



Program Review - Overall Report

Student Services: Disability Resource Center

Data Review

2021 - 2024

Program Comparison

How does your program compare to the college in the following areas: age, gender, ethnicity, FT/PT enrollment status?

Please see the information below for enrollment status in age, gender, ethnicity. Please note that the state-reported MIS data reflects a total DRC student enrollment of 730 students. However, institutional research data reflects 764. The data below comes from DataMart on the Chancellor's Office Website.

AGE

	Student Count	Student Count %
Norco College DRC Total	730	100%
<18	22	3.01%
18 and 19	213	29.18%
20-24	238	32.60%
25-29	97	13.29%
30-34	51	6.99%
35-39	35	4.79%
40-49	42	5.75%
50+	32	4.38%

GENDER

	Student Count	Student Count %
Norco College DRC Total	730	100%
Female	395	54.11%
Male	328	44.93%
Unknown	7	0.96%

Data Review

RACE/ETHNICITY

	Student Count	Student Count %
Norco College DRC Total	730	100%
African American	59	8.08%
American Indian/Alaskan Native	2	0.27%
Asian	23	3.15%
Filipino	5	0.68%
Hispanic	409	56.03%
Pacific Islander	2	0.27%
Two or More Races	21	2.88%
Unknown/Non-Respondent	12	1.64%
White Non-Hispanic	197	26.99%

DRC Enrollment Status

FT: 21.15%

PT: 78.85%

Many students with disabilities are approved for part-time enrollment as a reasonable academic adjustment. This adjustment is approved based on disability-related needs that make it challenging for students to enroll full-time in a college environment. Some of these challenges may include processing deficits and medical challenges.

General Norco College data:

Age

19 or Younger: 32.65%

20-24: 39.18%

25-29: 12.60%

30-34: 5.82%

35-39: 3.59%

Data Review

40-49: 4.10%

50 and older: 2.06%

Gender

Female: 52.79%

Male: 46.33%

Unknown: 0.88%

Ethnicity

American Indian or Alaska Native: 0.28%

Asian: 9.39%

Black or African American: 5.70%

Hispanic: 57.62%

Native Hawaiian or Other Pacific Islander: 0.31%

Two or More: 2.32%

Unknown: 1.01%

White: 23.37%

Enrollment Status

FT: 21.15%

PT: 78.85%

Program Comparison: Are there any gaps in demographic areas that need to be addressed?

No.

Program Student Outcomes Comparison

How do student outcomes for your program compare to the college overall in Student Educational Planning, Success, GPA, and Persistence?

Student Education Planning

-31.75% of DRC students have developed a comprehensive or abbreviated SEP

-15.23% of general Norco College students developed a comprehensive or abbreviated SEP

*note: anecdotally, this data does not seem to reflect the completed SEP's in the DRC office. It is the practice of our office to ensure every student has a completed education plan.

Student Success and GPA

-DRC students have a 71.7% success rate

-general Norco College students have a 69.6% success rate

-DRC students have an average GPA of 2.71

-general Norco College students have an average GPA of 2.68

Persistence

-DRC students have a persistence rate of 61.4%

-general Norco College students have a persistence rate of 49.4%

Transfer

2017-18 = 75

· DRC students make up 5.23% (765/14624) of total headcount compared to 8.89% of (75/844) all transfers

2018-19 = 82

Data Review

- DRC students make up 4.93% (754/15280) of total headcount compared to 8.0% (82/1025) of all transfers 2019-20 = 87
- DRC students make up 3.92% (651/16593) of total headcount compared to 7.75% (87/1123) of all transfers
DRC students make up a higher proportion of transfer volume compared to the proportion in the headcount.

Program Student Outcomes: Are there any gaps in student subgroups that need to be addressed?

Though not a mandated service, DRC needs to increase the number of Student Educational Plans completed by students. This effort will increase alignment with the college's Guided Pathways framework and ideally lead to higher success rates for students with disabilities.

Though DRC's transfer rate is a slightly higher proportion to general students, we are still focusing on increasing this rate.

2021 - 2024

1. How does this student service area evaluate the quality of service delivery? (“Quality” can be measured various ways: speed of service, student satisfaction with services, accuracy of processing, responsiveness, achievement of SLOs, etc.)

DRC uses a number of metrics to evaluate the quality of service delivery. These metrics often depend on the type of service being provided to the students who seek out services in our office. However, there are broader metrics such as completion, persistence and transfer rates which apply to all DRC students.

