STUDENT SERVICES PROGRAM REVIEW WORKSHEET

Student Services Area: Assessment Center

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Academic Year: 2016-2017

I. Student Services Area Overview

1. Mission Statement
It is the goal of the Assessment Center to provide frontline, pertinent information about the assessment process and promote student success. Incoming and current students are placed in the appropriate level of courses for English, reading, math, or ESL allowing them to move forward in their academic journey here at Norco College. *(revised 2016)*

2. Philosophy Statement
The Assessment Center strives to provide a positive and instructive assessment experience. With the aim to make available clear and accurate information to all incoming and current students, we provide guidance through the assessment process and direction towards student success. *(revised 2016)*

3. Summary
Note: Describe the main functions of your area using clear, concise bulleted statements.
- Assist students in scheduling their assessment appointment in person, over the phone and via email.
- Verify students' eligibility to test and need for a full or partial placement test. Inform student of ineligibility to re-test and direct him/her towards their next step based on their option(s).
- Assist students with the login process for WebAdvisor and ensure completion of Online Orientation to successfully schedule an assessment appointment.
- Increase efforts in engaging students by providing a warm welcome, information about the importance of the test, the goal of the test, and brief testing rules.
- Administer and proctor the following placement test to students: Accuplacer, PTESL, Spanish and the Chemistry Diagnostic test.

- Inform students of their placement results; identify the courses they are eligible for in the course sequence for English, reading, math and/or ESL and identify the AA degree courses and college level/transferable courses on the course sequence.
- Direct students to the next step(s) that must be completed with respect to their admission status.
- Process matriculation appeals to allow students to retest based on the retest policy.
- Process outside placement evaluations for students who can provide an Accuplacer score report (raw scores) from a higher Ed. institution outside of RCCD.
- Work closely with the Summer Advantage program to provide convenient, test sessions for CNUSD high school seniors.
- Work with the Outreach Specialist and CNUSD high schools to provide site testing for eligible general & Foster Youth high school seniors.
- Process the daily upload of placement results and trouble shoot any issues that prevent placement results from not being entered into the Colleague.

4. Strengths

1. Provide a variety of placement tests to incoming students, returning students, ESL students and current students who met the eligibility criteria.

2. Provide students with an easy to read information sheet that: identifies the required next steps, the course sequence, and illustrates their starting point in English, reading, math and/or ESL.

3. Provide expanded test sessions Monday through Friday with morning and late afternoon, four days a week to accommodate as many incoming and current students as possible.

4. Inform students about completing the OAC (Orientation, Assessment & First SEP (Counseling)) process to ensure clearance for enrollment into courses.

5. Work closely with the Counseling Department to provide an "ESL What's Next Workshop" immediately after the PTESL test session where students get general college information and complete the First SEP.

6. Established more effective working relationships with CNUSD high school Counselors and or Career Technicians to increase test session available to high school seniors.

5. Students Served

The Assessment Center provides assessment services to a diverse population of first time college students, returning students, transferring students, continuing students and concurrent enrolled students.

Assessment Center services rendered to students from July 1 – present			
Completed the following tests:			
Accuplacer placement test (includes 432 placements proctored at the CNUSD high schools)	2731	Chemistry Diagnostic test	32
PTESL placement test	179	Spanish placement test	92
Reading-Competency test	0		
Total number of placements			2943
Assessment presentations to HS seniors through Outreach. Including ESL and Foster Youth seniors (January – May)			250+-
Total ESL students who attended the "What's Next Workshop"			160+-

II. Assessing Outcomes

1.A. Report on 2015-2016 Assessment Plan and Objectives for Student Services Area:
Assessment Center

Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*
- Increase first-time college students' understanding of the new Orientation, Assessment, and Counseling process.
- Improve student's understanding of the retest policies.
- Increase students' knowledge of English and math courses to distinguish between associate degree level and transfer level courses.
- Increase students' awareness of Special Programs.
- Offer on-site testing to feeder high schools to increase accessibility to the placement test.

	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.	Increase first-time college students' understanding of the new Orientation, Assessment, and Counseling process.	Students will understand the importance of completing the required steps (O.A.C) necessary for registration into classes.	"We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees."	80% of first-time college students will identify Orientation, Assessment, and the 1st Semester Student Ed. Plan as the necessary steps to obtain clearance for registration.	Pre and Post Survey will be administered to assess student's understanding the importance of OAC requirement.	Summer 2016/ 81% of students who did not identify themselves as returning, transferring or continuing student understood that OAC must be complete in order to be cleared for registration.	To continue increase understanding of the O.A.C. process, the "What's Next" handout (that is provided to students along with their placement results) has been revised. The O.A.C steps are clearly identified and more obvious. Pertinent information has been arranged to appear organized and easier to understand.	Moved to Strengths. The revised handout proved to be effective and clear.
2.	Improve student's understanding of the retest policies.	Students will learn the option of a single retest after successfully completing an English or math course.	"Norco-creating opportunities to transform our students and community for the dynamic challenges of	80% of students will understand that they will be granted 1 retest in that subject after completion of an English or math course with a "C" or	Pre & Post Survey will be administered to measure students understanding of the retest	Summer 2016/ 72% of students agreed that 1 retest would be granted as long as the English or math course was	To boost awareness, different methods will be explored. Students will be given this information verbally and written. Follow up questions will be asked	Continued/Modified. Awareness has been increasing in the last 2 years. To ensure awareness remains at a high level, we will continue to assess.

