

# STUDENT SERVICES PROGRAM REVIEW WORKSHEET

**Student Services Area:** Disability Resource Center (DRC)

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**Academic Year:** 2015-16

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## I. Student Services Area Overview

### 1. Mission Statement

The Norco College Disability Resource Center (DRC) is committed to providing students with disabilities access to academic accommodations and empowering them with resources to support their success at the institution. We also aim to create a rich and inclusive learning environment through promoting awareness and equipping faculty/staff with strategies related to working with our diverse student population. *(Revised 2015)*

### 2. Philosophy Statement

DRC is dedicated to ensuring students with disabilities have the opportunity to engage in all aspects of the campus and achieve their academic and personal aspirations. Thus, we continuously evaluate the quality of support services and the relevance of our programs. *(Revised 2015)*

### 3. Summary

The DRC facilitates reasonable academic accommodations and services to students with disabilities, including disability related academic counseling, registration assistance, test accommodations, and alternative media. As a resource center for faculty in addition to facilitating accommodations for students, DRC both informs and ensures faculty and staff at Norco College provide reasonable accommodations to students with disabilities per the Americans with Disabilities Act (ADA) and Sections 504 and 508 of the Rehabilitation Act. The DRC staff provide informational presentations for college faculty and outreach presentations to high school students from the local community to ensure they are aware of disability related services at the college.

### 4. Strengths

1. The DRC staff collaborated with the Library to co-sponsor the spring Read2Succeed student panel on autism. Three DRC students participated in the panel and discussed the diverse as well as similar experiences that students on the spectrum deal with in college. The presentation about Autism Spectrum Disorder was provided by Dr. Nicole Smith, Director of Disability Support Services at Moreno Valley College.

2. The DRC staff attended the update to the Title 5 Regulations for DSPS at Cerritos College. The changes to the statewide program are significant and will take coordination with the other colleges and the district MIS office.
3. The DRC staff transitioned to move all paper files into the Student Accommodations Management (SAM) system with coordination with Riverside and Moreno Valley Colleges. This effort is also being coordinated with a number of community college disability services programs throughout the system.
4. The CAPED convention in October was attended by the DRC staff in addition to a veterans conference to increase understanding of the disability needs of veterans attending community college.
5. DRC counselor and LD specialist, Kimberly Bell, participated in the academic senate and made meaningful connections with instructional faculty and regularly informed the senators about disability related accommodations updates.
6. One hundred percent of DRC students responded that they were satisfied to very-satisfied with the customer (student) service they received from DRC staff and the majority were satisfied with the new office space.

### 5. Students Served

The DRC office serves a diverse range of students with documented disabilities. Over the years, the number of students who receive academic accommodations facilitated by DRC increased substantially, peaking in 2012-13. Since then, as a result of demographic shifts and needs, the unduplicated headcount of DRC students has decreased the last two years. Below is a table of the unduplicated headcount of students served from 2006-07 to 2015-16:

Academic Year	Unduplicated Student Headcount Primary Disability	Unduplicated Student Headcount Secondary Disability	Unduplicated Student Headcount Total	Duplicated Student Headcount (Students Served)
2006-07	317	33	317	543
2007-08	329	47	329	602
2008-09	355	55	355	633
2009-10	440	55	440	819
2010-11	482	40	482	837
2011-12	559	38	559	989
2012-13	596	36	596	1040
2013-14	495	42	495	874
2014-15	452	46	452	779
2015-16	505	57	505	836

## II. Assessing Outcomes

### 1.A. Report on 2014-2015 Assessment Plan and Objectives for Student Services Area: Disability Resource Center (DRC)

#### Objectives:

- DRC students will demonstrate course success rates comparable to the general student population.
- DRC students will demonstrate persistence rates comparable to the general student population.
- Increase the number of DRC students who develop an educational plan.
- DRC students will know how to use their educational plan to guide their progress at the college.

