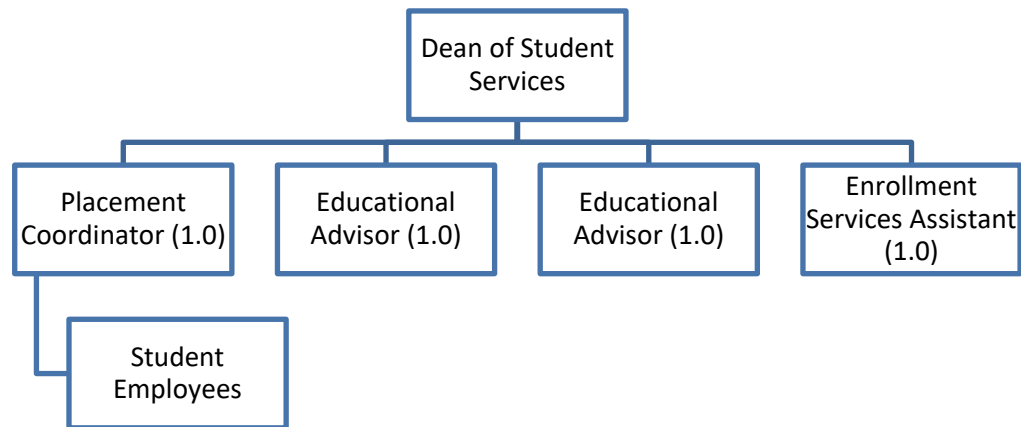
Data was collected from December 1, 2018 to May 31, 2019. Out of the 3768 students who applied to the college within the date range, 2403 were identified as first time college students. Out these 2403 first time college students, 1858 students received placement through the application process; 1,564 students received placements through CCCApply and 294 received placements through the Google.doc.

### **Improvement Recommendations**

Continue to monitor the placement upload process to ensure the process is working according to latest AB 705 rules and available technologies emerge.

## III. Needs Assessment

### 1. Staffing Level



## 2. Staffing Profile

Please indicate the number in terms of FTE. (In other words a full time staff person is a 1.0, and a half time person is a .5)

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019 - 2020	2020-2021
Administration	1	1	1	1	1	1	1
Classified Staff FT	1	1	1	1	4	4	4
Classified Staff PT	2	2	2	2			
Confidential Staff FT							
Faculty FTE Full time							2
Faculty FTE Part time						2	
<b>Total Full Time Equivalent Permanent Staff</b>	2	2	2	2	4	5	6
Short Term Staff							
Student Workers	2	2	2	2	2	4	4

## 3. Improvement Areas

Note: Identify specific issues that are affecting the efficiency or effectiveness of your area due to lack of staffing, equipment, or other resources.

- Educational Advisors in the Assessment Center primarily assist first-time college students with the onboarding process.
- Self-Guided Placement cannot be completed by an Educational Advisor. Therefore, a student must then meet with a counselor to discuss other possible placements which then further delays placement information based on a counselor's availability.
-

Unit Name: \_\_\_\_\_ Assessment Center \_\_\_\_\_

#### 4. Staff Needs

##### NEW OR REPLACEMENT STAFF (Administrative, Faculty, or Classified)

<p align="center"><b>List Staff Positions Needed for Academic Year 2018-2019</b>  <b>Please be as specific as possible when offering a justification.</b>                      Place titles on list in order (rank) of importance.</p>	<p align="center"><b>Indicate</b>  <b>N = New</b>  <b>R=Replacement</b>  <b>I = Increase</b>  <b>time</b></p>	<p align="center"><b>Annual TCP*</b>                      TCP for                      employee</p>
<p><b>1. Counselor</b>  <u>Justification:</u> Counselors bring a wealth of academic guidance and expertise to a student’s academic journey. Having this service available to incoming students can help all students develop their academic skills and career interests in the beginning of their educational path.</p>	<p align="center"><b>N</b></p>	<p align="center"><b>\$156,343</b></p>
<p><b>2.</b>  <u>Justification:</u></p>		
<p><b>3.</b>  <u>Justification:</u></p>		
<p><b>4.</b>  <u>Justification:</u></p>		
<p><b>5.</b>  <u>Justification:</u></p>		
<p><b>6.</b>  <u>Justification:</u></p>		

\* TCP = “Total Cost of Position” for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with area manager to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.