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			tomorrow."	better; within a 5 year period from the original test date.	option.	completed with a "C" or better	to provide clarification.	
3.	Increase students' knowledge of English and math courses to distinguish between associate degree level and transfer level courses.	Student's will be able to identify their specific levels necessary to complete and attain associate degree level and/or transfer level course(s) in the areas of English, math and reading.	"We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees?"	80% of students will identify the correct English and math courses that will satisfy an associate's degree and/or transfer level.	Pre & Post-survey will be administered to determine students understanding of the difference between associate degree requirement and transfer level courses for English and math.	Summer 2016/ 3 Questions were administered to collect the findings. The goal was not met, however, students' understanding increased by double after receiving pertinent information.	Continue to assess with a revised survey. Students are now provided with a copy of the English, reading and math sequence at the beginning of the group presentation to follow along.	Continued/Modified Results have been pointing in the direction of increased learning. The goal will continue to be measured.
4.	Increase students' awareness of Norco College Special Programs.	Students will be able to identify T3P, Puente and STEM as a Norco College Special program.	"Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration."	80% of students will be able to identify T3P, Puente and STEM as a Norco College Special program y	Pre and Post survey will be administered to evaluate student's awareness of Norco College Special Programs.	Summer 2016/ 71% of students were able to identify one or more of the 3 Special Programs offered here at Norco College.	To continue to increase student's awareness of special funded programs, assessment staff are now providing students a brochure with information about all academic opportunities and special-funded programs offered at Norco College.	Discontinued. Although it is highly important for students to be aware of special programs available on campus, the Assessment Center has decided to focus on issues directly related to assessment or placement.
5.	Offer on-site testing to feeder high schools to increase accessibility to the placement test.	Increase number of high school seniors who complete the placement test.	"Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration."	Number of high school students will increase by at least 10% from last year.	Report of the total seniors from feeder high schools who complete the test in February through April will be compared to last year's total.	Summer 2016/ Although 50% of students who tested during February through April took their test at their high school, the goal of increasing high school testing was not attainable.	Continue to assess but use a different approach to ensure an equal comparison of data.	Moved to strength. High school testing increased substantially. Nearly all, but one, high schools participated.

*Please see appendix for description.

II.1.B. Program Modifications for 2016-2017 Data Assessment ("Closing the Loop")
Note: For 2015-2016 outcomes assessments you are continuing or modifying in your 2016-2017 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.

Outcome	Evidenced and detailed (Describe how you used outcome data for programmatic modifications)
82% of students understood the current retest policy to be true	*Changes were made in the methods used to deliver the information. Assessment Center staff verbally informed students prior to testing as well as directing them to read the informational announcement located at their works station.*
81% of students were able to identify the correct English course. Although the goal was not met for math, there was a significant increase (over 20%) in distinguishing between associate degree level and transfer level math courses.	*Results have been pointing in the direction of increased learning. Modifications have been made to include an in-person introduction by Assessment staff explaining what the placement results means and how they relate to the course sequence. Also, engaging the students in identifying the associate degree level and/or transfer level course for English and math has proved to be beneficial for students. The goal will continue to be measured. Assessment Staff will be more clear and direct in their communication.*
Accessibility of the placement test at the high schools increased over 100%.	*The Assessment Center worked much closer with the Outreach staff in promoting high school testing at the high school. Due to this collaboration, participation hugely increased from high school Career Technicians and Counselors in requesting test sessions to be offered on site.*

II.2.A. 2016-2017 Assessment Plan for Student Services Area:
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Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

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

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

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

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

SLO/SAO #1: *Increase students' understanding of the retest option*

The placement test is meant to be taken once and because of this reason, students are advised and encourage to do their very best. However, there are retest policies that allow students a second opportunity to improve their performance on the test and obtain higher placement levels. The Assessment Center staff informed students of the two different retest policies: "You can retest if: Your placement results are over 1 year and a day AND enrollment into English, reading or math courses do not occur in that year, OR, A grade of at least a "C" or "P" has been earned after completing an RCCD math or English course." This information was communicated to the students verbally and in writing.