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of Objective to Norco College Mission	Assessment Criteria (Specify Target Performance Level)	Assessment Measure	Completion (or anticipated completion)/ Findings	Improvement Recommendations (next step)	Assessment Status A) Continued/ modified B) Moved to Strengths C) Discontinued (please state why)
1.	DRC students will demonstrate course success rates comparable to the general student population.	(SLO) DRC students' course success rate will be comparable to that of the general student population.	Norco College provides "educational opportunities, celebrating diversity, and...foundational skills and pathways to transfer, career and technical education, certificates and degrees."	68% of students will succeed in their courses with a "C" grade or better.	Data gathered from internal database and course success rate data analyzed by the Institutional Effectiveness office.	<b>Spring 2014</b> -DRC students (67%) -General students (69%)  <b>Fall 2014</b> -DRC students (65%) -General students (68%)	DRC students' success rate for both semester is comparable to the general student population. DRC will examine its operations to seek options to better support the academic needs of students and offer services beyond access to accommodations.	A) Continue to assess
2.	DRC students will demonstrate persistence rates comparable to the general	(SLO) DRC students' term-to-term persistence rate will be comparable to that of the general student population.	Norco College provides "educational opportunities, celebrating diversity, and...foundational skills and pathways	70% persistence rate at the end of the term.	Data gathered from internal database and persistence data analyzed by the Institutional Effectiveness office.	<b>Fall 2014 – Spring 2015</b> The term-to-term persistence rate of DRC students was 75%.	DRC students' persistence rate exceeded the target of 70%. DRC will examine methods to better track student progress and offer academic support	A) Continue to assess

	student population.		to transfer, career and technical education, certificates and degrees.”				services beyond access to accommodations.	
3.	Increase the number of DRC students who develop an educational plan.	(SAO) First time DRC students will complete or update a comprehensive Student Educational Plan (SEP).	Norco College provides “educational opportunities, celebrating diversity, and... foundational skills and pathways to transfer, career and technical education, certificates and degrees.”	70% of first time DRC students will have a completed or updated comprehensive Student Educational Plan (SEP).	Compilation of completed SEP’s are kept in the students’ case files. SEP completion will be tracked in program database and in OnBase system.	<b>Annual:</b> 188 of 200 first time DRC students developed an SEP during 2014-15 for a 94% rate. Of these SEPs, 86 of them were developed with the DRC counselor.	The number of DRC student intakes and the rate of SEPs developed by those students exceeded the target rate. Further analysis of the data will be conducted and efforts will be made to encourage more new students to receive academic counseling from DRC.	A) Continue to assess
4.	DRC students will know how to use their educational plan to guide their progress at the college.	(SLO) Students will demonstrate understanding of the use of their SEP upon completing their academic counseling meeting.	Norco College provides “educational opportunities, celebrating diversity, and... foundational skills and pathways to transfer, career and technical education, certificates and degrees.”	85% of students will be able to demonstrate knowledge of how to use their educational plan.	Students will complete a survey or assessment tool at the end of the counseling session regarding their SEP.	<b>Annual:</b> 83% of students reported understanding the use of the SEP from a survey taken after their counseling session.	Students’ use of their SEPs to guide their educational goals at the college is critical. The survey results may not be a strong enough indicator of this so other methods will be determined and used for 2015-16.	A) Continue to assess, but method of collecting outcome data will be modified.

## II.1.B. Program Modifications for 2014-2015 Data Assessment (“Closing the Loop”)

*Note: For 2014-2015 outcomes assessments you are continuing or modifying in your 2015-2016 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>
SLO#1: The DRC students’ combined success rate of 66% for spring 2014 and fall 2014 was comparable to the general student population rate of 68.5%.	DRC students’ success rate for both semester is comparable to the general student population. The DRC staff discussed possible strategies to better support the academic needs of DRC students. One of the proposed strategies was to provide academic success workshops and additional one-on-one assistance by staff. These programs were not fully developed, but the goal is to plan and implement pilot programs for 2016-17.
SLO#2: The term-to-term persistence rate of DRC students was from fall 2014 to spring 2015 was 75%.	DRC students’ persistence rate exceeded the target of 70%. The proposal to maintain or increase the persistence rate of DRC student was discussed by staff and the agreement was to follow the academic success workshops and on-on-one assistance strategies that are planned for 2016-17. Addressing student success will support stronger persistence.
SAO#3: Of the 200 first time DRC students in 2014-14, 188 students developed a comprehensive SEP, representing a 94% completion rate. Of this number, 86 students developed their SEP with a DRC counselor and the rest were through general and special programs.	The number of first time DRC student who developed SEP’s exceeded the target rate, but there is a need to increase the number of SEP’s developed by the DRC counselor. During the fall semester, we did not have the services of our full-time DRC counselor so we were not able to provide the academic counseling follow-up which was planned. This will be initiated for fall 2016 and beyond.
SLO#4: DRC students were asked to self-report their understanding of the use of their SEP after developing it with their counselor. Of the students whom responded, 83% reported they understood.	The DRC staff reviewed the survey responses that students used to self-report their understanding of the use of their SEP and determined that another method of collecting this outcome should be used in addition to the survey. While the plan was to implement this for 2015-16, this was not implemented due to the limited availability of the counselor in the fall. This will be revisited for 2016-17.

