STUDENT SERVICES PROGRAM REVIEW WORKSHEET

Student Services Area: Assessment Center

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Academic Year: 2015-2016

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
- 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 through the login in process for WebAdvisor to ensure completion of Online Orientation and be able to successfully schedule an assessment appointment.
- Increase efforts to engage students by welcoming students to their test session and informing them 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 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 a score report with raw scores from their Accuplacer placement test completed outside of RCCD.
- Work closely with Summer Advantage to provide test sessions that are conveniently scheduled for after school hours and during CNUSD Spring Break vacation.
- Work with CNUSD high schools to provide site testing for eligible seniors including foster youth seniors.
- Complete a daily upload of placement results.
- Collaborate with other departments: on the implementation of MMAP Pilot; providing additional support to ESL students with the OAC process; participate in the CAI Professional Development Work Group, and district assessment meetings.

4. Strengths
1. Provided a variety of placement tests to incoming students, returning students, ESL students and current students who met the eligibility criteria.
2. Provided students with a handout that clearly identifies the next steps required to be cleared for registration along with the course sequence to illustrate their starting point in the sequence.
3. Expanded test sessions Monday through Thursday and added a test session on Friday to accommodate as many incoming and current students as possible.
4. Increased involvement with Outreach to better inform incoming students of the importance of the Accuplacer and PTESL assessment test and the course sequences
5. Worked closely with High School Counselors to provide online pre-assessment workshops through MyFoundationsLab, in-person pre-assessment presentation, and coordinated a scheduled test session for this group specifically.
5. Guide non-exempt students through WebAdvisor, the online orientation and online assessment appointment system due to the new OAC process.
6. Collaborated in the creation of the online orientation to ensure that significant and relevant information about the placement test was clearly communicated and presented in the video.
7. Active member of the MMAP Implementation Team to provide student test information to the Institutional Research Office, and provide information and instructions to eligible students about possible higher placements.
8. Work closely with the ESL and Counseling Department to provide current ESL course schedules and additional support to assist students in the OAC process and guidance with WebAdvisor.
9. Continuously participate in statewide assessment conferences, Professional Development for California Assessment Initiative, and MMAP presentations.

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.

Services rendered for students who completed the following tests from: *7/1/15 to present*			
Accuplacer placement test	2900	Chemistry Diagnostic test	28
PTESL placement test	166	Spanish placement test	90
Reading-Competency test	19		
Total number of placements			3203

Assessment presentations to HS seniors through Outreach. Including ESL and Foster Youth seniors	250+- students present

II. Assessing Outcomes

1.A. Report on 2014-2015 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.*

- Improve students' understanding of the importance of the review material, assessment location, and tips to a successful testing experience.
- Offer more evening sessions throughout the week for the students and working population.
- Increase students' awareness of retest options.
- Emphasize on the importance of completing the **A**ssessment, **O**rientation & **C**ounseling (ED Plan) which provides students clearance for registration.
- Students will use their placement results to recognize the courses needed to achieve associate degree level and/or transferable level.

	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.	Improve students' understanding of the importance of the review material, assessment location, and tips to a successful testing experience.	SAO #1 Students will receive a confirmation page after online appointment has been made with the following up-to-date information; location of Assessment Center, review material, and helpful tips for success.	"We encourage an inclusive, innovative approach to learning..."	80% of will state that the confirmation page was helpful	Post- survey will be administered to all students completing an assessment test.	97% of students agreed/strongly agreed that their online confirmation page proved to be helpful.	Continue to maintain Online Confirmation page with clear and up to date information.	Moved to Strengths. Almost 100 percent of students surveyed felt that the online appointment confirmation page offered helpful information.
2.	Offer more evening sessions throughout the week for the students and working population.	SAO #2 Students will be satisfied with the Assessment Center's hours of operation, with the option of more evening sessions.	"Norco College serves our students, our community, and workforce by providing educational opportunities…"	80% of students who took the Assessment test will be satisfied by the expanded hours offered.	Satisfaction survey will be provided upon completion of the assessment test.	94.64% of the student's answered "True" to survey question. These results demonstrate student satisfaction with the new expanded hours.	Continue to offer a variety of test sessions from morning to evening hours with different start times throughout the week.	Moved to Strengths. Over 90 percent of students were satisfied with the expanded hours.