Findings/Data Analysis
To measure students' increase in understanding of the two retest policies, students answered the following question in a pre and post survey:
"I am allowed one retest if: My test record is over a year and a day and I have not begun an English or math class OR, I passed an English or math course with a C or better.
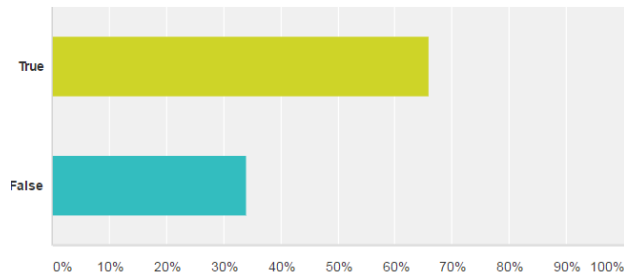
Answer Choices	Responses
True	65.97%
False	34.03%
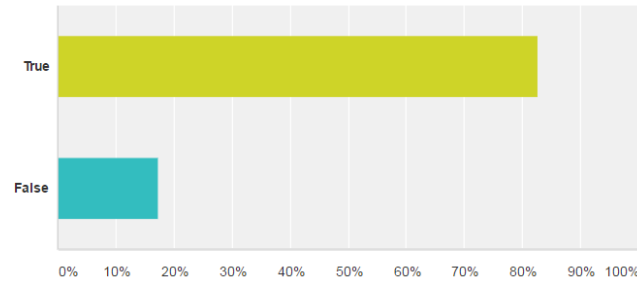
Answer Choices	Responses
True	82.70%
False	17.30%

Pre-survey   Post-survey

Post survey shows that 82% of students understood the two retest policies. Providing this information in a verbal and written format proved to be more effective in relaying the message to the students.

Improvement Recommendations

Assessment Center staff will continue this practice and keep other departments up to date on any changes that may occur.


SLO/SAO #2: *Help students' identify the English and math course(s) that satisfy the associate's degree and or transfer requirement.*
Incoming students typically are unaware of associate degree requirements and transfer level courses for English, reading and math. The Assessment Center strives to communicate this information to students as it relates to their placement results. An informational sheet including the course sequence for English, reading and math is provided to each student before starting their test. The goal is to engage the students with a visual of these requirements.

Findings/Data Analysis
Students were surveyed with three questions in a pre and post survey to capture their understanding of the Associate Degree requirement and transfer level courses for English and math. The pre survey captured the students' understanding without receiving information from an Assessment Center staff. Soon after the pre-survey was complete, an Assessment staff member provided an in-person introduction to what the test means and how it plays a role in their academic goals. The proctor also guided the students in identifying the required courses.