## II.2.A. 2015-2016 Assessment Plan for Student Services Area: Disability Resource Center (DRC)

### Objectives:

- DRC students will demonstrate course success rates comparable to the general student population.
- DRC students will demonstrate persistence rates comparable to the general student population.
- Increase the number of DRC students who develop an educational plan.
- DRC students will know how to use their educational plan to guide their progress at the college.

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of objective to Norco College Mission*	Assessment Criteria (Specify Target Performance Level)	Assessment Measure (Measurement tool)	Completion (or anticipate completion)/ Findings**	Improvement Recommendations (next step)*
1.	DRC students will demonstrate course success rates comparable to the general student population.	(SLO) DRC students' course success rate will be comparable to that of the general student population.	1a/b: Service to students, community, and workforce by providing educational opportunities and celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	68% of students will succeed in their courses with a "C" grade or better.	Data gathered from internal database and course success rate data analyzed by the Institutional Effectiveness office.	<b>Spring 2015</b> DRC = 74% Gen Pop = 68%  <b>Fall 2015</b> DRC = 70% Gen Pop = 70%	DRC students' success rate for spring and fall 2015 exceeded the target rate. In both terms, DRC students were also equal to or exceeded the success rate of the non-DRC students.
2.	DRC students will demonstrate persistence rates comparable to the general student population.	(SLO) DRC students' term-to-term persistence rate will be comparable to that of the general student population.	1a/b: Service to students, community, and workforce by providing educational opportunities and celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	70% persistence rate at the end of the term.	Data gathered from internal database and persistence data analyzed by the Institutional Effectiveness office.	<b>Fall 2014 to Spring 2015</b> DRC = 76% Gen Pop = 73%  <b>Fall 2014 to Fall 2015</b> DRC = 68% Gen Pop = 58%	DRC students exceeded the target rate for term-to-term persistence (fall to spring), but dropped substantially for the annual rate. In both cases, however, DRC students outperformed non-DRC students.
3.	Increase the number of DRC students who develop an	(SAO) First time DRC students will complete or update a comprehensive Student Educational	1a/b: Service to students, community, and workforce by providing educational opportunities and	70% of first time DRC students will have a completed or updated comprehensive	Compilation of completed SEP's are kept in the students' case	<b>Annual:</b> DRC staff conducted new student intakes for 196 students	The 39% SEP development rate for new DRC students is significantly lower than the target and 60

	educational plan.	Plan (SEP).	celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	Student Educational Plan (SEP).	files. SEP completion will be tracked in program database and in OnBase system.	and 76 of these students developed a comprehensive SEP during 2015-16 (39%) and 13 of them were done with a DRC counselor.	percentage points lower than the 2014-15 completion rate. Further analysis of the data are needed and new strategies to increase SEP development will be considered.
4.	DRC students will know how to use their educational plan to guide their progress at the college.	(SLO) Students will demonstrate understanding of the use of their SEP upon completing their academic counseling meeting.	1a/b: Service to students, community, and workforce by providing educational opportunities and celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	85% of students will be able to demonstrate knowledge of how to use their educational plan.	Students will respond to an assessment tool related to their SEP at the end of the counseling session.	We received 14 surveys from students who completed their SEP with a DRC counselor. 100% of the students demonstrated knowledge of how to use their SEP.	We exceed the target rate for this outcome, but it is based on a low number of students. The DRC staff will explore additional or other methods to measure this outcome for 2016-17.

