

Student Services Planning Council  
December 11, 2018  
1:30pm-3:00pm  
ST-107

**MINUTES**

**Present:** Kimberly Bell, Mark DeAsis, Lilia Garcia, Maria Gonzalez, Tenisha James, Pamela Kollar, Amy Kramer, Leticia Martinez, Daniela McCarron, Aimee Nunez, Gustavo Ocegüera, Kaneesha Tarrant (co-chair)

**Absent:** Natalie Aceves (co-chair), Patti Brusca, David Chaney, Mark Hartley, Ana Hernandez, Amber Lall, John Moore (co-chair)

**Guests:** Greg Ferrer

**Welcome**

Everyone on the council introduced themselves to the new Interim Vice President, Student Services and co-chair, Dr. Kaneesha Tarrant.

**Approval of 9/26/18 minutes**

Motion to approve by Mark DeAsis  
Seconded by Tenisha James  
Motion passed with five abstentions

**SSPC Membership and Purpose Review**

The council discussed the role of SSPC as it relates to the institution and other councils.

Topics of discussion included:

- Historically, the main focus was prioritization, which was forwarded to BFPC, then ISPC for recommendation to the president.
- Propose council now looks at student services and institutional issues for vetting before recommendation to ISPC or other councils (i.e., The Promise, Middle College Grant renewal, etc.).
- Flow: workgroup/committee → council → ISPC → President
- Define agenda to align with other councils by reflecting: Standing items, information items, discussion items, action items, etc.

Additional classified members still need to be identified/assigned by CSEA.

**Norco College Mission**

The council reviewed the most current version of the new proposed college mission statement. Discussion included the following:

- Empower/empowerment used twice
- Concern regarding appropriateness of use of term “We are proud to be” as part of a “mission statement”
- Is “center” the right term/message for our educational institution?
- How are “employees” lives transformed, as indicated in the mission statement?
- Add technical to career education (i.e., career/technical education)
- Should equity and student success be included?

### **Guided Pathways Update**

In November, teams from RCCD attended a Guided Pathways Institute on Scaling Guided Pathways District-Wide, which addressed the following:

- How do we move forward as a multi-college district to implement guided pathways when it impacts more than our college?
- Clarity on decisions/actions regarding what needs to occur at district level versus college level
- Mapping out an initial plan
- What is on the BIG US Plan that hasn't been addressed
- The Chancellor's initiative regarding Auto Awarding of degrees
- Equity lens

### **Onboarding Update**

- CCCApply – placement through the application is now in place
- The Assessment Center will be transitioning to a Welcome Center
- Currently, Monday – Thursday is open access for success teams and ambassadors; Friday's are reserved for testing
- CNUUSD is using College Futures, which can map into Guided Pathways
- A formal update presentation will occur during spring semester (Pillars 2 & 3 work)

### **Promise Program**

- AB19 California College Promise Program is \$275,578 for 1<sup>st</sup> time students enrolled in 12 units
- 19SPR implementation for qualifying Summer Advantage and First Year Experience participants
- Approximately 510 student have received notification eligibility for:
  - \$250 book credit
  - Enrollment fee payment (if not covered by BOGW)
  - Student services fee & health fee payment
- 160 students have already completed an agreement

### **DRC Presentation**

Kimberly Bell presented a PowerPoint (attached) regarding the current state of the Disability Resource Center (DRC), including the student population, accommodations, growth and general information about the services provided.

### **Program Review**

Tabled

**Next meeting – January 23, 2019**

## Norco College 2018-2019 Promise Program

### Purpose

AB19 established the California College Promise (CPP) focused on increasing college attendance and graduation rates and reducing and eliminating achievement gaps for first-time college students enrolled full-time (12 units). CCP recipients must have submitted a FAFSA or CA Dream Act Application (CADAA). Education Code 76396.3 authorizes districts, but does not require, to use CCP funding to waive fees for one academic year. *Allowable expenses include: enrollment fees, books, instructional costs, transportation, childcare expenses, and other uses that support the goals of the legislation.*