#		SLO						
3.	Increase students' awareness of retest options	SLO #3 Students will learn the retest options (1. The one year and a day permanency for placements. 2. No re test after they have attempted the courses they placed into).	"Norco-creating opportunities to transform our students and community for the dynamic challenges of tomorrow. "	80% of students will understand their scores will not be replaceable for the duration of a year and a day and that retest is not offered after they've attempted the course progression.	Pre & Post survey will be administered to determine the students' understanding.	63% of students were able to identify the correct reassessment policy. Although the goal of 80% was not met, there was a significant increase in student learning.	Continue to assess. Revise and update the re-test policies posted on student's work stations and assessment webpage to communicate the information clearly and concisely.	Continued/Modified. Retest policies are important information that students should be aware of. Goal will continue to be monitored to increase awareness.
4.	Emphasize on the importance of completing the AOC process which provides students clearance for registration	SLO #4 Students will understand the importance of completing the required steps (A.O.C.) necessary to register for classes.	"We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees."	80% of students will identify Assessment, Orientation and the Student Educational Plan as the necessary steps to obtain clearance for registration.	Pre & Post survey will be administered to assess students' understanding the importance of A.O.C. requirement.	56% of the students were able to identify the next steps. Goal was not met.	Continue to asses with a revised survey. Review the "What's Next" handout to improve the clarity of the information listed and dedicate more time to first time college students to efficiently and effectively explain the required steps in the A. O. C. process. Consult with the student to confirm that the information was understood.	Continued/Modified. Although order has changed from AOC to OAC and students are better informed about this process prior to taking the test. Goal will continue to be monitored as it is a required process to complete for first-time college students.
5.	Students will use their placement results to recognize the courses needed to achieve associate degree level and/or transfer level	SLO #5 Students 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 report the accurate number of courses needed to attain associate degree level and/or transfer level in English, Math and or Reading course(s).	Pre & Post-survey will be administered to students to measure their understating of how their placements relate to associate degree/transfer level courses.	76% of students identified ENG-1A as the Associate Degree and UC/CSU transfer course. 57% of students identified MAT-35 as the Associate Degree requirement. The findings to demonstrate the student's understanding of math transfer level courses were inconclusive. The goal was not met.	Develop a better survey and continue to assess. Provide information that will clearly indicate, placement results in relation to Associate Degree requirement and Transfer Level. Create a worksheet which requires student involvement in identifying degree applicable courses as well as transfer courses. Consult with student to ensure a clear understanding.	Continued/Modified. The goal will continue to be measured. It's important for students to be able to identify associate degree and transfer level courses in English, reading & math; to increase their ability to understand their placement levels in relation to the respective course sequence.

*Please see appendix for description.

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

Outcome	Evidenced and detailed (Describe how you used outcome data for programmatic modifications)
63% of students were able to identify the correct reassessment policy. Although the goal of 80% was not met, there was a significant increase in student learning.	*The retest policy was revised for English & math as of June of 2015. The necessary changes were made to the Assessment Center website and to the verbal information that is provided to the students prior to beginning their test.*
56% of the students were able to identify the next steps. Goal was not met.	*The A.O.C. process was changed to O.A.C in December 2015. First time college students were blocked from scheduling an assessment appointment without having completed the Online Orientation. The Assessment Center website was updated to communicate the change and inform students of the new process. Students now are better informed and aware of the O.A.C. process.*
76% of students identified ENG-1A as the Associate Degree and UC/CSU transfer course. 57% of students identified MAT-35 as the Associate Degree requirement. The findings to demonstrate the student's understanding of math transfer level courses were inconclusive. The goal was not met.	*The Assessment Center produced a new flow chart in English and math. The sequences were flipped to show the lowest courses at the bottom. The math chart defined pre-college level, associate degree level/associate degree requirement, and CSU/UC transfer level. This sequence also separated the Liberal Studies/Social Science math courses to be distinguished from Science, Technology, Engineering & Math courses as well and to better identify the pre-requisites for these courses.* *Assessment staff began implementing a brief, in-person, informational presentation at the beginning of the test session. The new charts are used as visuals when explaining the different possible placements and their levels.*

