

STUDENT SERVICES PROGRAM REVIEW WORKSHEET

Student Services Area: _____ Disability Resource Center _____

Prepared by: _____ Gregory Ferrer, DR-1 (e-/y-D)-1 (i)3 (re)-7 (c)4icityD-10 (_R7 (c)4)-. TsETw [:

2. Philosophy Statement

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

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

3. Summary

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

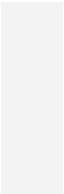
The DRC provides reasonable academic adjustments to students who self-identify as having a disability (i)-1 (d)-10 (e)-1 (s)-2 (i)-1

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

II. Assessing Outcomes

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

Objectives:



Educational
Plan (SEP).

education,
certificates and
degrees.

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

Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of objective to Norco College Mission*	Assessment Criteria (Specify Target Performance Level)	Assessment Measure (Measurement tool)	Completion (or anticipate completion)/ Findings**	Improvement Recommendations (next step)*
1.	DRC students will understand the connection between their						

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

***Please see appendix for description.**

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

II.2.B. 2018-2019 Assessment Plan Findings/Data Analysis

SLO/SAO #1:

Findings/Data Analysis

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

Improvement Recommendations

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

SLO/SAO #2:

Findings/Data Analysis

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

Improvement Recommendations

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

SLO/SAO #3:

Findings/Data Analysis

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

Improvement Recommendations

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

III. Needs Assessment

1. Staffing Level

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

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

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

2. Staffing Profile

Please indicate the number in terms of FTE. (In other words a full time staff person is a 1.0, and a half time person is a .5)

Position	Staffing Levels for Each of the Previous Five Years	Anticipated total
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3. Improvement Areas

Note: Identify specific issues that are affecting the efficiency or effectiveness of your area due to lack of staffing, equipment, or other resources.

DRC testing space continues to be a major concern. With the addition of a DRC Director and the reconfiguring of the DRC Offices to accommodate for this new hire and the relocating of faculty counselors, DRC lost its in-house testing space. As a result of these office changes, the DRC relocated its testing location to the Professional Development Center (Library 101). We worked with administration and the college to make that space the permanent DRC testing space. However, the space is still not large enough to meet the needs of our student population. We also use library rooms to help meet these needs, particularly for students who need to test in individual testing rooms.

Going forward, the college will need to identify more space for DRC testing. It is the most commonly used academic accommodation for students and the need for more space will continue to grow as our enrollment grows.

Another challenge with having testing off-site is that it requires full-time staff to relocate to that area in order to provide proctoring services for students. These proctoring services cannot be managed by student workers so they require a full-time staff member to fulfill the duty. However, this means that the office is frequently short-staffed because of the need for staff members to cover multiple locations across the college.

According to results of a survey sent to faculty at Norco College, faculty would appreciate additional training in providing accessible materials to their students. In particular, they requested information on the accessible features of the new Canvas online class platform and wanted information on Universal Design. Because of these responses, DRC will work to create workshops and trainings to faculty members on these requested topics. (t)-8 (d)1 (-9 (l)-8 ((y)-1 (m)-24EMC /P

4. Staff Needs

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

<p align="center">List Staff Positions Needed for Academic Year 2018-2019 Please be as specific as possible when offering a justification. Place titles on list in order (rank) of importance.</p>	<p align="center">Indicate N = New R=Replacement I = Increase time</p>	<p align="center">Annual TCP* TCP for employee</p>
<p>1. Full-time senior interpreter</p> <p><u>Justification:</u> Interpreting and captioning needs for deaf/hard of hearing students have increased substantially in the past few academic years. In order to appropriately accommodate the needs of these students, the DRC needs to have a senior interpreter available 100% of the time. We recently increased the availability of our senior interpreter from 60% to 90%. However, there will still be a gap in services for this student population until we increase the availability of this position to 100%.</p>	<p align="center">I (from 90% to 100%)</p>	<p align="center">\$82,907</p>

7.3.

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with area manager to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

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

List Equipment or Equipment Repair Needed for Academic Year 2018-2019 Please list/summarize the needs of your unit below. Please be as specific as possible. Place items on list in order (rank) of importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request

1. Ergonomic Chairs

Justification: There are a number of DRC students who require adaptive furniture in their classrooms. In most circumstances, the furniture provided by the college sufficiently meets the needs of students. Howeve

5.

Justification:

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* 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.

4. Usage / Justification										
5. Usage / Justification										

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

Unit Name: Disability Resource Center

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

**List Facility Needs for Academic Year 2018-2019
(Remodels, Renovations or added new facilities)**

Place

Unit Name: Disability Resource Center

8. Professional or Organizational Development Needs Not Covered by Current Budget*

**List Professional Development Needs for
Academic Year 2018-2019**

Reasons might include in response to assessment findings or the need to update skills. **Please be as specific as possible.** Some items may not have a cost per se, but reflect the need to spend current staff time

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cost-effective ways to provide professional development opportunities for staff without significantly impacting the staffing level in the office.

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4. Various potential webinars on disability-related topicsity

Unit Name: Disability Resource Center

9. SAFETY NEEDS not covered by current budget

List Safety Needs for Academic Year 2019-2020

6.

Justification:

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