**2018-2019 Allocation: \$278,571**

### NC Promise Program Proposed Eligibility Requirements:

- First time college students who participated in 2018 Summer Advantage and/or 2018-19 First Year Experience (FYE) program participants.
- Must meet California residency requirements.
- Eligible students will be promised an education free of charge (tuition, health, student services fees, transportation fee) based on 12 or more units of enrollment in spring 19).
- Student will receive a book voucher for spring term only.
- Students will be required to complete either college level English or Math in 18-19.
- Students must be in good standing and maintain satisfactory academic progress.
- Students must have a comprehensive Student Education Plan on file.
- Students must complete the FAFSA or California Dream Act Application with Norco College school code listed.
- Students must sign a Promise Agreement signifying their commitment to the program and their education, which includes a comprehensive educational plan, successfully completing a full-time course load in spring, and maintaining a minimum 2.0 grade point average during their first year.

**NOTE: 2018-2019 Program will only be in operation in spring 2019**

### Eligible Students

2018-19 Summer Advantage Participants (285)

2018-19 FYE Eligible Participants (225)

**Total, unduplicated count of eligible students: 510**

*\*Students enrolled in special funded programs who meet program requirements will also be considered if funding is available.*

**Projected Costs**

<b>Category</b>	<b>Not Eligible for CCPG (BOGW)</b>	<b>Eligible for CCPG</b>
Tuition Fee	\$46/unit x 15 units=\$690	\$0
Student Services Fee	\$15	\$15
Health Fee	\$20	\$20
Transportation Fee	\$5.50	\$5.50
Book Voucher	\$250	\$250
<b>TOTAL per student</b>	<b>\$980.50</b>	<b>\$290.50</b>

\*Out of the 510 eligible students, 300 qualified for CCPG and 93 did not. The remaining students (117) did not file or have incomplete FAFSA applications on file. For estimating purposes, assume 50% will complete FAFSA and qualify for CCPG (59), and 50% will not (58).

300 students receiving CCPG	\$290.50	\$87,150
93 students not eligible for CCPG	\$980.50	\$91,187
59 without FAFSA not eligible for CCPG	\$980.50	\$57,850
58 without FAFSA eligible for CCPG	\$290.50	\$16,849
<b>TOTAL COST</b>		<b>\$253,036</b>

**Personnel Costs**

Permanent, Part-Time Student Financial Services Outreach Specialist

(19.5 hrs.) = **\$2,022/month x 9 months (October-June) = \$18,201**

Rationale for staff: Need specialist to outreach to students who have not completed FAFSA to determine eligibility for CCPG. Also need specialist to assist 2019-2020 Promise Program applicants in applying for financial aid (contingent upon 2019-2020 funding).

**Total Projected Costs**

Year 1: 2018-2019 (spring only)	\$253,036
Outreach Specialist	\$18,201
<b>Total Costs</b>	<b>\$271,237</b>
<b>2018-19 State allocation</b>	<b>\$278,571</b>
<b>Carry forward for 2019-2020 Program</b>	<b>\$7,334</b>

**Implementation Timeline**

- October- Identify eligible students and hire Financial Services Outreach Specialist
- November-Set up a sponsorship account for all students eligible for program.
- November/December-Make presentations to eligible students and collect signed agreements.
- January-re-identify eligible students (2.0 GPA, spring unit enrollment, SEP on file, FAFSA application, and other requirements) and set up purchase order with bookstore.
- February-post payments to accounts for all eligible students after census and report awards to financial aid office.
- March-identify additional students who meet eligibility to use up all remaining funds
- April-process enrollment fees reimbursements for eligible students
- May-Report additional awards to financial aid office



# DRC Testing Space

(AND WHY WE NEED YOUR SUPPORT)

# Don't You Already Have a Designated Testing Space in the DRC?

- ▶ Current testing space is insufficient due to growth
- ▶ Testing room will be converted into private offices
- ▶ New Staff:
  - ▶ DRC Director: Gregory Ferrer
  - ▶ Adjunct Counselor