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

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

## **II.2.B. 2015-2016 Assessment Plan Findings/Data Analysis**

**SLO #1:** DRC students' course success rate will be comparable to that of the general student population.

### **Findings/Data Analysis**

DRC students' course success rates for spring and fall 2015 exceeded the target success rate of 68% and were either equal to or greater than those for non-DRC students. For spring 2015, DRC students succeed at 74% compared to 68% of the general student population and for fall 2015, rates were 70% for DRC and 70% for the general student population. There are various factors that can be attributed to the strong success rate of DRC students as shown in these data. One of the factors can be the academic adjustments that students access in the classroom and support provided by program staff. For many students with disabilities who come to college straight from high school, there is a transition period that is not easy for many. However, once they learn about the resources available at the college and understand how to navigate their way through college, many students with disabilities can achieve success, as demonstrated in this report.

### **Improvement Recommendations**

DRC students' success rate for spring and fall 2015 exceeded the target rate. In both terms, DRC students were also equal to or exceeded the success rate of the non-DRC students. One of the areas of improvement for this topic for 2016-17 will be to provide academic success workshops geared towards students with disabilities. The DRC staff and faculty will collaborate to develop strategies that can further improve the academic success rate of DRC students.

**SLO #2:** DRC students' term-to-term persistence rate will be comparable to that of the general student population.

### **Findings/Data Analysis**

The term-to-term persistence rate of DRC students from fall 2014 to spring 2015 was 76% compared to the general population's 73%. The annual persistence rate from fall 2014 to fall 2015 fell for both groups, but DRC students outperformed students from the general population by 10 percentage points (68% to 58%). The stronger persistence rate for both timeframes is another indicator that DRC students are doing well academically compared to their non-DRC peers. This can also be attributed to a number of different factors, but one takeaway is that students with disabilities have a commitment to continue their education at Norco College. This may be due to the confidence they feel as they succeed in their courses as well as feeling a connection with the college community and its resource areas, including the DRC.

### **Improvement Recommendations**

DRC students exceeded the target rate for term-to-term persistence (fall to spring), but dropped substantially for the annual rate. This statistic is all too common in higher education, but noting the stronger persistence rate by DRC students provides the DRC an opportunity to consider bringing attention to these rates with instructional faculty to dispel stereotypes that students with disabilities do not succeed in college. These efforts can foster stronger relationships between the DRC and instructional faculty to look at ways to improve how to better support DRC students.

**SAO #3:** First time DRC students will complete or update a comprehensive Student Educational Plan (SEP).

### **Findings/Data Analysis**

DRC staff conducted new student intakes for 196 students. 76 of these students developed a comprehensive SEP during 2015-16 (39%) and 13 of them were done with a DRC counselor. This area outcomes assessment was implemented in 2014-15, and we saw an extremely high rate (94%) of new DRC students who developed a comprehensive SEP with a counselor at the college. The dramatic drop in the development of SEP's this year can partially be due to the limited availability of a DRC counselor during the fall term, which is reflected in the low number of SEP's developed at the DRC. There were also less students who sought academic counseling outside of the DRC after joining the program, which could have been due to fewer follow-up by the department with its students.

### **Improvement Recommendations**

The 39% SEP development rate for new DRC students is significantly lower than the target and approximately 50 percentage points lower than the 2014-15 SEP completion rate. Further analysis of the data are needed and new strategies to increase SEP development will be considered, including examining reminders to encourage an academic counseling meeting with the DRC counselor. The DRC currently uses both SARS calls and live callers to remind students to show for their counseling appointments, but other methods, including making appointments after an intake, when students drop-in for other business, and a mobile application with push-notification can be considered.

**SLO #4:** Students will demonstrate understanding of the use of their SEP upon completing their academic counseling meeting.

### **Findings/Data Analysis**

100% of the students successfully demonstrated knowledge of how to use their SEP after meeting with the DRC counselor. However, this is based on responses by 14 students. The DRC staff will examine and develop a modified or alternative methods of examining this learning outcome.