We evaluate the quality of service delivery using the following metrics:

- number of students who enroll in the DRC
- number of registered DRC students who utilize their academic adjustments each term
- number of alt media conversions completed for students, and more specifically the speed of delivery once a student has requested this service (see attachment)
- hours of interpreting and/or captioning services provided to students, and more specifically the speed of delivery once a student has requested this service (see attachment)
- course outcomes for Guidance 47 and 48 courses
- number of completed Academic Adjustment Plans
- number of completed Student Educational Plans
- student surveys
- faculty surveys
- persistence rate of DRC students
- completion rate of DRC students
- transfer rate of DRC students
- achievement of SAO's and SLO's

2. In what ways does this student service area support student learning?

The DRC's mission is to provide students with disabilities access to academic adjustments and empower them with resources to support their success at Norco College. We work to ensure that students are engaged in all aspects of the campus and achieve their academic and personal goals.

In order to meet this goal, we engage in an interactive process with the student to identify their disability related needs and provide corresponding reasonable academic adjustments. These academic adjustments can include priority registration, extended test time, assistive technology, sign language interpreting, learning disability assessments, and many other types of individualized services.

These services are intended to mitigate the impact of a student's disability on their academic performance. Research has consistently demonstrated that the use of academic adjustments has a positive impact on student outcomes (Cawthon & Cole, 2010). All services provided by the Norco College DRC are free to students. This includes software programs students can use throughout the college campus and at home.

In addition to these academic adjustments, the DRC also offers Guidance 47 and 48 courses that are specifically tailored to meet the needs of students with disabilities. The goal of offering these classes is to set students with disabilities on a course for success early in their Norco College careers.

3. What strategic goals does this student support service area align with to support the college mission?

The DRC focuses on Student Access, Student Success, and Equity

4. How has assessment data been used to improve this student support program or service?

We have used data to:

- streamline application and internal processes

Assessment Review

- perform targeted outreach to students
- change the way we offer counseling services (more drop-in hours available, more remote counseling hours available)
- develop workshops to address transfer goals (a previous equity gap)
- provide workshops and trainings for faculty members based on their survey responses
- updated means of communication to students (texts, website updates vs. emails) based on survey responses

5. How does this student support service area assure equitable access to appropriate, comprehensive, and reliable services?

The DRC office provides regular outreach to local high schools to ensure incoming students are aware of available services long before they come to Norco College. We work with colleagues in local districts to provide orientation trainings and onboarding sessions where we walk students through the application process. We host multiple bilingual sessions of these trainings in order to better serve the local community's needs.

Once a student has applied to Norco, information about DRC services is provided in the mandatory student orientation. Students who express interest in the office are then contacted by our office to determine if they are eligible for services.

The DRC program has grown from 421 students to 730 in the last 5 years largely as a result of these concerted efforts to reach out to our community partners and the students at Norco College. We will continue these efforts because we recognize there are likely many students who may be eligible for services who have not yet connected with our office.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The DRC has expanded its outreach to local feeder high schools and districts.

- The office provides regular college information nights to these schools, parents and students.
- We hold workshops with high school students to help them complete the Norco College application (and the DRC application when their Norco College application has been processed)
- We hold bi-annual advisory committee meetings with local high school and college partners to strategize on how best to transition students from high school to Norco College.

What are your plans/goals (3-year) regarding this goal?

- Continue outreach to local high school feeders
- Expand participation of advisory committee
- Develop orientation program for DRC students
- increase DRC student enrollment to equal 7% of the college population. This would equate to 1022 students (based off a total student enrollment count of 14,624). It is estimated that we should be serving approximately 10% of the student population. This increase would help us ensure we are reaching and serving more students who need our assistance.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

According to the Chancellor's Office DataMart report, Norco College's DRC has grown from serving 481 students in 2015 to 730 students this past year. (please see attached DataMart report). This represents a 52% growth over the past 5 years, and this includes a year where overall enrollment across the state dipped due to the challenges from the pandemic. When the college reopens it is likely this number will continue to grow.

We have attached meeting minutes of the most recent DRC Advisory Committee meetings (please see attachment)

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review: Part 1

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The DRC is committed to supporting the Guided Pathways framework as we work with students utilizing our services.

Some examples of our efforts in this area include:

- The DRC offers Guidance 47 and 48 courses to first year DRC students in order to ensure they have a completed Student Educational Plan and receive an orientation to the college environment and the various available educational pathways.
- DRC students work with a DRC counselor to complete or review a Student Educational Plan that matches their educational and professional goals.
- The DRC provides targeted outreach to students who have GPA's of 2.5 or lower in order to address any academic related needs and reorient them on an educational path with appropriate services.
- DRC staff and faculty regularly participate in professional development opportunities as they relate to Guided Pathways in order to ensure we are up to date on best practices to serve students with disabilities in a Guided Pathways framework

What are your plans/goals (3-year) regarding this goal?