# Our Current State

- ▶ 1288 TOTAL STUDENT DATABASE (3 YEAR)
  - ▶ Over 1100 with extended testing time, 900 students with distraction reduced setting (85% are authorized)
- ▶ 11 Desks
  - ▶ 9 have a computer monitor on them
- ▶ Limited Carrels
  - ▶ Important in reducing surrounding distractions
- ▶ No Dedicated Private Testing Room
  - ▶ 7 students actively using private testing room
  - ▶ Using CSS 107 (Kim's office) and PDC (Library 101)

# Our Current State

- ▶ CCTV Magnifier
- ▶ Storage Lockers for Personal Belongings
- ▶ Creaky Door
- ▶ Limited Space



# Testimonials



- ▶ What difficulties did testing in a traditional classroom setting pose for you?
- ▶ How has testing in the Disability Resource Center helped you?
- ▶ What are some improvements that can be made in the testing room?

# What Are Testing Accommodations?

- ▶ Test accommodations are defined as “modifications to the administration procedures that do not change the test content or the construct being evaluated. Test accommodations can include modifications to the timing and/or scheduling of a test, or to the response format, presentation, or setting (Lovett and Lewandowski, 2015), (Thurlow, Elliott, & Ysseldyke, 2003).
- ▶ Testing accommodations may be applied in a situation where a student’s disability causes them to process the test more slowly than is typical and thus impairs their ability to demonstrate their knowledge or skills. (Goh 2004).
- ▶ Each is outlined by a counselor on a case by case basis.

# Types of Testing Accommodations?

- ▶ Distraction Reduced Setting
- ▶ Extended Exam Time (1.5x, 2x, other)
- ▶ Alternate Media (Screen Reader, Voice to Text)
- ▶ Scribe/Reader
- ▶ Use of a Computer
- ▶ Private Testing Room
- ▶ CCTV (For Visual Impairments)
- ▶ Music

# Benefits of Testing Accommodations

- ▶ Students with a Learning Disability, ADHD, Mental Health Conditions, a Physical Disability, or other Medical Conditions may benefit from:
  - ▶ Reduced testing anxiety
  - ▶ Reduced testing fatigue
  - ▶ Reduced distractibility
  - ▶ Increased confidence and concentration
  - ▶ More time to read/process test material
  - ▶ Access to outlined accommodations (CCTV, Alternate Media, Scribe, etc.)

# What is Needed for a Testing Room

- ▶ Testing Carrels
- ▶ Away from Student Traffic/Noise
- ▶ Consistent Space to Grow With
- ▶ Computer Access
- ▶ Accessibility (surpasses ADA requirements, wheelchair accessible)
- ▶ Private Testing Rooms
- ▶ More Desks/Seats

# The Law

- ▶ The American's with Disabilities Act 1990 (ADA) provides a list of life activities (reading, writing, concentrating, thinking) that may be limited by an individuals disability, that may in turn cause them to spend more time or effort compared to others.
  - ▶ As a result, individuals with disabilities must be " provided reasonable accommodations in order to access these major educational life activities, including academic accommodations (testing)."  
([https://www.ada.gov/regs2014/testing\\_accommodations.html](https://www.ada.gov/regs2014/testing_accommodations.html) )
- ▶ TITLE 5- ARTICLE 56026 Support Services & 56027 Academic Accommodations
  - ▶ Test-taking facilitation – This service involves, arrangement, proctoring, and modification of test and may include extended time on quizzes, tests, and exams, distraction reduced setting, the use of noise canceling headphones or earplugs, a remote site from the classroom to allow the student to read a test aloud or verbalize answers prior to recording them, or any 2015 Implementing Guidelines for Title 5 Regulations 29 combination of services and accommodations that reduce visual or audible stimulation or allow a student to verbalize without causing a distraction to other students;  
([https://extranet.cccco.edu/Portals/1/SSSP/DSPS/Laws%20and%20Regulations/NEW\\_TITLE\\_5\\_Regs\\_Guidelines%20Oct.6%202016.pdf](https://extranet.cccco.edu/Portals/1/SSSP/DSPS/Laws%20and%20Regulations/NEW_TITLE_5_Regs_Guidelines%20Oct.6%202016.pdf) )

# AB705

- ▶ With the implementation of AB705, as remedial courses are reduced and students are being placed into transfer-level Math and English classes, we expect the number of students utilizing their testing accommodations to increase within our DRC population
- ▶ As students struggle, they tend to rely more on their testing accommodations.