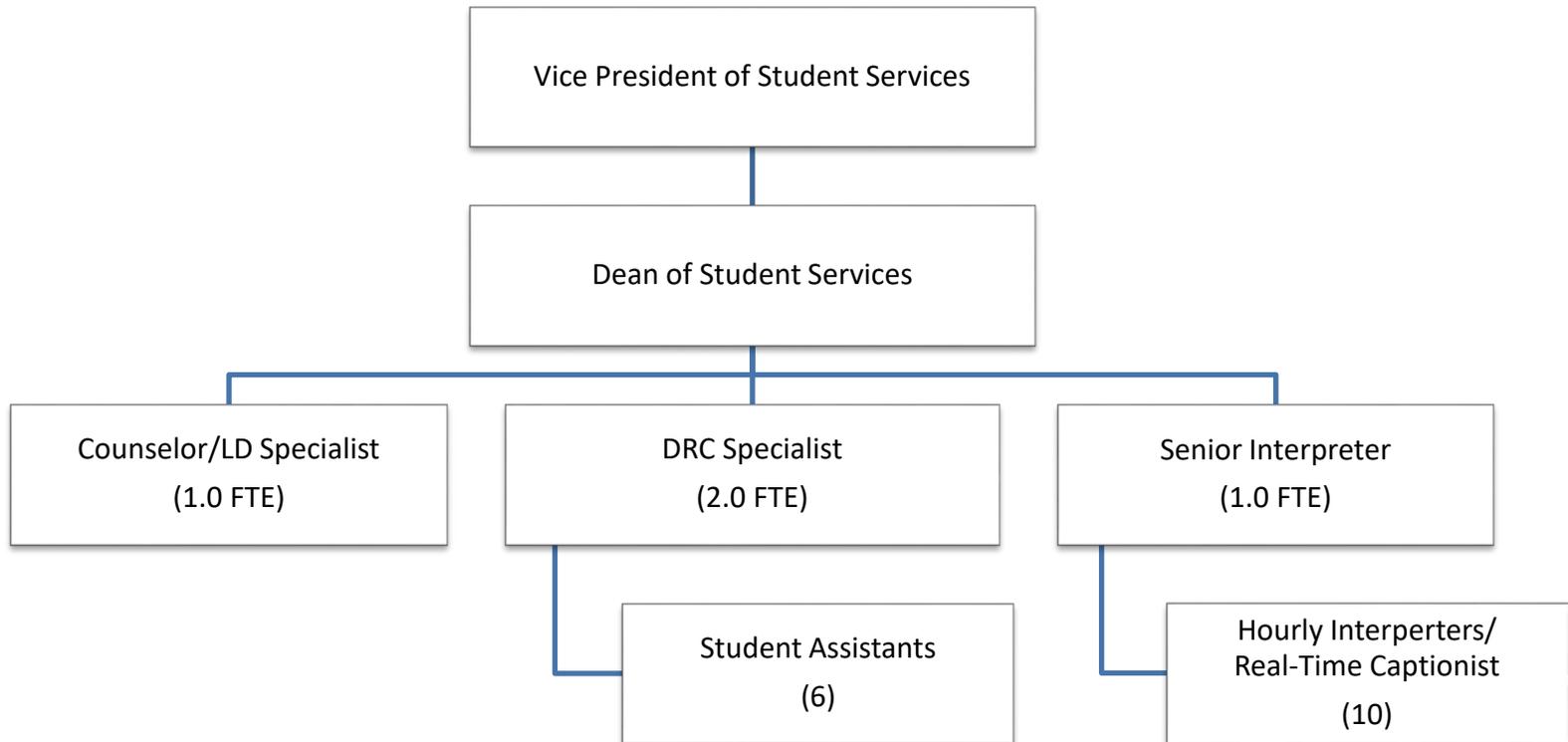
### **Improvement Recommendations**

Evaluating the extent to which students understand the content of a comprehensive SEP and its use to navigate their way through college is important to student success. As with non-DRC students, it is difficult to determine how DRC students will use their SEP once they leave the counseling office. The DRC staff and faculty will reevaluate whether the current survey method that is currently used at the end of the counseling session with the DRC counselor is still the only way to assess what they have learned. One consideration is to reinforce how to use the SEP at an academic success workshop (see #2) and either collect their responses on a survey or a SEP-based puzzle/worksheet that students fill out themselves.