1) "The following English course will satisfy the Associate Degree requirement and transfer requirement:
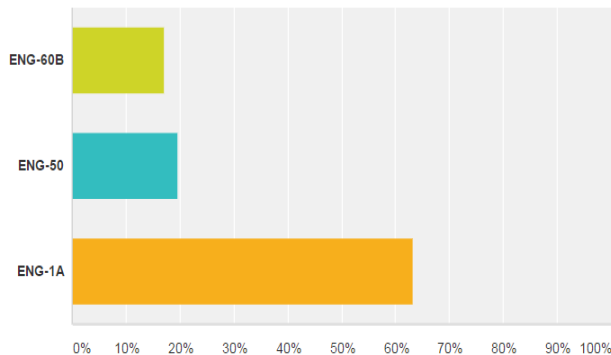
Answer Choices	Responses
ENG-60B	17.02%
ENG-50	19.68%
ENG-1A	63.30%
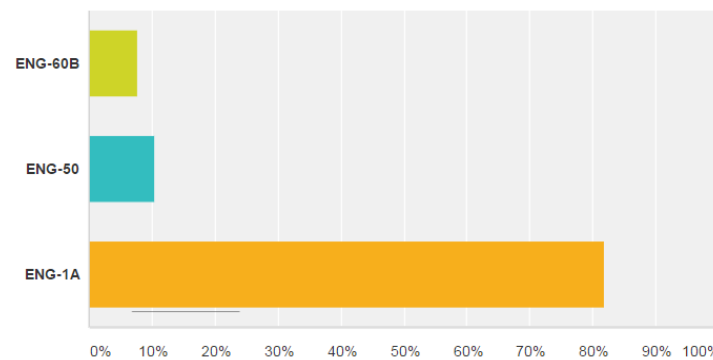
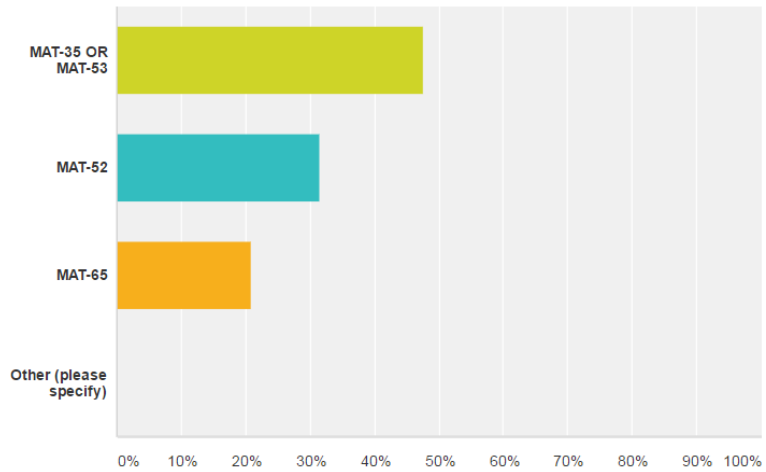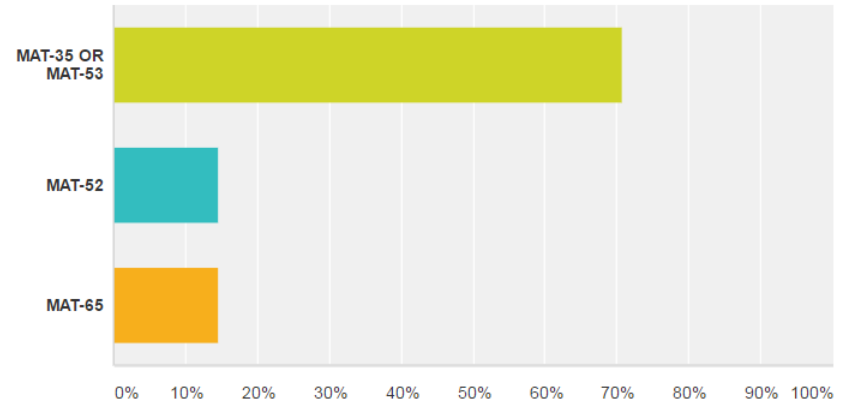| Answer Choices	Responses
ENG-60B	7.76%
ENG-50	10.34%
ENG-1A	81.90%

Pre-survey   Post-survey
Post survey shows that 82% of students understood that English 1A is the course that would satisfy the associate degree requirement and the transfer level requirement.

2) The following math courses will satisfy the Associate Degree requirement:

Answer Choices		Responses
▼ MAT-35 OR MAT-53		47.59%
▼ MAT-52		31.55%
▼ MAT-65		20.86%
▼ Other (please specify)	Responses	0.00%

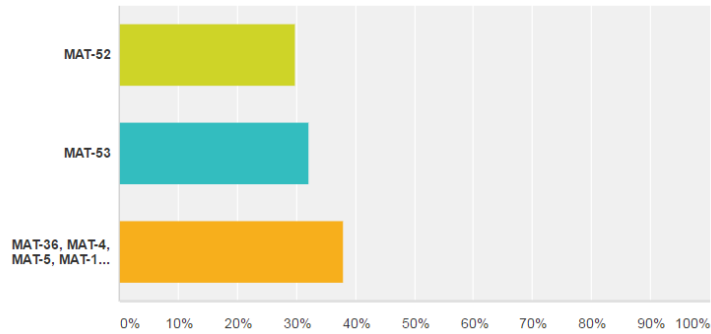| Answer Choices		Responses
▼ MAT-35 OR MAT-53		70.82%
▼ MAT-52		14.59%
▼ MAT-65		14.59%

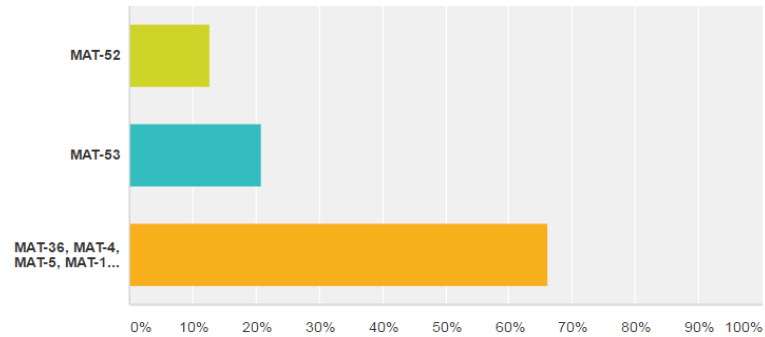Pre-survey   Post-survey

Post survey shows there was a 23% increase in student learning of MAT-35 and or MAT-53 being an associate degree requirement.

