

# STUDENT SERVICES PROGRAM REVIEW WORKSHEET

**Student Services Area:** Disability Resource Center

**Prepared by:** Gregory Ferrer, DRC Director

**Academic Year:** 2018-2019

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## I. Student Services Area Overview

*The **Area Overview** should reflect the consensus of the staff within the student services area. It is meant to provide a broad understanding of the area, current trends related to the area's mission, and how the area serves to meet the overall mission or goals Norco College. The following reflects the general guidelines followed by the service areas in completing their area overview. (I.1.-I.5. contains brief, succinct narrative for each area; should be about 2 pages in length.)*

The Disability Resource Center provides reasonable academic adjustments and services to students with disabilities, including but not limited to disability-related academic counseling, registration assistance, test accommodations, ASL interpreting services, and alternate media. In addition to facilitating accommodations for students, the DRC also serves as a resource center for faculty. DRC work in collaboration with faculty to ensure all faculty and staff at Norco College provide reasonable accommodations to students with disabilities per the requirements set forth by 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.

### 1. Mission Statement

*Note: Area mission statements must be directly aligned with those of the Norco College and the Student Services Division. This statement should be brief, easy to remember and include the name of the department, its primary functions, modes of delivery, and target audience. Please include the date last updated.*

The Norco College Disability Resource Center (DRC) is committed to providing students with disabilities access to academic adjustments 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**

*Note: Identify or outline how your area serves the mission of the institution. Suggestion: Please limit to a single, brief paragraph.*

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

## **3. Summary**

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

- The DRC provides reasonable academic adjustments to students who self-identify as having a disability and provide documentation that details their functional limitations.
- The DRC works collaboratively with faculty to ensure they have the support and information needed to meet the needs of students with disabilities in their courses.
- The DRC works with every office at Norco College to address disability-related needs of students by providing trainings and workshops that can help build an inclusive, welcoming environment for students with disabilities.
- The DRC works to ensure Norco College is meeting its legally mandated responsibilities as they relate to the provision of accessible education for students with disabilities.
- The DRC works in conjunction with Student Services and Academic initiatives to ensure college-wide initiatives such as Guided Pathways are

## **4. Strengths**

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

- 1.** The DRC effectively and efficiently serves nearly 600 (571 per most recent MIS CCCCCO Datamart annual submission – 2017-18) students with disabilities throughout the year by ensuring they have access to reasonable academic adjustments based on their individual disability-related needs.
- 2.** The DRC provides ongoing support to faculty members as they work to ensure students enrolled in their courses have equal access to all course materials and to
- 3.** The DRC provides timely delivery of alternate media services which includes the provision of digital books and regular software and adaptive technology training.
- 4.** DRC staff, faculty and administration work closely with every Norco College office to ensure those offices understand their role in the academic adjustment process and feel supported in their efforts to ensure equal access for students.
- 5.** DRC staff, faculty and administration serve on various college-wide committees to ensure the needs of students with disabilities are considered when implementing college-wide initiatives and programs.
- 6.** In a recent survey to DRC students, 100% of the student respondents (51) either strongly agreed or agreed that the college was responsive to the needs of students with disabilities.
- 7.** In a recent survey to DRC students, 100% of the student respondents (51) either strongly agreed or agreed that the college was responsive to the needs of students with disabilities.

- 8.** In a recent survey to DRC students, 98% of the student respondents (50) can explain the connection between their academic adjustments and their disability-related needs.
- 9.** In a recent survey to DRC students, 98% of the student respondents (50) either strongly agreed or agreed that their academic adjustments have helped them reach their educational goals.
- 10.** In a recent survey to DRC students, 100% of the student respondents (51) either strongly agreed or agreed that the DRC office is a welcoming and positive environment that made it comfortable requesting assistance.

## **5. Students Served**

*Note: Briefly report the number of students served and/or provide a general description of the student population(s) you serve. When reporting numbers, please specify the timeframe you are reporting.*

In the 2018-19 academic year, the DRC served 678 students. This represents an increase of 106 students over the previous academic year. This was an increase of 19% over the previous academic year. Over the past 2 years, DRC enrollment has increased by 40%. We attribute this increase to outreach efforts at local feeder high schools, the initiation of a DRC advisory committee which includes participation from local K-12 school district partners, and greater visibility on the Norco campus through increased collaborations with other departments. Faculty have played a significant role as well by regularly sharing the benefits of registering for DRC services.