### III. Needs Assessment

#### 1. Staffing Level

#### Disability Resource Center (DRC) Organizational Chart



## 2. Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017	2017-2018
Administration	0.5	0.5	0.5	0.35	0.35	1.0	1.0
Classified Staff FT	2.0	2.0	2.0	3.0	3.0	4.0	4.0
Classified Staff PT	0.4	0.4	0.4	0	0	0.63	0.63
Confidential Staff FT	0	0	0	0	0	0	0
Faculty FTE Full time	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Faculty FTE Part time	0	0	0	0	0.5	0.5	0.5
<b>Total Full Time Equivalent Permanent Staff</b>	3.90	3.90	3.90	4.35	4.85	7.13	7.13
Short Term Staff	8	8	8	10	10	10	10
Student Workers	4	6	6	6	6	6	6

## 3. Improvement Areas

- The Disability Resource Center (DRC) is able to meet the basic academic accommodation (now called academic adjustment) needs of our students, but due to the increase of students with Academic Spectrum Disorder (ASD), ADHD, and a wide-range of mental health disabilities, the DRC requires additional staffing with specific skills meet these needs. A disability technology specialist to facilitate alternate media and adaptive technology training is one of the skillsets needed. An adjunct counselor to assist with academic adjustment assessment and to provide ongoing follow-up with academic counseling with a strong understanding of the DRC student population is also needed. A front counter staff that can also assist with facilitating disability services in and out of the classroom will enable the disability specialists to provide additional follow-up services with new and continuing DRC students. Finally, a DRC director to effectively lead the department through the changing landscape of disability services in postsecondary institutions like ours.
- Additional office spaces, workstations, and equipment are necessary to accommodate the additional staff that we are seeking to effectively serve the DRC student population.

Unit Name: Disability Resource Center (DRC)

4. Staff Needs

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

<p align="center"><b>List Staff Positions Needed for Academic Year 2016-2017</b>  <b>Please be as specific and as brief as possible when offering a reason.</b>                      Place titles on list in order (rank) or importance.</p>	<p align="center"><b>Indicate</b>  <b>N = New</b>  <b>R=Replacement</b>  <b>I = Increase time</b></p>	<p align="center"><b>Annual TCP*</b>                      TCP for                      employee</p>
<p><b>1. Disability Technology Specialist (PPT)</b>  <u>Reason:</u>                      The Disability Technology Specialist is a new position that has been proposed for approval by the District to assist students with disabilities by providing technology related trainings and to assist in the facilitation of a wide-range of accommodations; primarily with the use of adapted computer technology and computer-assisted instructional programs in the high tech center and other college lab computers. There is currently only one staff member in the DRC at Riverside City College who provides adaptive technology and alternate media support for all students in the District. This is an unsustainable model that we can be addressed with the approval and addition of this position at our college. The likely classification grade for this position is "N." The funding for this permanent part time position (.475) can be met with a combination of DRC and general funds.</p>	<p align="center"><b>(N)</b>  <b>Grade N/Step 1</b></p>	<p align="center"><b>\$28,285.00</b></p>
<p><b>2. Support Services Specialist Aide (PPT)</b>  <u>Reason:</u>                      As mentioned in the justification for the DRC director position, both the increase in the number of students in the program and the complexity of their disabilities have created numerous challenges to appropriately meet their needs. As a result of the budget reduction to DSPPS programs in 2009, we have done our best to meet the front counter needs of students, basic clerical tasks, and assistance with access to accommodations, including proctoring tests, by way of a committed group of student employees when professional staff are not available. Given the nature of the kinds of issues the DRC deals with regularly, and to effectively meet the needs of our students, we require a disability services related position that can support our department. The funding for this permanent part time position (.475) can be met with a combination of DRC and general funds.</p>	<p align="center"><b>(N)</b>  <b>Grade E/Step 1</b></p>	<p align="center"><b>\$18,624.00</b></p>

<p><b>3. Director (FT)</b>  <u>Reason:</u>  The DRC continues to see increases in the number of students it serves and complexity of issues resulting from their disabilities. For example, Norco College has a growing population of students on the Autism Spectrum Disorder (ASD) and those with psychological disorders. Meeting the accommodation needs of these students requires specialized training of staff, raising awareness among faculty and staff, and working more closely with parents and disability advocates. DSPTS as a program is also in the midst of a statewide Title 5 Regulation revision process that will bring significant changes to DSPTS/DRC operations at all 113 community colleges. With significant growth of the program, demands to meet the complex nature of our student population, and maintaining compliance to state and federal laws and policies, the DRC requires a full-time director dedicated to the department. The funding for the director position requires general funds.</p>	<b>(N)</b> <b>Grade V/Step 1</b>	<b>\$157,281.00</b>
<p><b>4. DRC Counselor (PT)</b>  <u>Reason:</u>  The DRC has maintained one full-time DRC Counselor/LD Specialist since the launch of the program in 2010. However, due to the increase of student participants, outreach to local high schools, and providing resource support for instructional faculty, the DRC is in need of an adjunct counselor to effectively meet the academic counseling needs of DRC students who may be referred to general counseling when the full-time DRC counselor is not available. This would be a .30 FTE position.</p>	<b>(N)</b> <b>Faculty</b>	<b>\$24,816.00</b>

