

STUDENT SERVICES PROGRAM REVIEW WORKSHEET

Student Services Area: Disability Resource Center (DRC)

Prepared by: Koji M. Uesugi, Ed.D.

Academic Year: 2016-17

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 hosted a district-wide staff retreat in the spring that provided staff with a MBTI training led by Norco College counselors. This was a valuable training as there are a number of new staff at each of the colleges. Given that DRC students utilize services across the colleges, staff need to know how to work with one another so this training was appropriate.
2. The DRC hired a new Support Services Specialist Aide to provide customer service support at the front counter and to assist with facilitating accommodations in the classroom and DRC test room.
3. The DRC counselor attended the annual CAPED convention and Veterans Summit.
4. The DRC and Veterans Services staff partnered to provide access to disability services for Veterans who historically avoid utilizing DRC services. In the spring term, we piloted DRC counseling services that were held at one of the study rooms in the Library. The College is planning to add a counseling office in Veterans Services so DRC counseling can take place there.
5. An inventory of disability adaptive furniture was conducted across campus and new equipment was purchased to support DRC students.
6. A new DRC logo was designed in an effort to help brand the program and services to increase students' interests in utilizing the DRC. The compass symbolizes the DRC's purpose of helping students successfully navigate their way on a college environment, which may at times feel overwhelming and confusing for students with disabilities. The color blue is often associated with disabled service logos, so the logo design utilizes various shades of blue to represent the diversity of individuals with disabilities (see logo on organizational chart page).

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 2016-17:

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
2016-17	482	67	482	859

II. Assessing Outcomes

1.A. Report on 2015-2016 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	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.	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.	Spring 2015 DRC = 74% Gen Pop = 68% Fall 2015 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.	(A) This is an effective success measure that we will continue to assess for DRC students. While providing access to accommodations is the primary purpose for DRC, it is good to see that students are succeeding with their accommodations in place.

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.	Fall 2014 to Spring 2015 DRC = 76% Gen Pop = 73% Fall 2014 to Fall 2015 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 out persisted non-DRC students.	(A) This is also an effective success measure that we will continue to assess for DRC students. While providing access to accommodations is the primary purpose for DRC, it is good to see that students are succeeding with their accommodations in place.
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).	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% 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.	Annual: DRC staff conducted new student intakes for 196 students and 76 of these students developed a comprehensive SEP during 2015-16 (39%) and 13 of them were done with a DRC counselor.	The 39% SEP development rate for new DRC students is significantly lower than the target and 60 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.	(A) It is important for DRC students to have a SEP to guide their academic progress at the College. For 2016-17, there will be a slight modification for this assessment.
4.	DRC students will know how to use their	(SLO) Students will demonstrate understanding of the use of their	1a/b: Service to students, community, and workforce by	85% of students will be able to demonstrate knowledge of how	Students will respond to an assessment tool related to	We received 14 surveys from students who completed their	We exceeded the target rate for this outcome, but it is based on a low	(A) Assessing whether students understand the use of their SEP is essential. This

	educational plan to guide their progress at the college.	SEP upon completing their academic counseling meeting.	providing educational opportunities and celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	to use their educational plan.	their SEP at the end of the counseling session.	SEP with a DRC counselor. 100% of the students demonstrated knowledge of how to use their SEP.	number of students. The DRC staff will explore additional or other methods to measure this outcome for 2016-17.	assessment will be used to measure this SLO for the next academic year.
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*Please see appendix for description.

II.1.B. Program Modifications for 2015-2016 Data Assessment (“Closing the Loop”)

Outcome	Evidenced and Detailed (Describe how you used outcome data for programmatic modifications)
DRC students continued to demonstrate course success rates equal to or greater than the general population. Their performance is an indicator of the impact that academic adjustments can have for students aspiring to complete their educational goals in college.	The strong success rates of DRC students are used to promote the benefits of the program and services for students with disabilities that are attending college or considering college. As we consider additional support for the DRC population, a guidance course specifically designed for students with disabilities and/or universally designed guidance course open to all are possibilities to further support the academic success of this population.
The term-to-term persistence rate of 76% for DRC students was slightly higher than the general population’s rate of 73%. The annual persistence rate fell to 68%, but this was significantly higher than the general population’s 58%.	While any single factor cannot be attributed to the successful academic outcomes of DRC students, access to academic adjustments and services are certainly valuable for students to be able to demonstrate their knowledge of the subject matter. Guidance course possibilities designed with DRC students in mind will be considered for the spring 2018.
DRC students benefit from having an academic roadmap to success just as their non-disabled peers do so the DRC staff initiative efforts to reach out to	The intent to reach out to DRC students to encourage them to develop their SEP was met with the reality of a low response rate. Emails and phone calls were made to students, but these did not yield a higher show rate of students for this purpose. For the next academic year, a different