II.2.A. 2015-2016 Assessment Plan for Student Services Area: <u>Assessment Center</u>

Objectives:
- 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 (Measurement tool)	Completion (or anticipate completion)/ Findings	Improvement Recommendations (next step)*
1.	Increase first-time college students' understanding of the new Orientation, Assessment, and Counseling process.	(SLO) Students will understand the importance of completing the required steps (O.A.C) necessary for registration into classes.	3. Provides 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/ Goal was met. 81% of students who did not identify themselves as a new student understood that OAC must be complete in order to be cleared for registration.	To continue to 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.
2.	Improve student's understanding of the retest policies.	(SLO) Students will learn the option of a single retest after successfully completing an English or math course.	1a: Service to students, community, and workforce by providing educational opportunities.	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 better; within a 5 year period from the original test date.	Pre & Post Survey will be administered to measure students understanding of the retest option.	Summer 2016/ Goal not met. 72% of students understood that 1 retest would be granted as long as the English or math course was completed with a "C" or better.	To boost awareness, different methods will be explored. Students will be given this information verbally and written. Follow up questions will be asked to provide clarification.

3.	Increase students' knowledge of English and math courses to distinguish between associate degree level and transfer level courses.	(SLO) Students will be able to identify their specific levels necessary to complete an associate degree level and/or transfer level course(s) in the areas of English, math and reading.	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 transfer level requirement.	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/ Goal not met. 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.
4.	Increase students' awareness of Norco College Special Programs.	(SLO) Students will be able to identify T3P, Puente and STEM as a Norco College Special program.	1a/b: Service to students, community and workforce by providing educational opportunities and celebrating diversity.	80% of students will be able to identify T3P, Puente and STEM as a Norco College Special Programs.	Pre and Post survey will be administered to evaluate student's awareness of Norco College Special Programs.	Summer 2016/Goal not met. 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.
5.	Offer on-site testing to feeder high schools to increase accessibility to the placement test.	(SAO) Increase number of high school seniors who complete the placement test.	1a: Service to students, community, and workforce by providing educational opportunities.	Number of high school students tested will increase by at least 10% from last 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 2016/ Goal not met. Although 50% of students who tested February through April took their test at their high school, the goal of increasing high school testing was not attainable.	Continue to assess and adjust data collection methods when needed to accommodate fluctuations in workflow (students now make their own testing appointments are testing through May) to ensure all high school students tested are included in data.

*Please see appendix for description (attached).

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

SLO/SAO #1: *Students will understand the importance of completing the required steps (O.A.C) necessary for classes.*

Ensuring students are aware of O.A.C. is one of the main goals of the Assessment Center. First time college students are now more informed of this process as it recently became a requirement to complete the Online Orientation before taking the placement test. The Assessment Center reminds students of the importance of completing these steps. Students are also provided with a handout to use as a reference when completing the final step.

Findings/Data Analysis-

Pre and post surveys were administered to assess students understanding of the O.A.C. process.
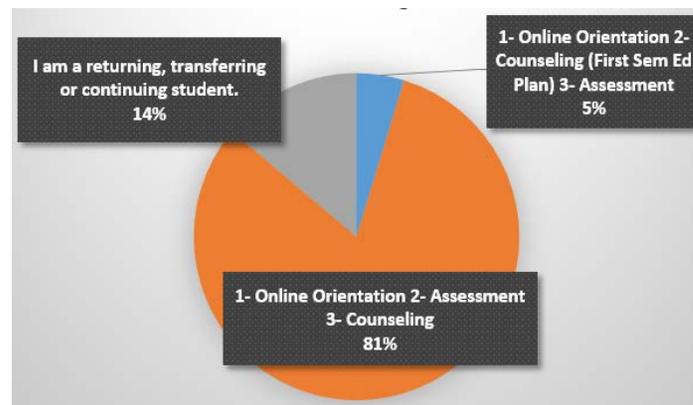
Students answered the following questions:

"As a first-time college student, I must complete the following steps in order to be cleared for registration."