3) The following math courses will satisfy the transfer requirement:

Answer Choices		Responses
▼ MAT-52		29.95%
▼ MAT-53		32.09%
▼ MAT-36, MAT-4, MAT-5, MAT-11, MAT-12, MAT-25, MAT-10, MAT-1A		37.97%

Pre-survey

Answer Choices		Responses
▼ MAT-52		12.82%
▼ MAT-53		20.94%
▼ MAT-36, MAT-4, MAT-5, MAT-11, MAT-12, MAT-25, MAT-10, MAT-1A		66.24%

Post-survey

Post survey shows nearly a 30% increase in student learning that MAT-36, 4, 5, 11, 12, 25, 10 & 1A are transfer level courses.
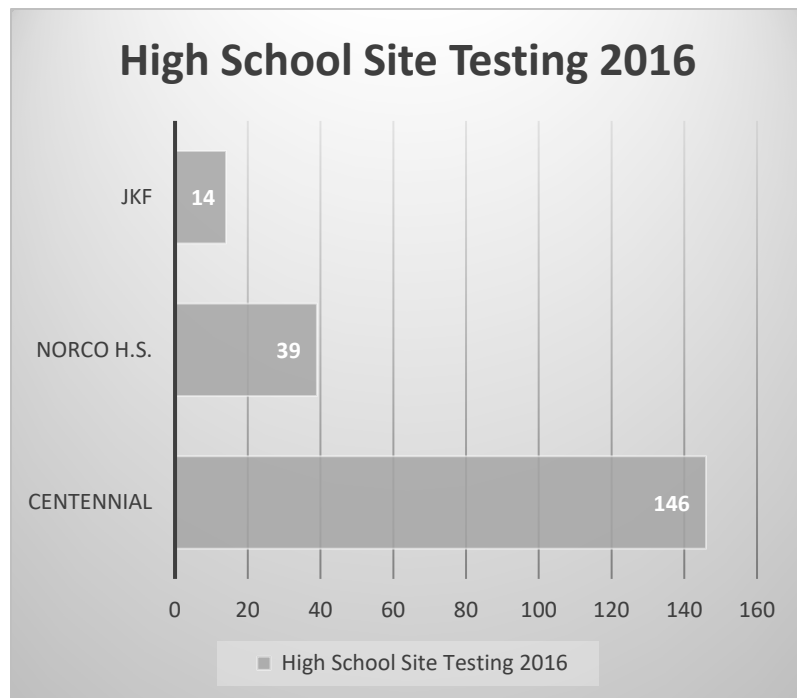
Improvement Recommendations
The Assessment staff will continue to engage students and increase efforts in presenting the math information in a more direct and clear manner. Survey questions will be modified to reduce confusion.

SLO/SAO #3: Increase accessibility of placement test at feeder high schools.
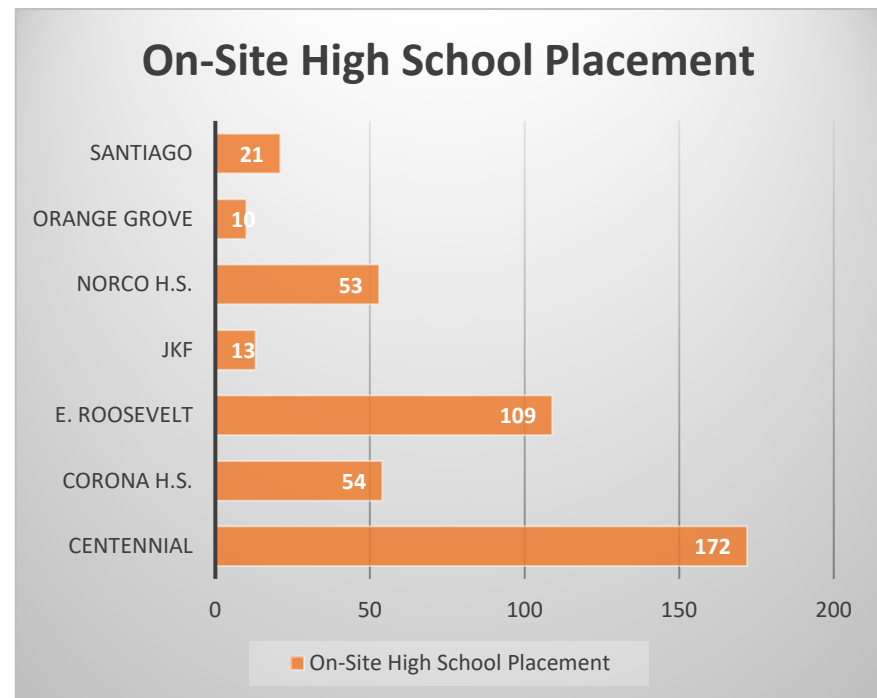
Increasing student access to the placement test opens the doors for more students especially for those who encounter difficulties in getting to the campus. The Assessment Center worked much closer with the Outreach staff to increase participation from CNUSD high schools Counselors or Career Techs in scheduling test sessions at the high school.