Our student enrollment is approximately 55% female and 45% male.

Approximately 55% of our students are of Hispanic descent, with an additional 30% of students being White/non-Hispanic. About 9% of our student population is African-American.

The majority of our students (64%) are 18-24 years old. Approximately 20% of our students are 25-34 years old with varying older ages comprising the rest of our population.

Our largest disability category is mental health impairments. Twenty-six percent of DRC students are registered under this category. An additional 25% of students are registered under the learning disability category. About 18% of students are registered under the "other" category which is comprised of various medical conditions that do not easily fit in to the available Title V categories for DSPS. About 8% of DRC students are registered under the category of ADHD/ADD. Seven percent of students are registered under the autism spectrum category. Our office has seen a sharp increase in the number of deaf or hard of hearing students. In 2017-2018, we served 16 students under this category. Last year, that number rose to 26. These students now account for approximately 4% of our student population. While this number may seem small, the cost to provide services to this student population is very high and each year becomes more challenging for our office and the college as a whole.

These categories are reported to the state and play a role in determining annual budget allocations from the Chancellor's Office. The current budget allocation model examines the average cost of providing services to each disability category group and provides funding partly based on reporting of those various disability categories. This data also informs our office and the college about trends in disability services and highlights areas that may require faculty and staff training as student populations change.

## II. Assessing Outcomes

### 1.A. Report on 2018-2019 Assessment Plan and Objectives for Student Services Area:

**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.*

	<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</b>	<b>Findings</b>	<b>Improvement Recommendations (next step)</b>	<b>Assessment Status A) Continued/ modified B) Moved to Strengths C) Discontinued (please state why)</b>
1.	DRC students' course success rate will be comparable to that of the general student population.	SAO	1a – service to students, community, and workforce by providing educational opportunities	Internal Data from Institutional Research (no specific criteria was established beyond a comparison to the general non-DRC student population)	Internal Data from Institutional Research	DRC students had a 71.7 completion rate, which is comparable to the 71.3% completion rate obtained by the general Norco College student population	DRC will continue working to ensure equal access to all programs and courses through the provision of reasonable academic adjustments. We will also offer a DRC-specific Guidance 48 course in Fall 2019	A) Continued
2.	DRC students' term-to-term persistence rate will be comparable to that of the general student population.	SAO	3. –provides foundational skills and pathways to transfer, career, and technical education, certificates and degrees.	Internal Data from Institutional Research (no specific criteria was established beyond a comparison to the general non-DRC student population)	Internal Data from Institutional Research	DRC students had a 60% persistence rate. This is higher than the 49.4% persistence rate met by the general, non-DRC Norco College student population.	It will be critical to provide targeted outreach to students. A 60% persistence rate means that 40% of DRC students are not persisting. Targeted interventions such as the provision of a Guidance 48 course, collaboration with the TRIO RISE program and additional services could serve to increase this persistence rate.	A) Continued and modified B) Moved to strengths (with a recognition for continued improvement)
3.	DRC students with over 15 units will complete a comprehensive Student	SAO	3. –provides foundational skills and pathways to transfer, career, and technical	DRC students with over 15 completed units	Internal Data from Institutional Research	88% of DRC students have Comprehensive SEP's compared to 62% of the general Norco College	DRC will continue working towards ensuring 100% of registered students have a Comprehensive SEP. Part of this goal will be	A) Continued/ modified B) Moved to Strengths

	Educational Plan (SEP).		education, certificates and degrees.			student population.	accomplished by the provision of a DRC-specific Guidance 48 course in the Fall which has a course component requiring students to complete an SEP.	
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**\*Please see appendix for description.**