# How This Helps Professors and Students Alike (why we are here)

As much as a service as we are to students, we also serve the professors. When professors aren't able to accommodate the extended time or distraction reduced setting, the DRC steps in to fill that gap.

We proctor the tests according to the testing instructions that the professor provides, and students are given the same instructions and material that they would be given in class.



# Testing Data

- ▶ Highest Number of Rooms Used in One Day:
  - ▶ 3 Rooms (June 5-6, 2018), (October 10, 2018)
  - ▶ LIBR 101 (PDC), CSS 108 (DRC), CSS 216/CSS 219
  - ▶ LIBR 101 (PDC), CSS 108 (DRC), CSS 107 (Kim's Office)
- ▶ Unduplicated Capacity (Students Accommodated at One Given Time Per Room)
  - ▶ 24 (Less Than 8 Students Per Room to Ensure Distraction Reduced Setting)
- ▶ Highest Number of Students Tested on a Single Day:
  - ▶ 47 on 06/05/18

# Testing Data

- ▶ Unduplicated Tests Proctored for the 17-18 Year: (17SUM-18SPR)
  - ▶ 217 students used their testing accommodations
- ▶ Tests Scheduled for the 17-18 year: (17SUM-18SPR)
  - ▶ 1228
- ▶ Tests Proctored for the 17-18 year: (17SUM-18SPR)
  - ▶ 1098 (Average 500 during main terms, 70 during short terms)
- ▶ **Unduplicated Faculty Proctored for 17-18 year: (17SUM-18SPR)**
  - ▶ **156**

# Emphasis of Tests

- ▶ 17SUM-18SPR (full academic year)
- ▶ Sciences- 257
- ▶ English- 132
- ▶ History and Political Science- 70
- ▶ Math- 344
- ▶ Psychology and Sociology- 91
- ▶ Foreign Languages- 41

# Growth from 2016-17 to 2017-18

- ▶ Tests Proctored from 06/20/16 to 06/08/17 (16SUM-17SPR)
  - ▶ 970
- ▶ Tests Proctored from 06/19/17 to 06/07/18 (17SUM-18SPR)
  - ▶ 1098
- ▶ Yearly Growth
  - ▶ +128 more tests proctored across years