\* 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: Disability Resource Center (DRC)

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

<b>List Equipment or Equipment Repair Needed for Academic Year 2016-2017</b> <b>Please list/summarize the needs of your unit below.</b> <b>Please be as specific and as brief as possible.</b> Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</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: **Disability Resource Center (DRC)**

**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	<b>Lenovo Desktop Workstations</b> <u>Justification:</u> Pending the hiring of the Disability Technology Specialist, DRC Director, and adjunct counselor, the department would require three additional desktop workstations.	N	C	Office (CSS?)	TBD	3	NA	\$1,212.49	3	\$3,637.47
2. Usage / Justification										
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.

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

<p align="center"><b>List Facility Needs for Academic Year 2016-2017 (Remodels, Renovations or added new facilities)</b> Place items on list in order (rank) or importance.</p>	<p align="center"><b>Total Cost of Request</b></p>
<p><b>1. Workstation for Disability Technology Specialist</b> <u>Reason:</u> The DRC office does not have the space for an additional workstation so an appropriate area would need to be identified and furnished for the specialist.</p>	<p align="center"><b>Unknown</b></p>
<p><b>2. Office for DRC Director</b> <u>Reason:</u> The current location and allocation of office space is not adequate to house an office space for a future full-time program director. Ideally, the director's office should be located in close proximity to the staff and service delivery area.</p>	<p align="center"><b>Unknown</b></p>
<p><b>3. Office for Adjunct Counselor</b> <u>Reason:</u> There is currently an office space for a full-time counselor, but there will also be a need for an additional space to accommodate an adjunct counselor to meet the demands of DRC students' academic support needs.</p>	<p align="center"><b>Unknown</b></p>

\*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: Disability Resource Center (DRC)

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

<p><b>List Professional Development Needs for Academic Year 2016-2017</b>                      Reasons might include in response to assessment findings or the need to update skills. <b>Please be as specific and as brief 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) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. CAPED Annual Convention</b>  <u>Reason:</u>                      The annual California Association for Postsecondary Education and Disability (CAPED) Convention brings together disability service professionals throughout the state to learn and share ideas and practices. Due to the changing nature of federal and state laws, as well as innovations in accommodations for students with disabilities, it is important for the DRC staff to participate in professional development opportunities such as CAPED.</p>	<b>\$1,700.00</b>	<b>3</b>	<b>\$5,100.00</b>
<p><b>2.</b>  <u>Reason:</u></p>			
<p><b>3.</b>  <u>Reason:</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: Disability Resource Center (DRC)

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

<b>List Safety Needs for Academic Year 2016-2017</b> Please list/summarize the needs of your unit below. Please be as specific and as brief 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) or importance.			
	Cost per item	Number Requested	Total Cost of Request
<b>1.</b> <u>Reason:</u>			
<b>2.</b> <u>Reason:</u>			
<b>3.</b> <u>Reason:</u>			
<b>4.</b> <u>Reason:</u>			
<b>5.</b> <u>Reason:</u>			
<b>6.</b> <u>Reason:</u>			

Unit Name: Disability Resource Center (DRC)

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

<p align="center"><b>List Other Needs for Academic Year 2016-2017</b>                      Please list/summarize the needs of your unit below.                      Please be as specific and as brief 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) or importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. Food &amp; Beverages for DRC Events and Workshops</b>  <u>Reason:</u> The DRC student panel, which was sponsored by the Read2Succeed program, attracted over 50 participants and raised awareness about Autism Spectrum Disorder. DRC staff seek to offer educational programs like this throughout the year and would like to offer refreshments for attendees. Food and beverage items would also be offered for DRC academic success workshops for students throughout the year.</p>	<b>\$150</b>	<b>6</b>	<b>\$900.00</b>
<p><b>2.</b>  <u>Reason:</u></p>			
<p><b>3.</b>  <u>Reason:</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.***