- increase frequency of Guidance 47 and 48 courses for students with disabilities to offer each course during the major term. We currently offer Guidance 48 in Fall and Guidance 47 in Spring.
- increase the percentage of students with comprehensive SEP's. Our current rate is 32%. Our goal is to increase this number to at least 50% in 3 years
- provide targeted outreach to students whose GPA is 2.5 or lower in order to get them back on the path

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Yes.

Please see Data Review Tab to view data on:

- DRC Success
- DRC Persistence
- DRC Transfer rates
- DRC Student Educational Plan Completion

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review: Part 1

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

Several equity gaps have been identified for students with disabilities. These include:

- transfer rates (both male and female DRC students)
- 4 year degree rate (for male DRC students)
- 4 year certificate rate (both male and female DRC students)

In order to address these gaps, we have:

- We have increased our counseling availability in order to increase the number of students with Student Educational Plans
- we have started providing Guidance 47 and 48 courses specifically designed for the needs of students with disabilities
- we offer transfer workshops for students
- targeted outreach to students with GPA's of 2.5 or lower

What are your plans/goals (3-year) regarding this goal?

- close all equity gaps for students with disabilities
- Increase our counseling availability in order to increase the number of students with Student Educational Plans
- Expand Guidance 47 and 48 course offerings for first year students with disabilities
- Offer transfer, study skills and disability management workshops for students
- continue targeted outreach to students with GPA's of 2.5 or lower

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

- Norco College Equity report
- Guidance 47 and 48 outcome reports
- SARS reports reflecting counseling availability and workshop schedule

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review: Part 1

EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The DRC at Norco College has partnered with the Department of Rehabilitation to provide students with resources from the Workability III program. This program provides eligible participants with employment preparation, training, and job opportunities. This partnership is intended to address the nationwide issue of underrepresentation of individuals with disabilities in the workplace. By connecting these students with services early in the academic career, we can assist in closing this gap and providing the students with employment opportunities.

In order to support this goal, we are currently:

- connecting students with Department of Rehabilitation liaisons who will help facilitate the enrollment in the program
- referring students to a DOR-Workability III support staff (counselor, disability specialist, and job placement technician) in order to align their DRC services with Workability III program supports
- tracking enrollment in the Workability III program and doing regular outreach to students to increase enrollment
- holding quarterly meetings with the Department of Rehabilitation to review the contract goals and identify strategies to meet targets
- provide (through Riverside City College) a Workability III-specific Guidance 47 course that focuses on career exploration and job readiness

What are your plans/goals (3-year) regarding this goal?

- increase enrollment in the Workability III program among Norco College DRC students
- increase internship and employment placements for Norco College DRC students

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

- Department of Rehabilitation Workability III enrollment reports
- Workability III Guidance course enrollment and outcomes

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review Part 2

2021 - 2024

Information/Publication Review

Please discuss any publications or published information that require regular updates for your area.

- college catalog
- college website
- any Norco College related publications made available to all students
- campus maps

Program Review Reflections

What would make program review meaningful and relevant for your unit?

It would be beneficial to have a program review platform that more closely aligns to student services programs. Specifically, the platform should provide us a space to discuss the work being done within the student services units. The current framework does not allow for these types of discussions or information unless you just find a space to put them. For example, I created a document listing our services and the frequency those services were utilized by students because there was not really a place to put that info in this platform. I also felt that much of the information from our office operations was listed in my resource request area. It seems a strange place to list the info because the program review should be making the case for your resource requests.

What questions do we need to ask to understand your area's plans, goals, needs?

- the old datamart had a space where you could talk about accomplishments, strengths, weaknesses, and a general overview of the work being done by your office. Including something like that for Student Services offices would be helpful because much of the work we do is not as quantifiable as the academic side of the house.
- How does your student services area define success? (eg grant outcomes, student participation, etc.)
- If you are a grant/categorically funded program, what resources do you need that cannot be purchased using your grant funds (which would necessitate requesting them through general/other funds as your only alternative to accessing that resource)?

What types of data do you need to support your area's plans, goals, needs?

- completion data
- persistence data
- transfer data
- degree/certificate completion (which I differentiate from course completion)
- equity data (particularly any identified gaps)

Program Review Part 2

If there are any supporting documents you would like to attach, please attach them here.

[DRC Students Served Data.xlsx](#)

[2014-17_STUDENT_SERVICES_DISABILITY_ResourceRequests.xlsx](#)

[Norco College DRC Age breakdown \(2019-20\).xls](#)

[Norco College DRC Enrollment Trend \(2015-2020\).xls](#)

[Norco College DRC Ethnicity breakdown \(2019-20\).xls](#)

[Norco College DRC Gender breakdown \(2019-20\).xls](#)

[Norco College DRC Service Summary.docx](#)

Resource Requests

2021 - 2024

What resources do we already have?