## II.2.A. 2019-2020 Assessment Plan for Student Services Area:

**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.

	<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.	DRC students will understand the connection between their disability-related needs and their academic adjustments. (measured by student surveys and completed AAP's)	SLO	3. –provides foundational skills and pathways to transfer, career, and technical education, certificates and degrees.	100% of students will understand the connection between their disability-related needs and their academic adjustments.	Completed AAP's, and internal survey	June 2020	Ongoing
2.	DRC students will express confidence in their ability to self-advocate for their disability-related needs. (measured by survey results and perhaps workshop trainings)	SLO	1a – service to students, community, and workforce by providing educational opportunities	100% of student respondents will express confidence in their ability to self-advocate for their disability-related needs.	Internal DRC, Chancellor's Office surveys	June 2020	Ongoing
3.	Students receiving HTC training will be able to effectively utilize their approved adaptive software/technology. (measured by # of students who receive	SLO	2a and 2b - Provides support and encouragement through a. Innovative approach to learning b. Application of emerging technologies	100% of student respondents will be able to effectively utilize their approved adaptive software/technology.	Internal DRC, Chancellor's Office surveys	June 2020	Ongoing

	training along with survey results)						
4.	DRC students' course success rate will be comparable to that of the general student population.	SAO	1a – service to students, community, and workforce by providing educational opportunities	Data measured against general student population	Internal Data from Institutional Research	December 2019 and June 2020	Ongoing
5.	DRC students' term-to-term persistence rate will be comparable to that of the general student population.	SAO	3. –provides foundational skills and pathways to transfer, career, and technical education, certificates and degrees.	Data measured against general student population	Internal Data from Institutional Research	June 2020	Ongoing
6.	Faculty will express confidence that the DRC office is a resource that provides them support when working with students who have disabilities	SAO	1c - service to students, community, and workforce by promoting collaboration	100% of faculty respondents will express confidence that the DRC office is a resource that provides them support when working with students who have disabilities	Internal DRC, Chancellor's Office surveys	June 2020	Ongoing

**\*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:**

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

DRC students had a 71.7 completion rate, which is comparable to the 71.3% completion rate obtained by the general Norco College student population.

#### **Improvement Recommendations**

DRC students' completion rate was comparable (and slightly higher) than the completion rate of the general student population. We need to look at internal data to monitor performance in specific course areas such as math and English which are most often linked with degree and transfer outcomes. This data will then be used to develop new targeted goals to ensure DRC students are completing at comparable rates in these subject areas.

### **SLO/SAO #2:**

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

DRC students had a 60% persistence rate. This is higher than the 49.4% persistence rate met by the general, non-DRC Norco College student population.

#### **Improvement Recommendations**

DRC students' persistence rate is significantly higher than the persistence rate of the general student population. In order to continue this trend, DRC will begin offering Guidance 48 courses to serve as a bridge for new Norco/DRC students.

### **SLO/SAO #3:**

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

88% of DRC students have Comprehensive SEP's compared to 62% of the general Norco College student population.

#### **Improvement Recommendations**

The vast majority of DRC students have Comprehensive SEP's and this measure outpaces that of the general student population (88% to 62%). With the implementation of guided pathways and the introduction of the Guidance 48 course, the goal will be to ensure 100% of DRC students have a comprehensive educational plan by the end of their 2<sup>nd</sup> semester at the college. DRC counselor will continue providing this support in regular

appointments with students. Also, all students enrolled in the Guidance 48 course offered by the DRC will need to complete a comprehensive SEP as outlined in the course syllabus.

### III. Needs Assessment

#### 1. Staffing Level

The DRC office staff consists of a Director position, 1 FT Counselor, 1 .90 Senior Interpreter, 1 FT disability specialist, 1 FT disability technology specialist, 1 FT support services specialist aide. The DRC also has very limited funds to provide for adjunct counseling for the busiest times of the term and for Winter and Summer sessions when full-time faculty are off-contract.

This is the first year the DRC has had a Director. Previously, the office staff reported directly to the Dean of Student Services and before then, the Dean of Special Funded Programs.

In June 2019 we increased the senior interpreter’s time to .90, up from .60. This increase was intended to meet the growing needs of our DHH student population which has increased substantially over the past 3 years.