<p>students to students to develop their Student Education Plans with their counselor. Unfortunately, the response rate was low and our DRC counselor was out unavailable during the fall term.</p>	<p>criterion will be used to identify the target group that will be encouraged to meet with a counselor develop their SEP.</p>
<p>Very few students responded to the short survey that students were encouraged to complete after meeting with a counselor to develop their SEP. While the assessment showed that students understood how to use their SEPs, but only 14 students participated.</p>	<p>Utilizing a survey type method to assess student learning after completing the SEP is a good one, but after a one hour counseling appointment, most students are ready to leave the DRC. While there is likelihood that DRC will use some form of assessing this area once again in 2016-17, there may be a change to whom we target.</p>

II.2.A. 2016-2017 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 with over 15 units that 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.	70% 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.	Spring 2016 DRC = 69% Gen Pop = 71% Fall 2016 DRC = 67% Gen Pop = 68%	Target not met. Unlike in previous years, DRC students did not exceed the course success rate of the general population of students. One of the factors that DRC staff will determine is how many of the students who were successful and of those students, how many of them used their academic adjustments.

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.	Fall 2015 to Spring 2016 DRC = 75% Gen Pop = 66% Fall 2015 to Fall 2016 DRC = 56% Gen Pop = 50%	Target met for term-to-term. 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 "out persisted" non-DRC students.
3.	Increase the number of DRC students that develop an educational plan.	(SAO) DRC students with over 15 units will complete a comprehensive Student Educational Plan (SEP).	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% of DRC students will have a completed 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.	Unfortunately, a report could not be run to determine how many DRC students with 15+ units completed a SEP this year through the District's IT department. Thus, we do not have the numbers.	Target unknown. This is a valuable measure that the DRC would like to assess next year. A report of all students who meet the criteria will be requested early and efforts will be made to invite them to the DRC to develop their SEP.
4.	DRC students will know how to use their educational plan	(SLO) Students will demonstrate understanding of the use of their SEP	1a/b: Service to students, community, and workforce by	85% of students will be able to demonstrate knowledge of how	Students will respond to an assessment tool related to their	We received 23 surveys from students who completed their	Target met. We exceeded the target rate for this outcome, but again, it is based

	to guide their progress at the college.	upon completing their academic counseling meeting.	providing educational opportunities and celebrating diversity. 3. Provides foundational skills and pathways to transfer, CTE, certificates and degrees.	to use their educational plan.	SEP at the end of the counseling session.	SEP with a DRC counselor. 92% of the students demonstrated knowledge of how to use their SEP.	on a low number of student responses. The DRC staff will consider another method of assessing this learning outcome for 2017-18 or pursue a different learning outcome.
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***Please see appendix for description.**

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

II.2.B. 2016-2017 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

Target not met. DRC students' course success rates for spring and fall 2016 fell short of the target success rate of 70%. Historically, DRC students either met or exceeded the target success rate for this assessment measure and in each case, and performed well compared to the general population of students. There are various factors that can impact the academic experiences of students with disabilities. One of them is the transition from the K-12 setting to post-secondary, which emphasizes self-advocacy to access academic adjustments (accommodations). The DRC staff work with students to help them through this process.

Improvement Recommendations

In addition to the one-on-one interaction that DRC faculty and staff have with students to support their academic success, there is good reason to explore the possibility of a guidance course that is customized to address the needs of students with disabilities, especially those that are new to college. There are discussions among the DRC faculty and staff to offer such a course in the spring of 2018.

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

Findings/Data Analysis

Target met. The term-to-term persistence rate of DRC students from fall 2015 to spring 2016 was 75% compared to the general population's 66%. The annual persistence rate from fall 2015 to fall 2016 fell significantly for both groups, but DRC students slightly outperformed students from the general population by six percentage points (56% to 50%). The stronger persistence rate for both timeframes is another indicator that DRC students are doing well academically compared to their non-DRC peers.

Improvement Recommendations

DRC students met 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. Also, as recommended for SLO#1, there DRC is considering offering a guidance course tailored to meet the needs of students with disabilities. This is offered at both Riverside City and Moreno Valley colleges through their DRC/DSS programs, so this a good direction to proceed with Norco. The DRC faculty and staff will discuss this in the summer and fall for a possible spring launch.

SAO #3: DRC students with over 15 units will complete a comprehensive Student Educational Plan (SEP).

Findings/Data Analysis

Outcome unknown. Data about the number of students who meet the 15+ units criteria were not available at the time of this reporting period. The report was requested of IT repeatedly so the DRC staff could identify the students with this unit status and reach out to them. We did not receive the report, so targeted outreach was not possible. However, over the course of the year, 48 comprehensive SEPs were developed strictly with the DRC counselor. This does not mean that students did not develop a SEP with other counselors at the college, which is acceptable.