Our current staff includes 1 administrator, 1 counselor, 1 part-time counselor (8 hours per week), 1 senior interpreter, 1 alternate media coordinator, 1 disability specialist, 1 support services specialist aide.

What resources do you need?

Educational Advisor

Request related to EMP goal or Assessment?

EMP Goal 1

\$ Amount Requested

119,731

Resource Type

STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)

Equity, Guided Pathways, General Fund

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

1

2021 - 2024

What resources do we already have?

The DRC currently has 1 full-time counselor and inconsistent funding for adjunct counseling. This funding typically allows for 4-8 hours a week. This means we serve over 700 students with 1 full time counselor and an additional 4-8 hours of counseling services on top of those service hours.

What resources do you need?

.67 part time counselor

Request related to EMP goal or Assessment?

EMP Goal 2, EMP Goal 1

\$ Amount Requested

105,000

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)

Potential Funding Source(s)

Equity, General Fund, Guided Pathways

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

3

Resource Requests

2021 - 2024

What resources do we already have?

We currently utilize a dedicated room in the library as our testing space. It is insufficient to meet the growing testing needs of our office as the DRC enrollment grows each year.

What resources do you need?

We need a large enough testing space to accommodate the growing number of DRC students. If a space can be identified, it could serve as a multipurpose testing location for the entire college (eg. students without disabilities who need to take makeup exams could utilize it as well). Note: the associated costs would need to be determined by facilities.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3

\$ Amount Requested

250,000

Resource Type

BUDGET: Facilities Building, Remodel

Potential Funding Source(s)

General Fund,Guided Pathways,Equity

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

1

2021 - 2024

What resources do we already have?

We have a senior interpreter who is currently funded at 90%.

What resources do you need?

We need to increase the senior interpreter's time to 100% full time. This would ensure we have an individual to support our deaf and hard of hearing students at all business hours of operation at the DRC.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 1

\$ Amount Requested

27,000

Resource Type

STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)

General Fund,Guided Pathways,Equity

The evidence to support this request can be found in:

Program Review: Part 1

Resource Requests

This request for my area is Priority #:

4

2021 - 2024

What resources do we already have?

We have a full-time adaptive technology specialist who provides alternate media to students and trains them on various assistive technologies.

What resources do you need?

Due to the unique roles of this position and the inability of other staff in the office to absorb these roles, this position needs to be permanent reclassified to an alternate media coordinator. Though that is an HR process, our office will need the funding to absorb the increase in salary. The employee in this position is currently receiving a differential for these extra duties and we anticipate requesting a formal reclassification once the Classified employee classification and compensation is completed.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3

\$ Amount Requested

10,000

Resource Type

STAFF: Classified Professional, Confidential, Manager

Potential Funding Source(s)

Equity,General Fund,Guided Pathways

The evidence to support this request can be found in:

Program Review: Part 1

This request for my area is Priority #:

5

2021 - 2024

What resources do we already have?

Our office has various assistive technology tools and software programs.

What resources do you need?

In order to provide students with up to date technology and software that meets their disability-related needs, we need to regularly update our software and technology needs.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3

\$ Amount Requested

30,000

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

General Fund,Guided Pathways,Equity

Resource Requests

The evidence to support this request can be found in:

Program Review: Part 1,Assessment Review

This request for my area is Priority #:

6

2021 - 2024

What resources do we already have?

The office is equipped with desktop computers for staff and faculty counselors.

What resources do you need?

7 laptop computers (for each staff, faculty and administrator in the DRC office). The move to an online educational environment highlighted technology and equipment gaps in our office. One such gap was the lack of adequate computer resources for staff to work remotely. Though it is unclear if we will still be working in a virtual environment, there will still be many times when the staff and counselors need to be able to work remotely (either due to proctoring, or when our office is being used as a secondary testing space).

Request related to EMP goal or Assessment?

EMP Goal 11

\$ Amount Requested

15,000

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Equity,Guided Pathways,General Fund,Other/None

The evidence to support this request can be found in:

Assessment Review,Program Review: Part 1,Program Review: Part 2

This request for my area is Priority #:

7

2021 - 2024

What resources do we already have?

The DRC office does not currently have any laptops to check out to students.

What resources do you need?

a laptop card with 25 laptops to loan to students. Many DRC students report not having access to basic technology tools. This poses a secondary challenge when those students are approved for assistive software but do not have computers to install the software needed to use those programs. Having a laptop card would address these issues by 1) providing our students with the necessary technology to complete their coursework, AND 2) allowing our office to preload the laptops with necessary assistive software programs so they are ready for use by students immediately.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3,EMP Goal 12

\$ Amount Requested

40,000

Resource Requests

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Equity, General Fund, Guided Pathways

The evidence to support this request can be found in:

Program Review: Part 1, Program Review: Part 2

This request for my area is Priority #:

8

2021 - 2024

What resources do we already have?