Findings/Data Analysis

There was a huge increase in participation from the high school Career Technicians and Counselors from 2016 to 2017. In the spring of 2016, only 3 local high schools offered at least one test session allowing a total of 199 students to take advantage of the placement test at their high school. Spring of 2017 saw a huge increase of students who tested at their high school. Almost all feeder high schools, 8 in total, offered at least one test session on site. A total of 432 students were able to take advantage and complete the placement test at their high school.

High School Site Testing 2016

School	High School Site Testing 2016
JKF	14
NORCO H.S.	39
CENTENNIAL	146

Pre-survey

On-Site High School Placement

School	On-Site High School Placement
SANTIAGO	21
ORANGE GROVE	10
NORCO H.S.	53
JKF	13
E. ROOSEVELT	109
CORONA H.S.	54
CENTENNIAL	172

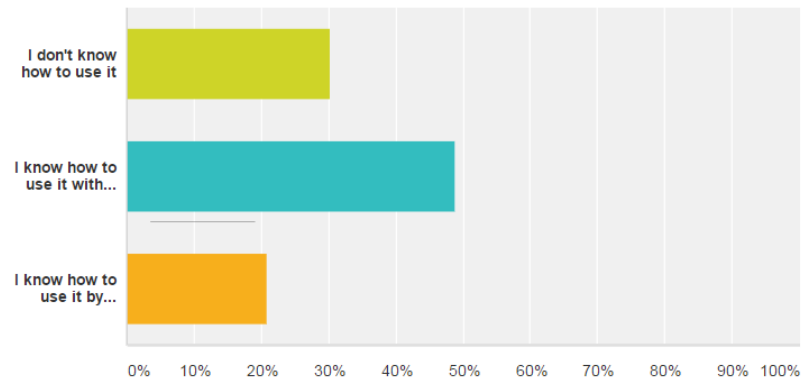Post-survey

Improvement Recommendations
Continue to build on established relationships with the local high school staff to effectively improve the communication between the Assessment Center, Outreach and high school staff. Promote test dates that do not conflict with state testing and Summer Advantage deadline dates.

SLO/SAO #4: *Increase ESL students' understanding of how to: 1-Navigate WebAdvisor, 2-Enroll into courses.*

The Assessment Center found that several ESL students from previous PTESL test sessions would return for assistance in navigating through WebAdvisor. Because of this and other factors, the Assessment Center worked closely with the Counseling staff to implement a What's Next Workshop that would immediately follow a PTESL test session. In this workshop, a counselor provides a general orientation to the college along with completion of a first semester educational plan, if needed. The Assessment Center staff then proceeds to assist students with navigating WebAdvisor, and troubleshooting issues that prevent a successful login.

Findings/Data Analysis

The pre-survey question asked "What is your experience with WebAdvisor?" About 21% of all students surveyed stated that they knew how to use the application by themselves. The remaining 79 % of students either needed assistance with or didn't know how to use WebAdvisor. After the workshop students were asked to answer the following statement "The workshop helped me get more familiar with WebAdvisor" with a yes or no.

Answer Choices		Responses
	I don't know how to use it	30.23%
	I know how to use it with help	48.84%
	I know how to use it by myself	20.93%
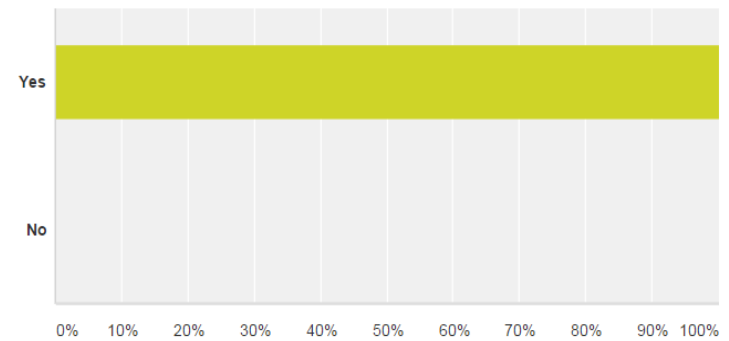
Answer Choices		Responses
	Yes	100.00%
	No	0.00%

Pre-survey   Post-survey

Findings clearly show that all students, 100%, who completed the post-survey benefited from the workshop and felt more familiar with WebAdvisor.

Improvement Recommendations
To increase student's ability to navigate through WebAdvisor and the new My Portal, the Assessment Center staff will revise the navigation process to more efficiently assist all students regardless of their individual login status. This service will continue to be assessed with modified questions to gauge a more effective workshop, especially with the new My Portal.