#### 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	0	0	0	0	1	1	1
Classified Staff FT	2	2	3	3	3	3	5
Classified Staff PT	1	1	1	1	1	1	1
Confidential Staff FT	0	0	0	0	0	0	0
Faculty FTE Full time	1	1	1	1	1	1	2
Faculty FTE Part time	0	0	0	0	1	2	1
<b>Total Full Time Equivalent Permanent Staff</b>	3.6	3.6	3.6	4.6	5.6	5.9	9
Short Term Staff	0	0	0	0	0	0	0
Student Workers	10	10	12	13	13	14	15

### **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.*

- DRC testing space continues to be a major concern. With the addition of a DRC Director and the reconfiguring of the DRC Offices to accommodate for this new hire and the relocating of faculty counselors, DRC lost its in-house testing space. As a result of these office changes, the DRC relocated its testing location to the Professional Development Center (Library 101). We worked with administration and the college to make that space the permanent DRC testing space. However, the space is still not large enough to meet the needs of our student population. We also use library rooms to help meet these needs, particularly for students who need to test in individual testing rooms. Going forward, the college will need to identify more space for DRC testing. It is the most commonly used academic accommodation for students and the need for more space will continue to grow as our enrollment grows. Another challenge with having testing off-site is that it requires full-time staff to relocate to that area in order to provide proctoring services for students. These proctoring services cannot be managed by student workers so they require a full-time staff member to fulfill the duty. However, this means that the office is frequently short-staffed because of the need for staff members to cover multiple locations across the college.
- According to results of a survey sent to faculty at Norco College, faculty would appreciate additional training in providing accessible materials to their students. In particular, they requested information on the accessible features of the new Canvas online class platform and wanted information on Universal Design. Because of these responses, DRC will work to create workshops and trainings to faculty members on these requested topics.
- Enrollment of deaf and hard of hearing students has increased substantially over the past 3 years. The DRC needs to be responsive to these increased needs. The DRC currently has 1 senior interpreter who is funded at 90%. She was previously funded at 60% but we were able to increase her hours in an effort to meet the needs of our students.
- With increased student enrollment and limited appointment availability, the DRC will need to explore ways to efficiently provide services while minimizing the stress on staff and faculty. We have already begun the process of creating an online intake portal for students. This will expedite student enrollment with our office while at the same time provide staff members with flexibility to focus on the facilitation of accommodations for students already enrolled at the DRC.  
We will also need to revise and update our DRC website so that it becomes a resource for students and faculty. This will include creating training videos on adaptive technology. Ideally, the inclusion of these videos and other workshops on our website will minimize the need for many one-on-one trainings that monopolize the time for our disability tech specialist. He will be able to use this extra time to provide alternate media and other resources to our student population.

- The DRC will continue to work with local school districts to streamline the enrollment of incoming Norco College students into the DRC program. With the implementation of AB 705 and the movement towards Guided Pathways, it is critical that our office increase our presence and voice with local feeder schools in order to ensure they have the information necessary to ensure smooth transitions to Norco College. This will be facilitated with a DRC Advisory Committee and regular visits to high schools in the region.
- Budget limitations have impacted the office's ability to respond to the growing needs of students. These budget limitations need to be supplemented by increased college effort support from either the Norco College general fund or funds provided by the District office. The college is still legally required to provide reasonable academic adjustments to students with disabilities despite budget limitations in the annual DSPS allocation from the Chancellor's Office. We will continue to work with our budget office to identify how to best financially support the office going forward.
- With the growth in student enrollment in the DRC program over the past 2 years, there is a need for increased counseling availability to meet the needs of students. The DRC currently has 1 full-time counselor and very limited funds to provide for adjunct counseling. The Winter and Summer sessions make this particularly challenging because faculty contracts do not include these sessions. We will need additional adjunct funding to supplement these gaps in the academic calendar and to meet the increased student needs during the major terms of the academic year. With continued growth, it may make sense in the future to explore the possibility of hiring a second DRC counselor to help meet the increased needs. However, the needs in the Winter and Summer terms would still need to be addressed with adjunct counseling funding