The testing space currently has 2 computers for students who need to utilize them for exams.

What resources do you need?

We are requesting an additional 5 desktop computers for the testing space. Many faculty members have transitioned their exams to Canvas and we need the tools to be able to provide students with their testing adjustments upon our return to the college campus.

Request related to EMP goal or Assessment?

EMP Goal 2, EMP Goal 3

\$ Amount Requested

7,500

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Equity, General Fund, Guided Pathways

The evidence to support this request can be found in:

Program Review: Part 1, Program Review: Part 2

This request for my area is Priority #:

9

2021 - 2024

What resources do we already have?

We do not currently have an apple laptop for assistive training.

What resources do you need?

1 apple laptop in order to provide trainings for students who utilize apple computers. The software for Apple and PC operates differently. We do not have an apple laptop in our office. As a result, when students bring in their Apple computers, we often have challenges providing them with adequate training on assistive technology solutions. A laptop would allow our alternate media coordinator to provide effective training for these students.

Request related to EMP goal or Assessment?

EMP Goal 2, EMP Goal 3

Resource Requests

\$ Amount Requested

2,250

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Equity,General Fund,Guided Pathways

The evidence to support this request can be found in:

Program Review: Part 2

This request for my area is Priority #:

10

2021 - 2024

What resources do we already have?

Each year, we have limited funds (approximately 1500-2000) for Professional Development.

What resources do you need?

Requesting an additional 6500 that would allow us to send DRC personnel to a professional development conference in order to bring back information on best practices and share it with the college community.

Request related to EMP goal or Assessment?

EMP Goal 4,EMP Goal 2

\$ Amount Requested

6,500

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

Equity,General Fund,Guided Pathways

The evidence to support this request can be found in:

Assessment Review

This request for my area is Priority #:

11

2021 - 2024

What resources do we already have?

We do not currently have Surface Pros in our office.

What resources do you need?

6 surface pros. During our remote college environment, we used surface pros to proctor students remotely. However, those surface pros are the property of the chemistry and biology departments. When we return to campus we will not have access those devices. They were an absolutely necessary resource to proctor students remotely. When not being used for that purpose, we can use them in the office for assistive technology trainings.

Resource Requests

Request related to EMP goal or Assessment?

EMP Goal 12,EMP Goal 2

\$ Amount Requested

7,000

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Instructional Equipment Allocation,General Fund,Other/None

The evidence to support this request can be found in:

Program Review: Part 2,Assessment Review

This request for my area is Priority #:

12

2021 - 2024

What resources do we already have?

We do not currently have Apple iPads in the DRC office.

What resources do you need?

2 apple iPads to serve as: sign in devices for students, AND ongoing assessment stations for all student visits.

Request related to EMP goal or Assessment?

EMP Goal 11,EMP Goal 2

\$ Amount Requested

2,000

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Other/None,Equity,General Fund

The evidence to support this request can be found in:

Program Review: Part 2

This request for my area is Priority #:

13

2021 - 2024

What resources do we already have?

We do not have air purifiers in the closed or open office spaces within the DRC office.

What resources do you need?

5 air purifiers to ensure a safe and clean office environment when staff, faculty and students return to campus.

Request related to EMP goal or Assessment?

EMP Goal 11

Resource Requests

\$ Amount Requested

2,500

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Other/None

The evidence to support this request can be found in:

Assessment Review

This request for my area is Priority #:

14

2021 - 2024

What resources do we already have?

The office currently has an automatic door for students to enter.

What resources do you need?

We are currently requesting a pony door for the short, fast student transactions which make up most of the traffic in our office. This would free up limited office space for longer transactions and reduce the likelihood of any virus transmission as we continue to work through the challenges of the pandemic. Note: facilities would need to provide an actual estimate for this request.

Request related to EMP goal or Assessment?

EMP Goal 11

\$ Amount Requested

10,000

Resource Type

BUDGET: Facilities Building, Remodel

Potential Funding Source(s)

Other/None

The evidence to support this request can be found in:

Program Review: Part 2

This request for my area is Priority #:

15

2021 - 2024

What resources do we already have?

We do not currently have a mechanism for students to attend a course remotely if they have an extended illness, medical disability, or autoimmune deficiency that prevents them from being on campus.

What resources do you need?

3 V-Go virtual student robots. These devices would allow a student to attend an in-person class remotely. It would be used for extremely rare circumstances but the DRC already has a few students who would likely need a similar service if and when we return to majority in-person instruction.