SLO/SAO #5: *Enhance students' awareness about the different tests offered in the Assessment Center.*

The Assessment Center offers a couple of tests that can boost completion of certain major requirements. Aside from the placement test for General English, reading, math and ESL; we offer the Spanish test and the Chemistry Diagnostic. It is important that students become aware of these tests to take advantage of the ability to use acquired knowledge or eligible coursework to bypass a lower level course(s) in that discipline.

Findings/Data Analysis
Pre-survey shows that Post survey shows that about 50% of incoming students were aware of Spanish and Chemistry test. After the information was verbally relayed to the students, post survey demonstrate an 18% increase is student's awareness of all four tests that are offered in the Assessment Center.
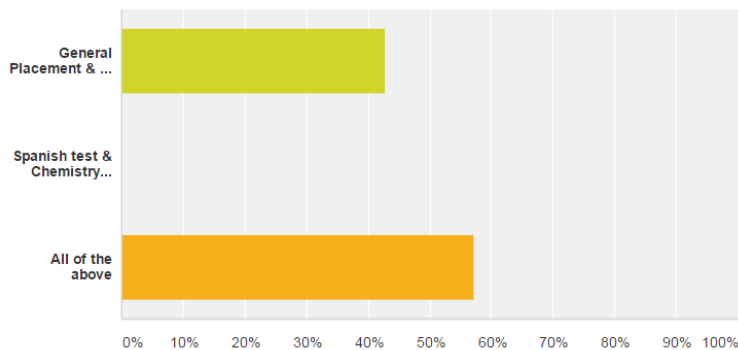
Answer Choices	Responses
General Placement & ESL placement test	42.86%
Spanish test & Chemistry Diagnostic	0.00%
All of the above	57.14%

Pre-survey
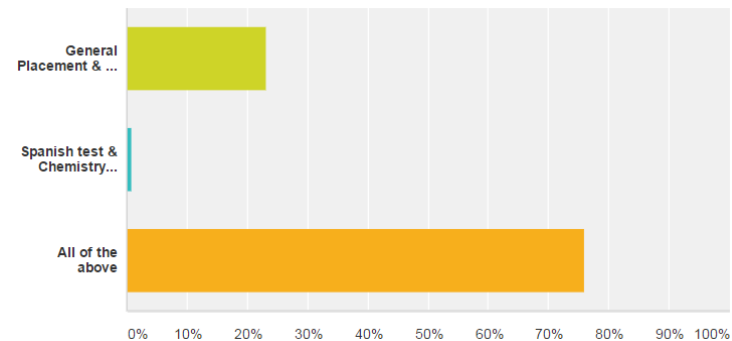
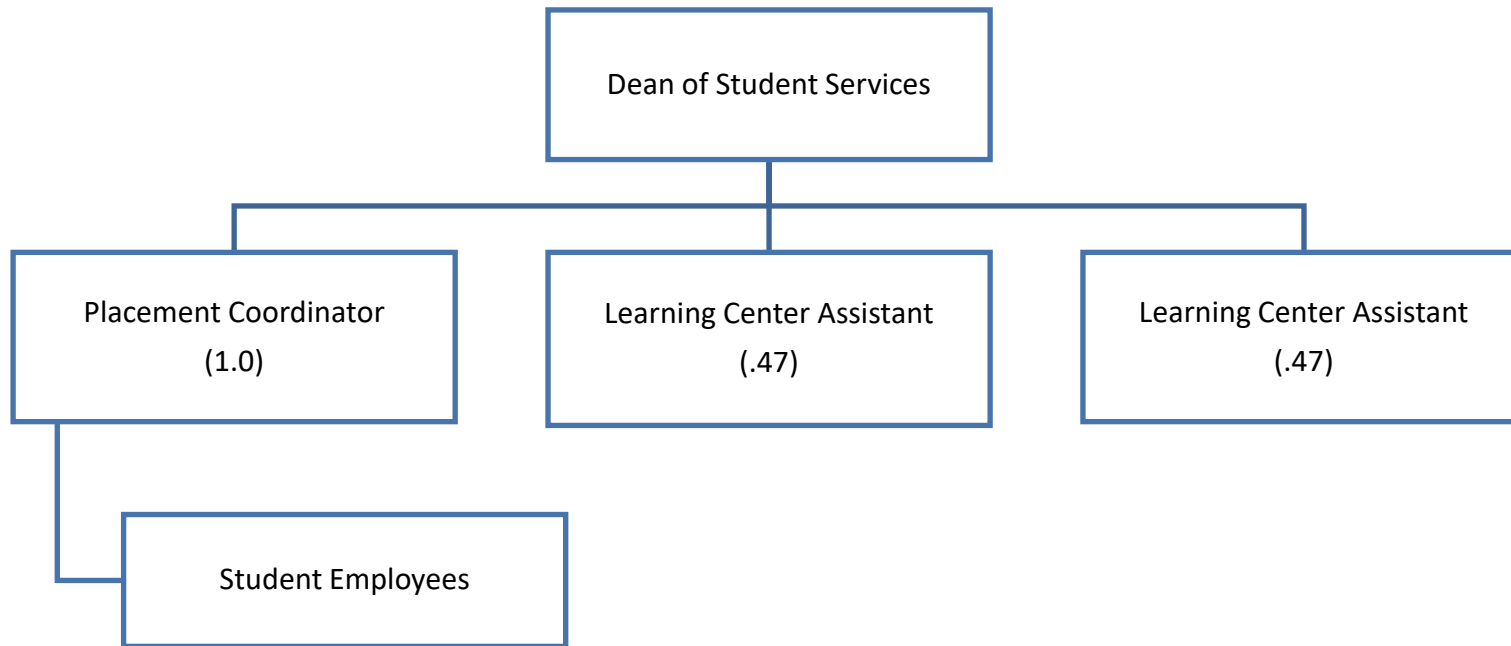| Answer Choices	Responses
General Placement & ESL placement test	23.21%
Spanish test & Chemistry Diagnostic	0.84%
All of the above	75.95%