Unit Name: \_\_\_\_\_

**5. Equipment (Not including technology) Needs Not Covered by Current Budget**

<b>List Equipment or Equipment Repair Needed for Academic Year 2018-2019</b> <b>Please list/summarize the needs of your unit below.</b> <b>Please be as specific as possible.</b> Place items on list in order (rank) of importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Justification:</u>			
2. <u>Justification:</u>			
3. <u>Justification:</u>			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

\* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.

Unit Name: Assessment Center

## 6. Technology++ Needs Not Covered by Current Budget

*NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)*

Annual TCO\*

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e. Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification	Desktop printers needed for staff workstations, counselor workstation and check-in station/ Staff work with students on a daily basis and will need to provide students with copies of needed information.	N	N	Assessment Center/Engagement Center	N	1	N	199.00	7	1,393.00
2. Usage / Justification	Desktop computers for counselors	N	N	Assessment Center/Engagement Center	N	1	N	1,227.30	2	2,454.59
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = “Total Cost of Ownership” for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.
- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

Unit Name: \_\_\_\_\_

**7. Facilities Needs Not Covered by Current Building or Remodeling Projects\***

<b>List Facility Needs for Academic Year 2018-2019 (Remodels, Renovations or added new facilities)</b> Place items on list in order (rank) of importance.	<b>Total Cost of Request</b>
<b>1.</b> <u>Justification:</u>	
<b>2.</b> <u>Justification:</u>	
<b>3.</b> <u>Justification:</u>	
<b>4.</b> <u>Justification:</u>	
<b>5.</b> <u>Justification:</u>	
<b>6.</b> <u>Justification:</u>	

\*Please speak with your area manager to obtain accurate cost estimates and to learn if the facilities you need are already in the planning stages.

Unit Name: \_\_\_\_\_

**8. Professional or Organizational Development Needs Not Covered by Current Budget\***

<p align="center"><b>List Professional Development Needs for Academic Year 2018-2019</b></p> <p>Reasons might include in response to assessment findings or the need to update skills. <b>Please be as specific as possible.</b> Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) of importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1.</b> <u>Justification:</u></p>			
<p><b>2.</b> <u>Justification:</u></p>			
<p><b>3.</b> <u>Justification:</u></p>			
<p><b>4.</b> <u>Justification:</u></p>			
<p><b>5.</b> <u>Justification:</u></p>			
<p><b>6.</b> <u>Justification:</u></p>			

\*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

Unit Name: \_\_\_\_\_

**9. SAFETY NEEDS not covered by current budget**

<p><b>List Safety Needs for Academic Year 2018-2019</b>                      Please list/summarize the needs of your unit below.                      Please be as specific as possible.                      Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) of importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1.</b>  <u>Justification:</u></p>			
<p><b>2.</b>  <u>Justification:</u></p>			
<p><b>3.</b>  <u>Justification:</u></p>			
<p><b>4.</b>  <u>Justification:</u></p>			
<p><b>5.</b>  <u>Justification:</u></p>			
<p><b>6.</b>  <u>Justification:</u></p>			

Unit Name: \_\_\_\_\_

**9. OTHER NEEDS not covered by current budget**

<p><b>List Other Needs for Academic Year 2018-2019</b>                      Please list/summarize the needs of your unit below.                      Please be as specific as possible.                      Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) of importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1.</b>  <u>Justification:</u></p>			
<p><b>2.</b>  <u>Justification:</u></p>			
<p><b>3.</b>  <u>Justification:</u></p>			
<p><b>4.</b>  <u>Justification:</u></p>			
<p><b>5.</b>  <u>Justification:</u></p>			
<p><b>6.</b>  <u>Justification:</u></p>			

## Appendix

*(The follow is for use for your assessment plans in sections II.1.A. and II.2.A.)*

### Norco College Mission Statement

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Link of your outcomes assessment with the following options listed from the components of the Norco College Mission Statement.

1. Service to students, community, and workforce
  - a. By providing educational opportunities
  - b. By celebrating diversity
  - c. By promoting collaboration
2. Provides support and encouragement through
  - a. Innovative approach to learning
  - b. Application of emerging technologies
3. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.

#### Example:

- ***SLO- Students will learn the services available through WebAdvisor.***
- How it is linked to the Mission Statement:
  - ***2b – Provides support and encouragement through application of emerging technologies.***