Resource Requests

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 1,EMP Goal 3

\$ Amount Requested

75,000

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Instructional Equipment Allocation,Equity,Other/None,General Fund

The evidence to support this request can be found in:

Program Review: Part 2,Assessment Review

This request for my area is Priority #:

16

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes

Norco College DRC Service Summary (2019-20)

Deaf and Hard of Hearing Services

Interpreting		
	Hours	Cost
2019/2020	1,706.13	\$55,844.10
2018/2019	2,204.77	\$70,738.80

Captioning		
	Hours	Cost
2019/2020	2,586.38	\$116,386.88
2018/2019	2,278.25	\$102,521.25

The drop in interpreting cost and the corresponding rise in captioning cost from 2018-19 to 2019-20 can be attributed to students' course-taking patterns when Norco College courses all moved online. In this environment, captioning was a more widely used service while interpreting was reduced because of the built-in captions in many of the courses. This universal design approach mitigated the need for interpreting in many courses.

Assistive Technology/Alternate Media Production

Assistive Technology trainings provided: 205

Books converted: 336 books converted through the fiscal year. (Fall 2020, not in this data sample, still had 120 requests compared to the previous Fall of 174)

For the current year 2020-2021, we have seen a large decrease in smartpen trainings as most smartpen students are not being trained due to the fact that smartpen/equipment are not as widely utilized in an online environment. Students greatly benefit from the training when they have the device in front of them and are able to try it themselves rather than view the training remotely without the equipment. Before an equipment return in the Summer of 2020, we had a shortage of smartpens of under 20 available. We currently have 32 available after two more additional pickup/dropoff days during the pandemic. An order for 10 of a new model of smartpen was recently submitted so we can have our students test the new model and see if it will be a good fit of for our students as the older model is becoming extremely difficult to source for the college.

Exams and Proctoring

Exams Proctored

Scheduled: 968

Proctored: 882

207 unique students were proctored by DRC staff

*Note: Due to COVID-19 college closure on March 16, these numbers do not reflect the time frame from March 16 – June 12, 2020. During the on-campus college closure, all testing was facilitated by faculty online via Canvas.

Student Contact and Correspondence

General Office Visits

4185 General Office Visits (ranging from general questions, new student info, scheduling counseling appointments, scheduling tests, accommodation facilitation, priority registration clearance, registration assistance, high tech center use, EOPS Unit Verification, campus referrals, etc.)

Online Chats (LiveChat)

May 4, 2020: online chatting went live

80 total chats (May 4 – June 12)

97% average student satisfaction

Implementing Remind101 for Additional Outreach

Students began receiving important text reminders starting May 6, 2020 (Text reminders ranged from Online Priority Registration Steps, Drop-In Counseling, Registration Week Start, Requesting Accommodations via Letters to Instructors)

Approximately 400 students signed up to receive text reminds via Remind 101

Important Email Correspondence Sent Out During Transition to Online Learning

- Transition to Online Learning (Zoom Appointments, Requesting Accommodations, Canvas Tutorials)
- Laptops Available for 2020 Spring Term
- DRC Reminders via Text/Remind 101 Set-Up
- Implementation of DRC Online Application and ESARS Appointment Scheduling System
- Academic Standing Check-In Appointments Available
- Student Education Plan Appointments Available
- Withdrawing from Classes with an Excused Withdrawal (EW)
- Next Steps After Withdrawing from Classes
- Applying for CARES Act Funding Steps
- Reminder of New DRC Updates: Online Priority Registration Request Steps, Drop-In Counseling, LiveChat and Remind 101 Launch, New Phone Number,
- Online Remote Password Reset Requests (Email/WebAdvisor)

Counseling

- Counseling appointments held: 857 appointments attended, 214 hours of drop-ins offered
- Academic Adjustment Plans completed: 261
- Student Education Plans completed: 77
- Learning Disability Assessments: 2 in Fall 2019
 - Note: Due to the nature of learning disability assessments, the office was unable to offer online or virtual learning disability assessments. There are currently 3 students on the waitlist to receive an assessment when the college reopens. These assessments are free to students and are particularly critical for students who were never formally diagnosed with a disability but have had lifelong learning challenges. They are also an important service for students who cannot afford a private assessment in a clinical setting.