In the post-survey, 81% of students selected "1-Orientation 2-Assessment 3-Couseling (First Sem. Ed. Plan)" as the correct steps to complete and be cleared for registration.
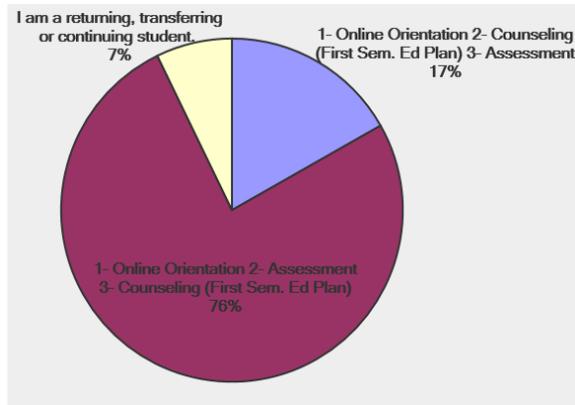
Pre-survey   Post-survey
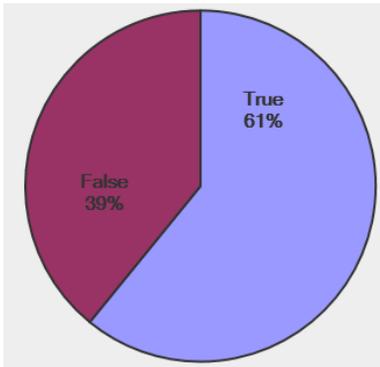
Improvement Recommendations

To continue increased 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.

SLO/SAO #2: *Students will learn the option of a single retest after successfully completing and English or math course.*

The placement test is meant to be taken once and because of this reason, students are always advised and encouraged to do their very best. However, there are a few retest policies that can prove to be advantageous to a student's overall success. The Assessment Center focused on the revised retest policy which allows students 1 retest with in a 5 year period only if they have successfully passed an RCCD course in English, reading or math with a "C" or better.

Findings/Data Analysis

To measure students' awareness of the retest policy, students answered the following question in a pre and post survey:
"I am allowed one retest as long as I pass an RCCD English or math class with a "C" or better:"
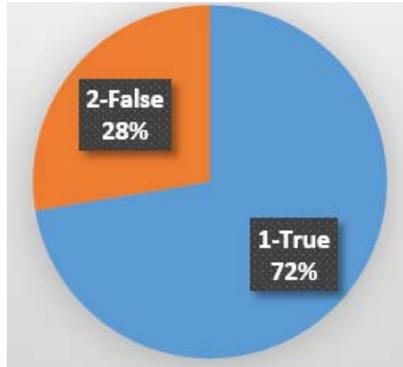
Pre-survey   Post-survey

Post survey shows that 72% of students understood the new retest policy information provided to them in person. Although the goal was not met, an increase can be measured.

Improvement Recommendations

Although students can view the retest policies on the website and receive this information in person by an assessment staff member, the Assessment Center will increase its efforts to boost students' awareness of the retest policies. Students will be asked to read a revised version of the retest policies and follow up questions will be asked to provide clarification.

SLO/SAO #3: : *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.*

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. A new moving through chart was produced and enlarged to be used as a visual aid during group presentations to explain the possible placement levels and which courses satisfy the associate degree requirement and or transfer to a CSU/UC.

Findings/Data Analysis

In efforts to measure students' knowledge of associate degree requirement courses and transfer level courses for English and math. Three separate questions were asked in a pre and post-survey to capture this data. Students completed the post-survey after receiving the information in person from an Assessment staff member.