Improvement Recommendations

Increasing the number of comprehensive SEPs of our 15+ units students is an important service area outcome for the DRC, so we plan to assess this in 2017-18. The DRC staff will connect with the new AST in early fall for a list of DRC students that meet this criteria and reach out to them via phone and email.

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

Findings/Data Analysis

Target met. 92% of the students successfully demonstrated knowledge of how to use their SEP after meeting with the DRC counselor based on responses by 23 students. The short survey is requested of the student following an academic counseling meeting where a SEP is developed with the counselor. While the sample size is small, the confirmation by students that they understand the purpose and content of their SEP is good to know as this should help them stay on track with their academic coursework.

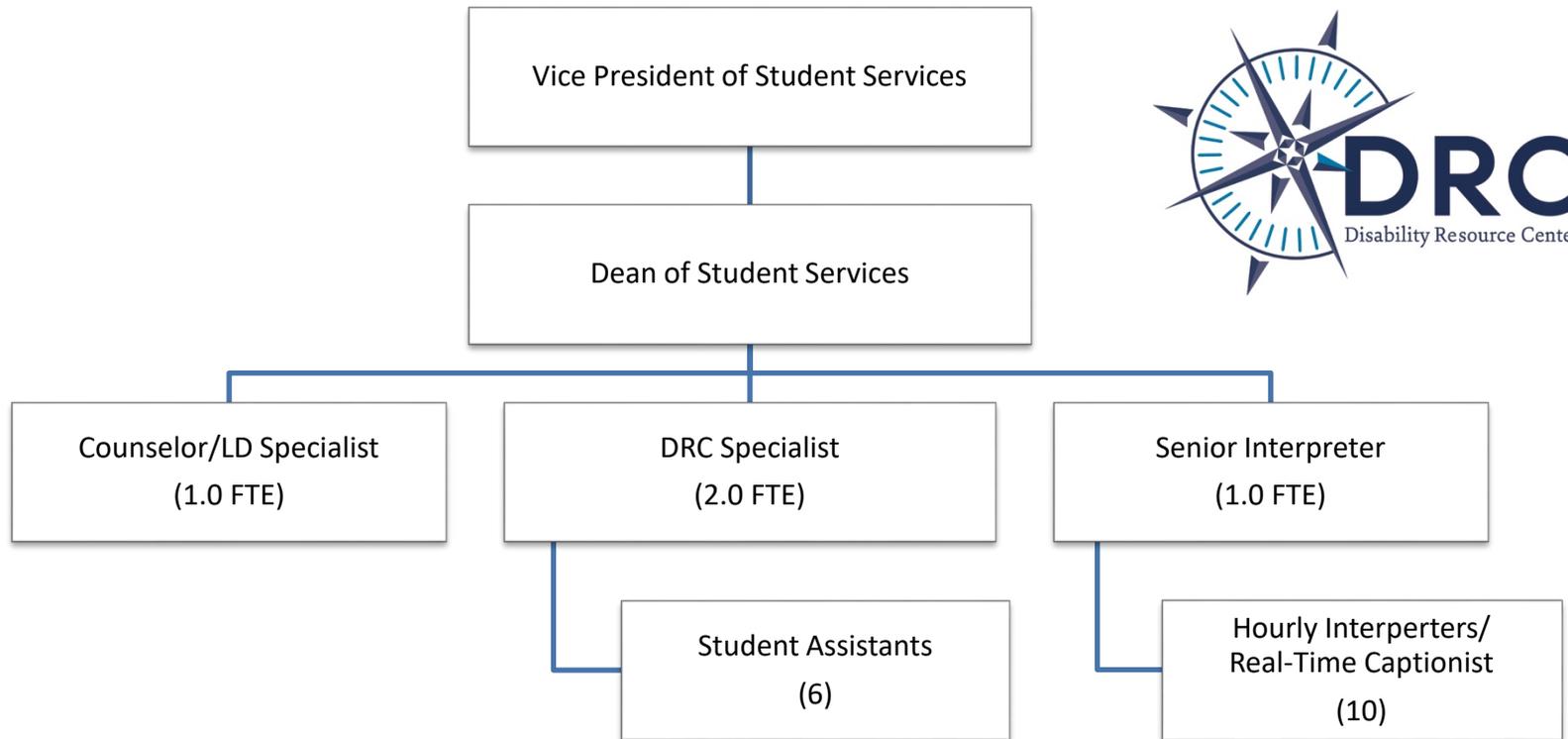
Improvement Recommendations

As we determined in previous years, assessing 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. However, the assessment method has been a concern due to the small sample size each year. After a one-hour counseling session, students are reluctant to take additional time to complete the survey. The DRC staff and faculty will discuss how to increase the number of survey responses or other methods of assessment that can capture the intent of this learning outcome.