# Growth from 2016-17 to 2017-18

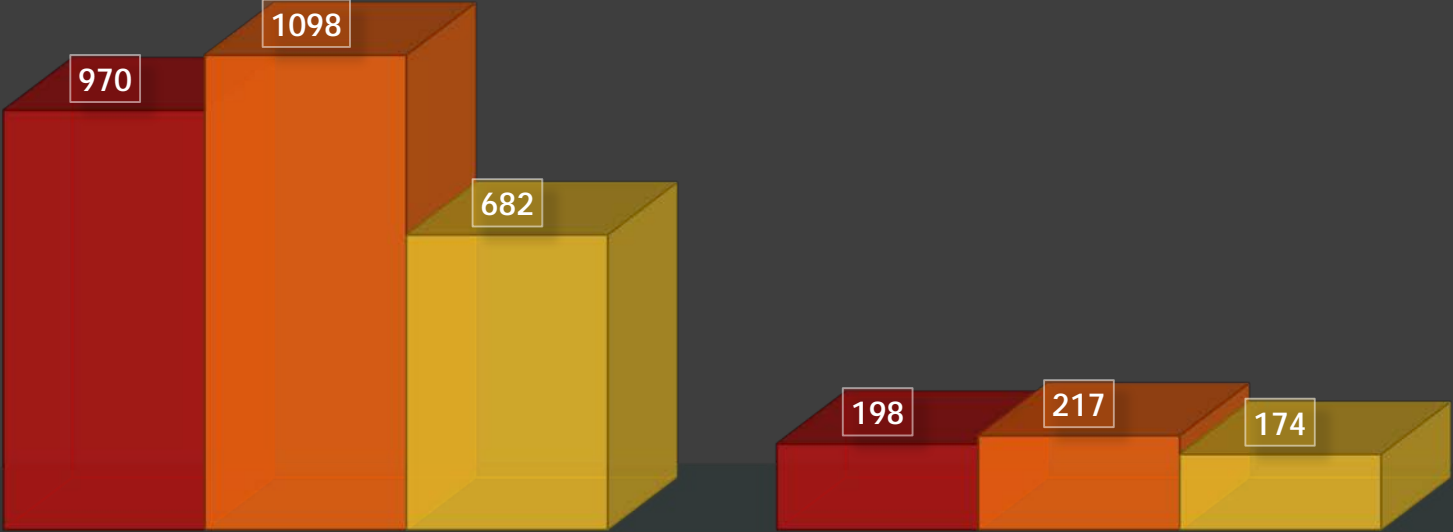
- ▶ Unduplicated Students Using Testing Accommodation:  
(16SUM-17SPR)
  - ▶ 198
- ▶ Unduplicated Students Using Testing Accommodation:  
(17SUM-18SPR)
  - ▶ 217
- ▶ Yearly Growth
  - ▶ +19 more unique students testing across years

# SUM 18 - TO DATE

- ▶ UNDUPLICATED STUDENTS UTILIZING TESTING
  - ▶ 159
- ▶ TOTAL NUMBER OF TESTS PROCTORED
  - ▶ 514
- ▶ TESTS SCHEDULED BETWEEN 12/3/18-12/14/18
  - ▶ 100