1) "In order to satisfy the Associate Degree requirement and to be at transfer level, I must complete the following English Course:"
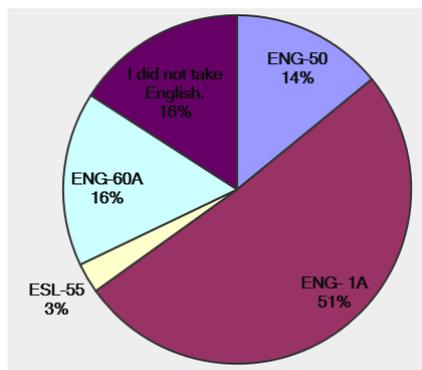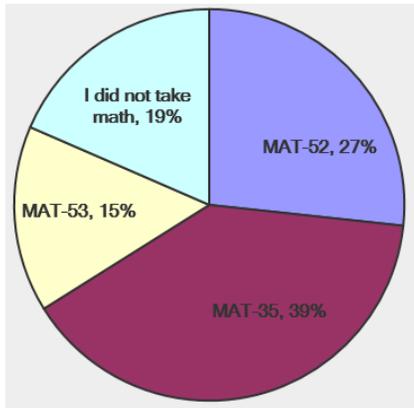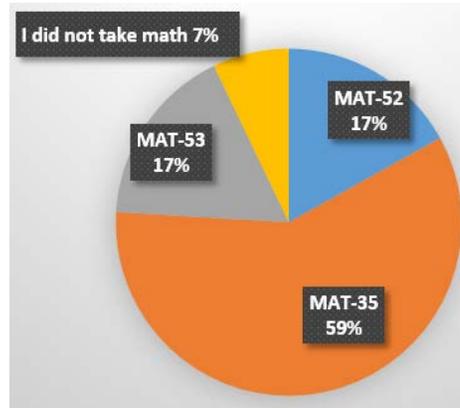
Pre-survey   Post-survey
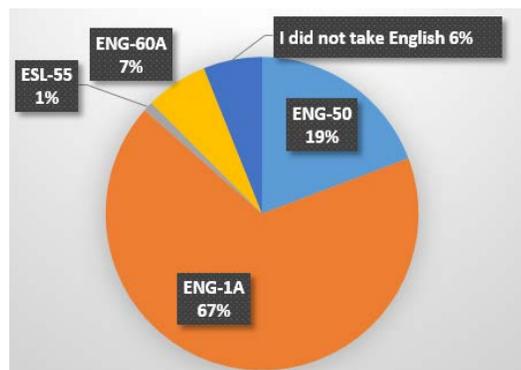
Compared to the pre-survey, the post-survey results show an increase from 51% to 67% of students being able to recognize ENG-1A as the transfer level course and the required course that will satisfy the associate. The goal was not met, however, an increase can be measured. Assessment staff continues to monitor and increase efforts to improve students' understanding.

2) "The following math course will satisfy the Associate Degree requirement BUT is not at transfer level:"

Pre-survey

Post-survey

Compared to the pre-survey, the post-survey results show an increase from 39% to 59% of students being able to recognize MAT-35 as the required course that will satisfy the associate degree. The goal was not met, however, a significant increase can be measured. Assessment staff continues to monitor and increase efforts to improve students' understanding.

3) "The following math courses are at transfer level:"
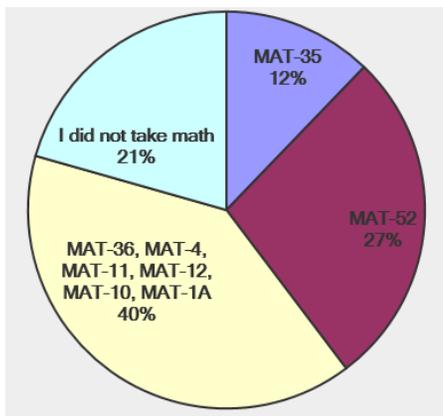
Pre-survey
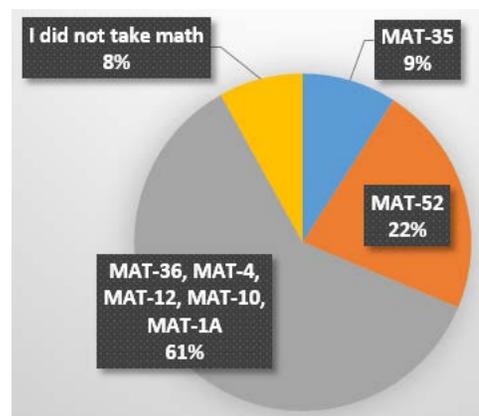

Post-survey

Compared to the pre-survey, the post-survey results show an increase from 40% to 61% of students being able to recognize MAT-36, MAT-4, MAT-11, MAT-12, MAT-10, MAT-1A as transfer level courses. The goal was not met, however, a significant increase can be measured. Assessment staff continues to monitor and increase efforts to improve students' understanding

Improvement Recommendations
Continue to assess with a revised survey.
Students are now provided with a copy of the English, reading and math sequence to be able to follow along during group presentation.