**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. Full-time senior interpreter</b></p> <p><u>Justification:</u> Interpreting and captioning needs for deaf/hard of hearing students have increased substantially in the past few academic years. In order to appropriately accommodate the needs of these students, the DRC needs to have a senior interpreter available 100% of the time. We recently increased the availability of our senior interpreter from 60% to 90%. However, there will still be a gap in services for this student population until we increase the availability of this position to 100%.</p>	<p align="center"><b>I</b>  <b>(from 90%</b>  <b>to 100%)</b></p>	<p align="center"><b>\$82,907</b></p>
<p><b>2. Administrative Assistant or Grants Administrative Specialist</b></p> <p><u>Justification:</u> The DRC needs a staff member dedicated to the daily administrative tasks of the office such as budget requisitions and the hiring paperwork of vendors such as captionists and hourly interpreters. With the likelihood that the TRIO RISE program will fall under the DRC umbrella after the next grant cycle, it will be critical that this position is available to assist with the multitude of necessary office functions. Currently, the office is supported by an Administrative Assistant who much divide her time among five different programs (not including the TRIO program yet) and by having our support specialist aide assist whenever possible. With the growth of the office, this may not be sustainable.</p>	<p align="center"><b>N</b></p>	<p align="center"><b>\$71,591</b></p>
<p><b>3. Additional adjunct counseling funds</b></p> <p><u>Justification:</u> The DRC continues to provide services to students throughout the academic year. However, with only one FTE counseling faculty member, we need additional support to meet the needs of our students. This gap is compounded by a faculty contract that does not cover the Winter</p>	<p align="center"><b>I</b></p>	<p align="center"><b>\$50,000</b></p>

and Summer sessions. Our office still provides services to students during these terms and there is an ongoing need for counseling coverage.		
<p><b>4. Disability Specialist</b></p> <p><u>Justification:</u> DRC enrollment has grown by 40% over the past 2 years. We currently serve 677 students. We have 1 FT disability specialist who manages the facilitation of approved accommodations for this student population. With this enrollment likely to continue growing, the DRC will need an additional Disability Specialist to manage the needs of enrolled students and interact with faculty who work with DRC students in their classes. Aside from the facilitation of accommodations, the disability specialist is responsible for state MIS reporting and other day-to-day logistical operations for the office. Having only 1 specialist in the office to manage all of these needs is already a challenge that will only be exacerbated by the continued growth of the office.</p>	<b>N</b>	<b>\$86, 216</b>
<p><b>5.</b></p> <p><u>Justification:</u></p>		
<p><b>6.</b></p> <p><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.

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

<p><b>List Equipment or Equipment Repair Needed for Academic Year 2018-2019</b></p> <p><b>Please list/summarize the needs of your unit below.</b></p> <p><b>Please be as specific as possible.</b></p> <p>Place items on list in order (rank) of importance.</p>	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<p><b>1. Ergonomic Chairs</b></p> <p><u>Justification:</u> There are a number of DRC students who require adaptive furniture in their classrooms. In most circumstances, the furniture provided by the college sufficiently meets the needs of students. However, in some unique cases the DRC office is left scrambling for furniture that will meet the needs of students with adaptive furniture needs. Purchasing ergonomic chairs will assist the office in these efforts.</p>	<b>\$1,250</b>	<b>4</b>	<b>\$5,000</b>
<p><b>2. Sound masking machines</b></p> <p><u>Justification:</u> The relocation of the DRC testing room to Library 101 has created challenges. The room is located next to other classrooms with high traffic and substantial noise during passing periods. Another challenge is that the room location faces the amphitheater of the college. There are frequently-held events in this space and the noise from those events impacts the ideal distraction-reduced environment DRC needs to provide to students. Sound masking machines would help mitigate this noise and provide for a distraction-reduced area.</p>	<b>\$250</b>	<b>4</b>	<b>\$1000</b>
<p><b>3.</b></p> <p><u>Justification:</u></p>			
<p><b>4.</b></p> <p><u>Justification:</u></p>			

<b>5.</b> <u>Justification:</u>			
<b>6.</b> <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.