Post-survey

Improvement Recommendations
The Assessment Center staff will increase efforts in advertising the Spanish and Chemistry test via flyers and verbal announcements before the test sessions, during the Norco College Welcome Day and via GradGuru.

III. Needs Assessment

1. Staffing Level

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                        │ Dean of Student Services │
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Placement Coordinator (1.0)	Learning Center Assistant (.47)	Learning Center Assistant (.47)

Student Employees

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	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		2016 - 2017	2017-2018
Administration								
Classified Staff FT				1	1		2	2
Classified Staff PT				2	2		1	2
Confidential Staff FT								
Faculty FTE Full time								
Faculty FTE Part time								
Total Full Time Equivalent Permanent Staff				2	2		2.5	3
Short Term Staff								
Student Workers								

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.

- Having a full-time Enrollment Services Assistant available in the Assessment Center would allow for: a more informative enrollment process to meet the needs of incoming and current students, assistance with the What's Next Workshops offered in the Assessment Center, assistance in administering off-site testing at feeder high schools (increasing scheduling options), and provide increased support with new initiatives (MMAP and CAI). The Enrollment Services Assistant would also provide more hands-on support in the multi-layered preparation for and implementation of the Common Assessment.

4. Staff Needs
NEW OR REPLACEMENT STAFF (Administrative, Faculty, or Classified)

List Staff Positions Needed for Academic Year 2016-2017 **Please be as specific and as brief as possible when offering a reason.** Place titles on list in order (rank) or importance.	Indicate N = New R=Replacement I = Increase time	Annual TCP* TCP for employee
1.Enrollment Services Assistant <u>Reason:</u> To better aid new students in OAC process, assist students in a successful login & navigation of MyPortal, answer student's queries appropriately as it relates to their placements and registration into courses. Effectively assist in proper administration of off-site placement tests and provide increased support with MMAP and Common Assessment. (FT)	**N**	**$83,901**
2. <u>Reason:</u>		
3. <u>Reason:</u>		
4. <u>Reason:</u>		
5. <u>Reason:</u>		
6. <u>Reason:</u>		

 * 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

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. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

* 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.

6. Technology++ Needs <u>Not</u> Covered by Current Budget

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

Priority	EQUIPMENT REQUESTED	New (N) or Replace-ment (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infra-structure?	How many users served?	Has it been repaired frequently?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification										
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										
6. Usage / Justification										
7. 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*

List Facility Needs for Academic Year 2016-2017 (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Total Cost of Request
1. Reason: The Placement Coordinator works with several departments on campus where constant contact through phone and in-person availability is essential. A separate works station, located outside of the assessment lab would allow proper communication with staff from other departments.	**To be determined**
2. Reason: Students requiring to come through the Assessment Center would benefit from a much larger, separate, location. Currently, the center shares an area with the LRC which is expanding its services and helping many more of our current students. The shared space is becoming impacted making it difficult in the following areas: seating the students waiting to test, communicating placement results in a private manner, and even assisting students in person or over the phone without background noise. A larger, separate, location would also allow the Assessment Center to provide more OAC related services; helping the students feel more connected and valued.	**To be determined**
3. Reason:	
4. Reason:	
5. Reason:	

6. Reason:	

*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*

List Professional Development Needs for Academic Year 2016-2017 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.	Cost per item	Number Requested	Total Cost of Request
1. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

*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

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. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

Unit Name: _____

9. OTHER NEEDS <u>not</u> covered by current budget

List Other 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. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			