**SLO/SAO #4:** *Students will be able to identify T3P, Puente and STEM as a Norco College Special program.*

Special programs are designed to provide students the ability to feel connected to Norco College. As most students who come through the Assessment Center are first time college students, it is important that students become aware of the different programs that foster connection and direct them towards success. These three programs were selected due to specific English course eligibility and academic goals.

Findings/Data Analysis

In a pre and post-survey, students were asked the following:
"Norco College offers special programs aimed to increase student's success.
Please select all the special programs that you have heard of or know something about:"
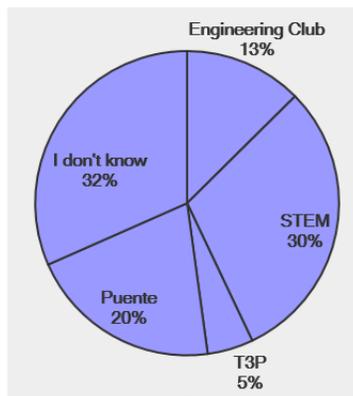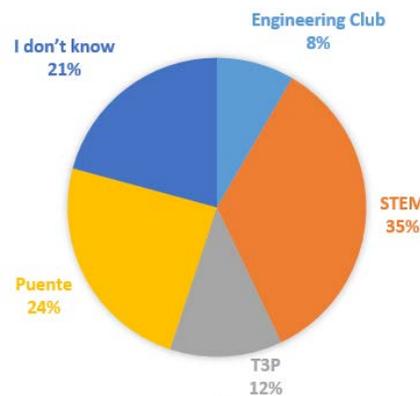
Pre-survey   Post-survey

Findings show that there was a significant increase from 55% in the pre-survey to 71% in the post-survey which clearly demonstrates students' improved awareness of the special programs- Puente, T3P and STEM.

Improvement Recommendations

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.

SLO/SAO #5: *Increase number of high school seniors who complete the placement test.*

Providing the placement test at the feeder high schools allows for a more convenient, less stressful and positive testing experience. The Assessment Center worked closely with HS career technicians to ensure proper administration of the test and test eligibility for those students who signed up to take the placement test at their high school campus.

Findings/Data Analysis

Initial target was to increase the number of high school students testing by 10% compared to the previous year. Data was collected from 2/1/15 - 4/30/15 and 2/1/16 - 4/30/16 for those students who tested through a HS/Test session. Comparison of the data could not be measured equally because of a change in the scheduling process from 2015 to 2016. In 2015 the majority of high school students who tested in a HS/Test session signed up in-person and committed to attending their appointment. In 2016, students were no longer required to sign up in-person for their test. Instead, students were advised of the HS/Test sessions that were available to them and were required to schedule their own appointment online.

Appointment Attendance Summary Report - Detail

2/1/2015 - 4/30/2015
Short Name: ALL
Schedule Code: HS/TEST

Appointment Status	Individual	Group
Appointments - Attended	0	400
Drop-ins	0	
Appointments - Unmarked	0	21
Appointments - Not Attended	0	123
Appointments - Cancelled	0	102
Appointment Slots Unfilled	0	

2015-All 400 placements were administered in the Assessment Center at Norco College

SLO/SAO #5: *Increase number of high school seniors who complete the placement test. (Continued)*
   **Findings/Data Analysis (Continued)**

Appointment Attendance Summary Report - Detail

2/1/2016 - 4/30/2016
Short Name: ALL
Schedule Code: HS/TEST

Appointment Status	Individual	Group
Appointments - Attended	0	198
Drop-ins	0	
Appointments - Unmarked	0	1
Appointments - Not Attended	0	14
Appointments - Cancelled	0	43
Appointment Slots Unfilled	0	