<b>4.</b> Usage / Justification										
<b>5.</b> 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 2018-2019 (Remodels, Renovations or added new facilities)</b> Place items on list in order (rank) of importance.</p>	<p align="center"><b>Total Cost of Request</b></p>
<p><b>1. Sound-proofing for DRC testing room</b></p> <p><u>Justification:</u> The DRC testing room is not located in Library 101. This room faces the amphitheater of the college where events regularly take place. It is also next to other classrooms with high foot traffic during passing periods. In order to provide a distraction-reduced environment, the room will need to be soundproofed to the greatest extent possible. This will ensure students receiving testing accommodations through our office are continuing to receive a distraction-reduced testing environment.</p>	<p align="center"><b>TBD</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>	

\*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.

**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. AHEAD Conference</b></p> <p><u>Justification:</u> The AHEAD organization is the largest, most recognized national organization of higher-education professionals who work in disability services. The conference provides critical updates on the most pressing issues impacting students with disabilities and the colleges supporting these students' needs. Information from this conference can be shared with the entire college community as we build to foster an inclusive, equity-minded campus.</p>	<b>\$3,000</b>	<b>2</b>	<b>\$6,000</b>
<p><b>2. CAPED Conference</b></p> <p><u>Justification:</u> CAPED is the California organization that sprung from AHEAD. There are issues very unique to the California Community College system that necessitate a California-focused professional development conference. Best practices, legal updates, Title V revisions, and student-success strategies are shared.</p>	<b>\$2,500</b>	<b>2</b>	<b>\$5,000</b>
<p><b>3. Fall/Spring Drive-In CAPED conference</b></p> <p><u>Justification:</u> Twice a year, CAPED provides local, regional trainings on specific topics. The trainings typically last one day and focus on a topic that is currently impacting how our offices respond to student needs. These are</p>	<b>\$500</b>	<b>3</b>	<b>\$1,500</b>

cost-effective ways to provide professional development opportunities for staff without significantly impacting the staffing level in the office.			
<b>4. Various potential webinars on disability-related topics</b> <u>Justification:</u> Webinars on various disability-related topics are available for purchase. One of the greatest benefits of these webinars is that they can be shared with the entire college community.	<b>\$250</b>	<b>4</b>	<b>\$1,000</b>
<b>5. Legal newsletters providing up-to-date information on the evolving compliance and legal issues impacting postsecondary institutions as the relate to disability-related services.</b> <u>Justification:</u> These newsletters provide up-to-date legal rulings on disability-related topics impacting postsecondary institutions. They provide a cost-efficient way to keep DRC staff and the college community updated on recent legal rulings that impact how we provide services to students with disabilities.	<b>\$500</b>	<b>2</b>	<b>\$1,000</b>
<b>6. CSUN/Technology Conference</b> <u>Justification:</u> Adaptive technology changes frequently and it is imperative that DRC staff remain updated on these changes and the new tools available to support students with disabilities. CSUN and CAPED both host an annual conference on adaptive technology that highlights the new tools available and the best practices for accommodating students with adaptive tech and alternate media needs.	<b>\$2,500</b>	<b>1</b>	<b>\$2,500</b>

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

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

<p align="center"><b>List Safety Needs for Academic Year 2019-2020</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>			

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

<p align="center"><b>List Other Needs for Academic Year 2019-2020</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. Extend license to SAM (Student Accommodation Manager)</b></p> <p><u>Justification:</u> This online database allows our office to track accommodations, appointments, contact logs, Academic Accommodation Plans, and other critical and Title-V required DRC functions. <b>NOTE: The purchase of this database is considered a non-allowable expenditure of DSPS funds per the Chancellor’s Office. As a result, the funding for the use of this database needs to be secured from other college resources.</b></p>	<b>\$4,000 per annual license</b>	<b>5 years</b>	<b>\$20,000</b>
<p><b>2. Sonocent Software License</b></p> <p><u>Justification:</u> Sonocent is a software license that allows students to record lectures and transcribe and organize their recorded notes at a later time. The tool supports independent learning and mitigates the impact of learning disabilities that might otherwise make notetaking a challenging task for students.</p>	<b>\$100 per annual license</b>	<b>25</b>	<b>\$2,500</b>
<p><b>3.</b> <u>Justification:</u></p>			
<p><b>4.</b> <u>Justification:</u></p>			
<p><b>5.</b> <u>Justification:</u></p>			

**6.**

Justification:

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## 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.***