California Community Colleges Chancellor's Office
 Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2019-2020	Annual 2019-2020
	Student Count	Student Count (%)
Norco College Total	730	100.00 %
African-American	59	8.08 %
American Indian/Alaskan Native	2	0.27 %
Asian	23	3.15 %
Filipino	5	0.68 %
Hispanic	409	56.03 %
Pacific Islander	2	0.27 %
Two or More Races	21	2.88 %
Unknown/Non-Respondent	12	1.64 %
White Non-Hispanic	197	26.99 %

Report Run Date As Of : 4/30/2021 2:06:03 AM

California Community Colleges Chancellor's Office
Disabled Students Programs & Services (DSPS) Summary Report

		Annual 2019-2020	Annual 2019-2020
		Student Count	Student Count (%)
Norco College Total		730	100.00 %
	Female	395	54.11 %
	Male	328	44.93 %
	Unknown	7	0.96 %

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California Community Colleges Chancellor's Office
 Disabled Students Programs & Services (DSPS) Summary Report

		Annual 2019-2020	Annual 2019-2020
		Student Count	Student Count (%)
Norco College Total		730	100.00 %
1 - < 18		22	3.01 %
18 & 19		213	29.18 %
20 to 24		238	32.60 %
25 to 29		97	13.29 %
30 to 34		51	6.99 %
35 to 39		35	4.79 %
40 to 49		42	5.75 %
50 +		32	4.38 %

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Academic Year	Unduplicated Student Headcount Primary Disability	Unduplicated Student Headcount Secondary Disability	Unduplicated Student Headcount Total	Duplicated Student Headcount (Students Served)
2006-07	317	33	317	543
2007-08	329	47	329	602
2008-09	355	55	355	633
2009-10	440	55	440	819
2010-11	482	40	482	837
2011-12	559	38	559	989
2012-13	596	36	596	1040
2013-14	495	42	495	874
2014-15	452	46	452	779
2015-16	505	57	505	836
2016-17	482	67	482	859