2016- 198 placements tests were administered in the Assessment Center at Norco College

High School Placement Test Summary
2/1/2016-4/30/2016
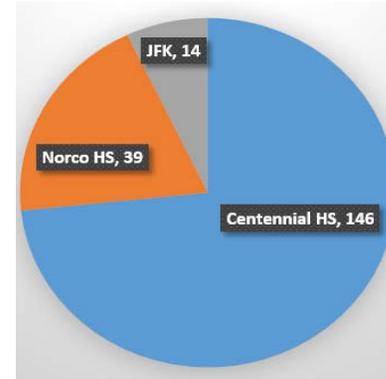
199 placement tests were administered at 3 different CNUSD high schools.

The total amount of high school students who tested during the set time period did not increase which could be due to the scheduling change that occurred. Although the goal was not met, a total of 199 students were able to take their placement test at their own high school.
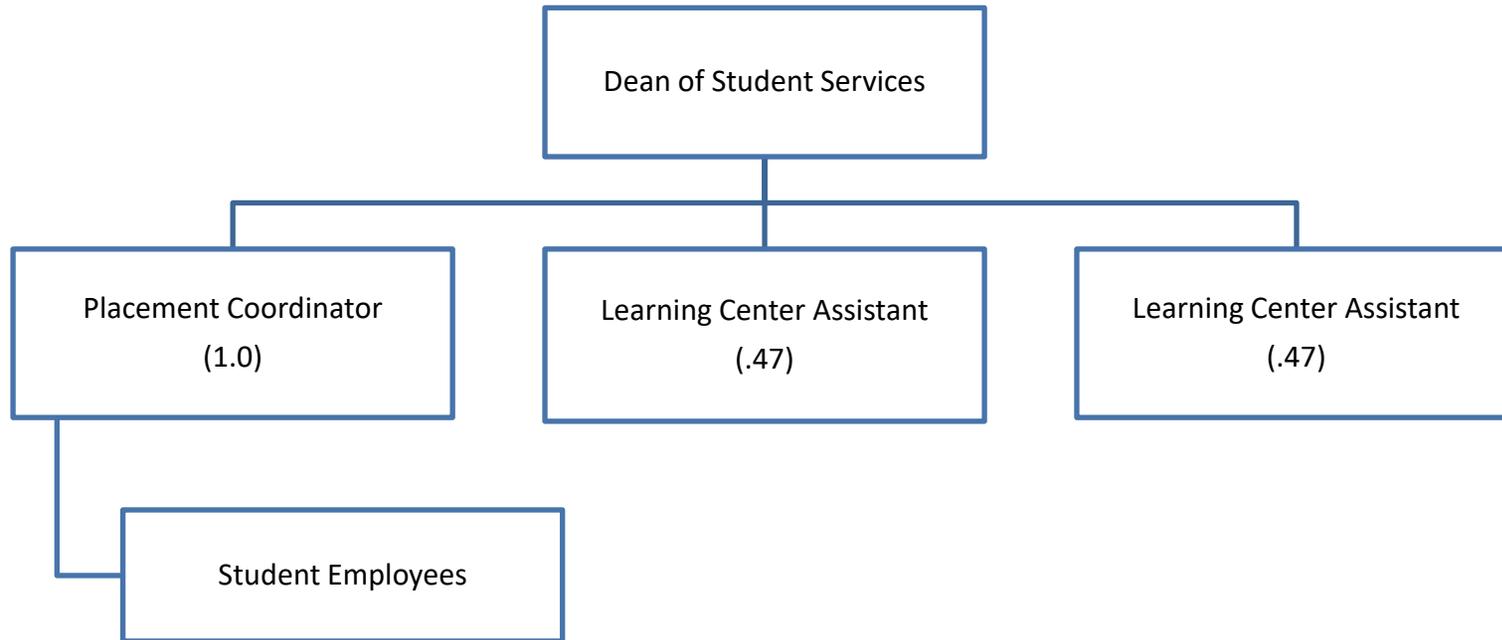
Improvement Recommendations
Continue to assess but use a different approach to ensure an equal comparison of data.