III. Needs Assessment

1. Staffing Level

Disability Resource Center (DRC) Organizational Chart



2. Staffing Profile

Positions	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Administration	0.5	0.5	0.35	0.35	0.35	1.0	1.0
Classified Staff FT	2.0	2.0	3.0	3.0	3.0	3.0	4.0
Classified Staff PT	0.4	0.4	0	0	0	0.63	0
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	0.5	0.5	0.5	0.5
Total Full Time Equivalent Permanent Staff	3.90	3.90	4.35	4.85	4.85	6.13	6.50
Short Term Staff	8	8	10	10	10	10	10
Student Workers	6	6	6	6	6	6	6

3. Improvement Areas

The greatest need for the Disability Resource Center (DRC) is an administrator to provide leadership for the day-to-day operations of the Center. An administrator who is assigned to oversee the DRC with at least 50% time and effort, can play a significant role with supporting the needs of the center. Another critical position is a Disability Technology Specialist, a new position that was approved in the spring of 2017, to facilitate alternate media and adaptive technology training is one of the skillsets needed. It is essential to have a specialist at the college level to provide direct services to students in need of alternative media and assistive technology. 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.

4. Staff Needs

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

<p align="center">List Staff Positions Needed for Academic Year 2016-2017</p> <p align="center">Please be as specific and as brief as possible when offering a reason.</p> <p align="center">Place titles on list in order (rank) or importance.</p>	<p align="center">Indicate</p> <p align="center">N = New</p> <p align="center">R=Replacement</p> <p align="center">I = Increase time</p>	<p align="center">Annual TCP*</p> <p align="center">TCP for employee</p>
<p>1. Associate Dean of Special Funded Programs (FT) <u>Reason:</u> A full-time associate dean position is requested to split director responsibilities for DRC and EOPS/CARE programs. The DRC administrator is essential to oversee the daily operations of the program, lead/manage a team of committed staff, manage the budget, and ensure compliance with federal and state disability requirements. DRC can fund 50% of the associate dean position for DRC director responsibilities and general fund is necessary to support the 50% for EOPS/CARE director responsibilities.</p>	<p align="center">(R)</p> <p align="center">Grade V/Step 1</p>	<p align="center">\$160,276.00</p>
<p>2. Disability Technology Specialist (FT) <u>Reason:</u> The Disability Technology Specialist is a new position that is necessary 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 will be a staff member in the DRC at Riverside City College to provide leadership and technical assistance for the disability technology specialists at each of the colleges, so it is critical for Norco to hire this position to provide the services directly to students. This position will be funded by DRC.</p>	<p align="center">(N)</p> <p align="center">Grade M/Step 1</p>	<p align="center">\$105,315.00</p>
<p>3. DRC Counselor (PT) <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 that will require both DRC and some general funds.</p>	<p align="center">(N)</p> <p align="center">Faculty</p>	<p align="center">\$24,816.00</p>

Unit Name: **Disability Resource Center (DRC)**

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

List Equipment or Equipment Repair Needed for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific and as brief as possible. 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>			

* 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										
2. Usage / Justification										
3. Usage / Justification										
4. 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: **Disability Resource Center (DRC)**

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

<p>List Facility Needs for Academic Year 2016-2017 (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.</p>	<p>Total Cost of Request</p>
<p>1. <u>Reason:</u></p>	
<p>2. <u>Reason:</u></p>	
<p>3. <u>Reason:</u></p>	
<p>4. <u>Reason:</u></p>	
<p>5. <u>Reason:</u></p>	
<p>6. <u>Reason:</u></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 align="center">List Professional Development Needs for</p> <p align="center">Academic Year 2016-2017</p> <p>Reasons might include in response to assessment findings or the need to update skills. Please be as specific and as brief as possible. 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>	<p align="center">Cost per item</p>	<p align="center">Number Requested</p>	<p align="center">Total Cost of Request</p>
<p>1. CAPED Annual Convention <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>	<p>\$1,700.00</p>	<p>3</p>	<p>\$5,100.00</p>
<p>2. <u>Reason:</u></p>			
<p>3. <u>Reason:</u></p>			
<p>4. <u>Reason:</u></p>			
<p>5. <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

List Safety Needs for Academic Year 2016-2017 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
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			

Unit Name: **Disability Resource Center (DRC)**

9. OTHER NEEDS not covered by current budget

<p align="center">List Other Needs for Academic Year 2016-2017</p> <p align="center">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>1. Food & Beverages for DRC Events and Workshops <u>Reason:</u> The DRC intends to host various academic and disability awareness workshops throughout the year for students and faculty/staff. DRC cannot pay for food, so general funds is requested to pay for the food.</p>	\$150	6	\$900.00
<p>2. <u>Reason:</u></p>			
<p>3. <u>Reason:</u></p>			
<p>4. <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.***