# DRC TESTING ACROSS YEARS

2016-17 2017-18 18 SUM/FALL

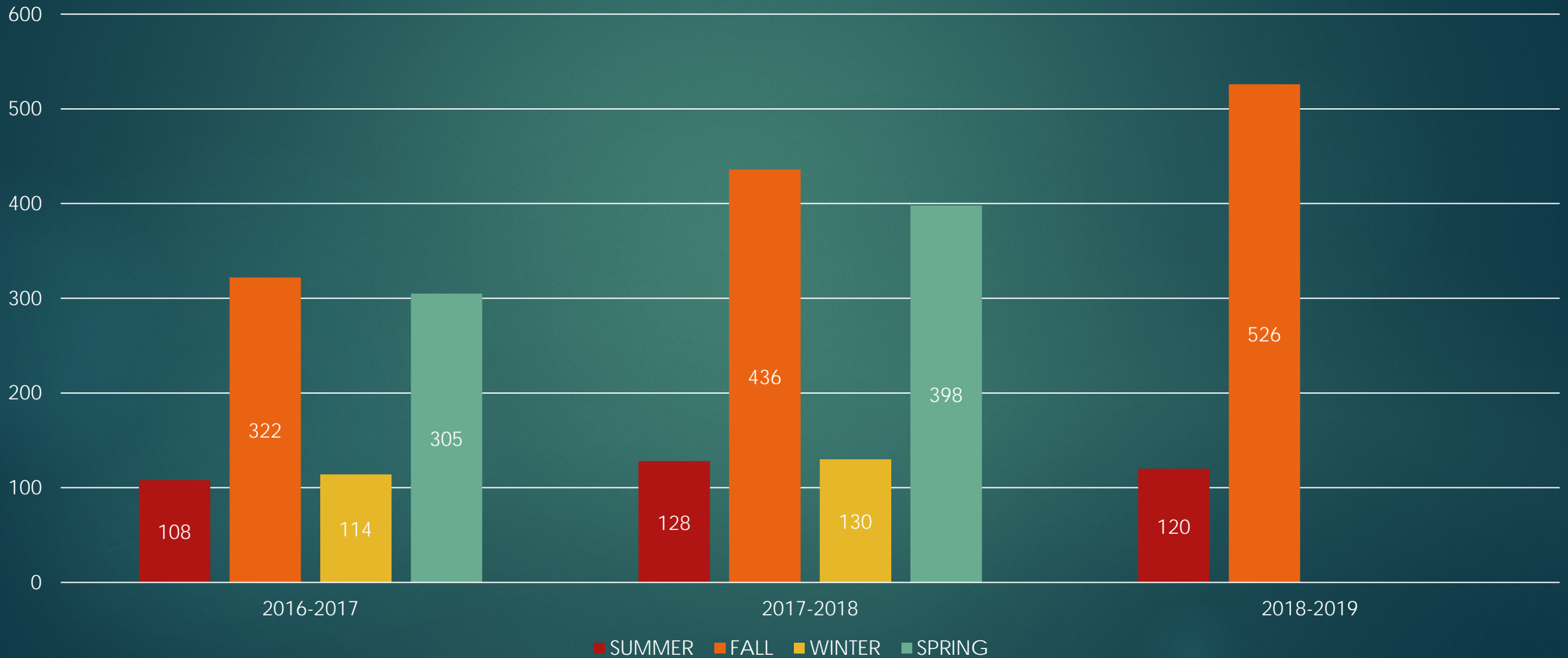


Test Proctored

Unduplicated Students

# DRC Population Growth

Unduplicated Student Head Count by Term



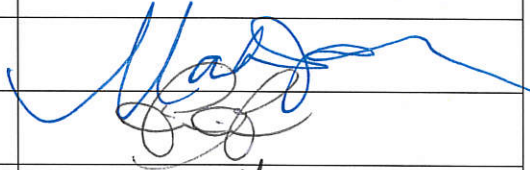




# Citations

- ▶ Journal of Postsecondary Education and Disability, 29 (2), 141-150
- ▶ Goh, D. S. (2004). Assessment accommodations for diverse learners. New York: Pearson.
- ▶ [https://www.ada.gov/regs2014/testing\\_accommodations.html](https://www.ada.gov/regs2014/testing_accommodations.html)
- ▶ [https://extranet.cccco.edu/Portals/1/SSSP/DSPS/Laws%20and%20Regulations/NEW\\_TITLE\\_5\\_Regs\\_Guidelines%20Oct\\_6\\_%202016.pdf](https://extranet.cccco.edu/Portals/1/SSSP/DSPS/Laws%20and%20Regulations/NEW_TITLE_5_Regs_Guidelines%20Oct_6_%202016.pdf)

# Student Services Planning Council

## Meeting Sign in sheet Date: Dec. 11, 2018

Name	Title/Dept	Signature
Natalie Aceves (co-chair)	Educational Advisor – Transfer Center	
Kimberly Bell	Associate Professor, Counseling (DRC)	
Patti Brusca	SSSP Assistant – Counseling	
David Chaney	Senator of Campus Activities, ASNC	
Mark DeAsis	<del>Acting Vice President, Student Services</del> Dean ASR	
Lilia Garcia	Assessment Coordinator, Assessment Center	
Dr. Maria Gonzalez	Director, Student Financial Services	
Mark Hartley	Dean, Student Life	
Ana Hernandez	Senator of Administration, ASNC	
Dr. Tenisha James	Dean, Student Services	
Pamela Kollar	Academic Evaluations Specialist, Enrollment Services	
Amy Kramer	Assistant Professor, Counseling (EOPS)	
Amber Lall	Senator of Administration, ASNC	
Leticia Martinez	Student Financial Services Analyst - Student Financial Services	
Daniela McCarson	Dean, Special Funded Programs	
John Moore (co-chair)	Associate Professor, Counseling	
Aimee Nunez	Vice President of Campus Activities, ASNC	
Dr. Gustavo Ocegueda	Dean, Grants & Student Equity Initiatives	
Dr. Kaneesha Tarrant (co-chair)	Interim Vice President, Student Services	

**GUESTS PLEASE SIGN ON THE NEXT PAGE**  
**THANK YOU!**

Greg Ferrer

Director, Disability Resource Center 