III. Needs Assessment

1. Staffing Level
Provide a very brief description of your current staffing level or attach an organizational chart that includes positions only.

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                    │ Dean of Student Services │
                    └─────────────────────────┘
                                 │
        ┌────────────────────────┼────────────────────────┐
┌────────────────┐    ┌────────────────────┐    ┌────────────────────┐
│    Placement   │    │  Learning Center   │    │  Learning Center   │
│  Coordinator   │    │     Assistant      │    │     Assistant      │
│     (1.0)      │    │       (.47)        │    │       (.47)        │
└────────────────┘    └────────────────────┘    └────────────────────┘
        │
        └──────┐
        ┌──────────────────┐
        │ Student Employees │
        └──────────────────┘
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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		2	2
Confidential Staff FT								
Faculty FTE Full time								
Faculty FTE Part time								
Total Full Time Equivalent Permanent Staff				2	2		3	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 an 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, assist in administering off-site testing at feeder high schools (increasing scheduling options), and provide increased support with new MMAP process. The Enrollment Services Assistant would also deliver more hands-on support in the preparation process of the multi-layered 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 Reason: To better aid new students in OAC process, assist students in a successful login & navigation of WebAdvisor, 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 vital support with two, major, impactful, assessment related projects MMAP and Common Assessment. (FT)	**N**	**$82,714.00**
2. Reason:		
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

 * 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 <u>*Not*</u> 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>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates.

If equipment needs are linked to a position please be sure to mention that linkage.

6. Technology++ Needs <u>Not</u> Covered by Current Budget
NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)

Annual TCO*

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 ?	Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification	Lenovo Miix 700 tablets to ensure a more efficient and secure set up for testing to be accessed at the high schools for incoming high school seniors. (N)			High School on-site testing				$752.74	25	$20,398.98
2. Usage / Justification	Ellipsis Jetpack Mobile Hotspot/Internet connection to access testing website from the tablets. Ensures internet connection without having to rely on the highly restrictive internet access. (N)			High School on-site testing				$29.99	4	$130.00
3. Usage / Justification	Case to protect the tablets when storing the devices. (N)							$11.95	25	$298.75
4. Usage / Justification	Lenovo ThinkPlus-mouse to be used along with the tablets.			High School on-site testing				$19.99	25	$540.00
5. Usage / Justification	Luxor LLTM30-B Tablet Charging Cart (N)			Assessment Lab				$995.99	1	1043.99

6. Usage / Justification	DS-IP-TC24C Transport Case	(N)		High School on-site testing				$1,075.00	1	$1,169.00
7. Usage / Justification	Travel Smart Flat Folding Cart	(N)		High School on-site testing				$53.89	1	$58.20

- 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 <u>*Not*</u> 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. <u>Reason:</u> 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 and minimizing distractions during test sessions.	
2. <u>Reason:</u> The Assessment Center provides 25 works stations for students to test. However the workstations sit very close to one another making some students uncomfortable. Being housed in a larger room would alleviate any discomfort and potential anxieties on the students' part.	
3. <u>Reason:</u>	
4. <u>Reason:</u>	
5. <u>Reason:</u>	
6. <u>Reason:</u>	

*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 <u>not</u> 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> The Assessment Center can potentially administer a placement test to 25 students at a time. Having an Emergency Preparedness Kit stored in the lab, would deliver the emergency attention needed to reduce further damage to students housed in the lab in the case of an emergency.	**$129.98**	**2**	**$280.76**
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

9. OTHER NEEDS *not* 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:			

(The following 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.

- *SLO- Students will understand the importance of completing the required steps (O.A.C) necessary for classes.*
  - *3 – Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.*
- *SLO- Students will learn the retest option of retesting after one year and a day as long as course sequence hasn't begun.*
  - *1a – Service to students, community and workforce by providing educational opportunities.*
- *SLO- 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.*

- o   *3 – Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.*
- *SLO- Students will be able to identify T3P, Puente and STEM as a Norco College Special program.*
  - o   *1a, 1b – Service to students, community and workforce by providing educational opportunities and celebrating diversity.*
- *SAO- Increase number of high school seniors who complete the placement test.*