Request Year/Cycle	Department	Request Type	Resource Request	Request Status	Resource Justification	Total Cost of Request	Requested By	Link(s) to EOP	Item Type	Path
2016-2017 Program Review	Disability Resource Center	Facilities	DRC Testing Space Expansion (unknown costs)	Requested	The DRC currently works with a 12 seat testing room to provide testing accommodations for eligible DRC students. During peak testing periods, the DRC staff is forced to utilize multiple conference rooms and classrooms across the campus, which are ill suited spaces to provide access to testing accommodations. As the number of students requesting to utilize their testing accommodations have increased, the DRC has experienced difficulty in locating available testing space on campus that is adequate. Additionally, in order to provide testing spaces in the current DRC test center the DRC staff must accompany individual students to a variety of locations on campus to provide individual tests. The DRC is requesting to utilize the current Assessment Center in the Learning Resource Center as a testing location, and the creation of private testing spaces in the current DRC test center. This would require the renovation of an additional workstation inside the Assessment Center so DRC staff can proctor tests and utilize the space for assistive technology testing. Secondly, the creation of single seat test spaces in the DRC would allow staff in the DRC to provide individual test proctoring. The addition of the assessment center space and creation of single seat testing rooms will alleviate the demands of staff to find and secure multiple places on campus and reduce inefficiency on the limited DRC staff members.	\$ -	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Facilities	Disability Resource Center Office Space (2) (unknown costs)	Requested	DRC is requesting a renovation of the current testing space to include two new offices, one for the DRC Director to be used and an additional space for DRC Adjunct Counseling.	\$ -	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Safety Needs	DRC Doors/Locks (costs unknown)	Requested	Requesting a fire door and deadbolt between CS309 and CS308 to give office staff an added barrier in an active shooter situation. Also requesting the ability to lock the front door in case of an emergency lock down. Currently, the front door can only be locked from the outside with a double set of keys which creates an extreme safety risk for students and staff.	\$ -	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Safety Needs	DRC Window Treatments (costs unknown)	Requested	Requesting window covers or treatment for the front office door and windows to provide both confidentiality and safety for students and staff.	\$ -	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Water Access in Office	Water Dispenser and Delivery Service (costs unknown)	Requested	Water available for staff and students, especially during testing so students will not need to leave testing room.	\$ -	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Professional Development Needs	CAPED Spring Drive In	Requested	The annual California Association for Postsecondary Education and Disability (CAPED) Convention brings together disability service professionals throughout the state to learn and share ideas and practices. Due to the changing nature of federal and state laws, as well as innovation in accommodations for students with disabilities, it is important for the DRC staff to participate in professional development opportunities such as CAPED. Spring Drive In is an opportunity for DSPS updates, and sharing of best practices (5 attendees for our current staff).	\$ 1,000.00	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Professional Development Needs	CSUN Assistive Technology Conference	Requested	CSUN is one of few Assistive Technology opportunities that provides great access and introduction to new technologies for individuals with disabilities and institutions alike. Over the course of three days, attendees participate in information sessions for new or current software, hardware, training, and much more. There is an exhibit hall on site where you get to interact with people, vendors, and technology throughout the day. The event is a great place for networking as disability offices from across the state and country attend. This allows for the sharing of ideas which provides insight to how other colleges are handling the production of alternate media, note taking accommodations, and other facets that affect our office.	\$ 1,500.00	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Staffing	CCCCO Veterans Summit	Requested	The California Community College Chancellor's office hosts a Veterans Summit which addresses the needs of veterans in higher education, and the opportunities and resources between campus resources, such as Disability services with Veterans services (2 staff)	\$ 2,000.00	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Professional Development Needs	AHEAD Convention	Requested	Association on Higher Education and Disability (AHEAD) brings together disability resource professionals to foster community, networking and continued education. The convention keeps us abreast of emerging issues related to disability and higher education, legislative and regulatory spheres. Data, research and evidence-based practices are shared promoting accessibility across the field of higher education (2 staff)	\$ 4,000.00	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Professional Development Needs	CAPED Annual Convention	Requested	The annual California Association for Postsecondary Education and Disability (CAPED) Convention brings together disability service professionals throughout the state to learn and share ideas and practices. Due to the changing nature of federal and state laws, as well as innovation in accommodations for students with disabilities, it is important for the DRC staff to participate in professional development opportunities such as CAPED. (5 attendees for our current staff, an additional 2 staff hoping to be hired)	\$ 11,900.00	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Staffing	Administrative Assistant 1	Requested	The DRC is in need of administrative support to assist with the organization and flow of the office. Currently, the Dean of Student Services Administrative Assistant completes all of the documentation, purchase requisition, budget transfer, and office support to the Disability Resource Center. The growing demands of both the Dean of Student Services office and the Disability Resource Center office create inefficiencies and delays in the supporting the work of the DRC. Additionally, the DRC is responsible for organizing an advisory committee, which requires the support of an Administrative Assistant in this area. As the DRC continues to grow, both in capacity and in staff with the addition of a Director, administrative support will be critical in order for the office to function effectively and efficiently given the complicated daily work required to run the DRC operation.	\$ 86,414.00	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Staffing	Senior Interpreter (F/T)	Requested	This position is currently part time at 20% per week (52%). Based on the unpredictable needs of our DRC students at Norco College, it behooves the College increase the time to a full-time senior interpreter. Addressing the coordination of interpreters and real-time captioning, review, train and evaluate hourly interpreters, and provide interpreting services to students in and out of class. Increase time base to 100%.	\$ 106,163.00	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Staffing	Disability Resource Center Counselor/Coordinator	Requested	The DRC has maintained one full-time DRC Counselor/ID Specialist since the launch of the program in 2010. However, due to the increase of student participation, outreach to local high schools, expansion into inmate education, and providing resource support for instructors) faculty, the DRC is in need of an additional full-time counselor/coordinator to effectively meet the academic counseling needs of DRC students at our local high schools, at the DRC facility, and on campus. As our campus grows to meet the needs of students on-site and off-site it is imperative and required by Ed Code that students' adjustment be provided in a timely manner. Without the addition of a full-time counselor, who can provide counseling on-site and assist with coordination for off-site accommodations, the DRC is unable to keep pace with the college's expansion efforts, in addition to the shortages already experienced in attempting to serve Norco campus students as required by law.	\$ 154,576.00	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests
2016-2017 Program Review	Disability Resource Center	Staffing	Disability Resource Center Director	Requested	The DRC continues to see increases in the number of students. It serves and complexity of issues resulting from these disabilities. For example, Norco College has a growing population of students on the Autism Spectrum Disorder (ASD) and those with psychological disorders. Meeting the accommodation needs of these students requires specialized training of staff, rising awareness among faculty and staff, and working more closely with parents and disability advocates. DSPS is a program also in the midst of a statewide Title 5 Regulation revision process that will bring significant changes to DSPS/EDC operations at all 113 community colleges. The Director will take a leadership role in supervising staff, coordination of services on and off campus, and most importantly, lead the efforts in Universal Design. With significant growth of the program, demands to meet the complex nature of our student population, and maintaining compliance to state and federal laws and policies, the DRC requires a full-time director dedicated to the department. The funding for the director position requires general funds.	\$ 167,265.00	Tenisha James@norccollege.edu	<p>Goal 1: Increase Student Achievement and Success - Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underserved students. Goal 2: Improve the Quality of Student Life - Objective 4: Increase the percentage of students who consider the college environment to be inclusive. Goal 2: Improve the Quality of Student Life - Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics. Goal 3: Increase Student Access - Objective 1: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 3: Increase percentage of continuing students who develop an educational plan. Goal 3: Increase Student Access - Objective 4: Increase the percentage of students who develop an educational plan. Goal 3: Increase Student Access - Objective 5: Increase the percentage of students who develop an educational plan.</p>	Item	sites/PA/StudentServices/Lists/Student Services Resource Requests