NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW

Discipline/Unit/Department: Accounting

Program(s) or Certificate(s) Associated: Business Administration with a concentration in Accounting, Small Business Accounting Certificate, Small Business Payroll Certificate, Registered Individual & Small Business Income Tax Preparer

Contact Person: Prof. Patricia Worsham

Due: April 20, 2017

Please send an electronic copy as a Word document (avoid PDF)
programreview@norcocollege.edu

Form Last Revised: November 2016

Norco College

Web Resources: http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx

Comprehensive Instructional Program/Unit Review Update
Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.brown@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco:	**VP Business Services**	**951-372-7157**

Mission

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.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:
1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:
1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:
1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:
1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:
1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:
1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Comprehensive Instructional Program Review Update

Unit: Accounting
Contact Person: Prof. Worsham
Date: April 20, 2017

Trends and Relevant Data

1. Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	There have been no changes in the status of this unit, other than the addition of three new certificated pathways.	Exploring the possibility of adding the following courses: • Intermediate Accounting • Financial Statement Analysis • Auditing • Corporate Taxation
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT? If not, discuss if you are in process or have future plans to do so.	Three accounting certificates: • Registered Individual & Small Business Income Tax Preparer • Small Business Accounting • Small Business Payroll Accounting	With the addition of the above classes, an advanced accounting certificate may developed and offered.
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	No changes have been made to current our current certificate in terms of units required.	None anticipated.
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.	None.	None.

2. List your retention and success rates as well as your efficiency for the previous four years. Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.

Success and Retention: Accounting

Accounting Overall	2011-12		2012-13		2013-14		2014-15		2015-16	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	50.95%	71.46%	51.57%	73.51%	55.81%	74.08%	55.54%	75.96%	60.89%	78.44%

Accounting ONLINE	2011-12		2012-13		2013-14		2014-15		2015-16	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	41.38%	64.14%	40.49%	67.12%	47.14%	64.29%	46.28%	63.91%	51.23%	70.20%

Accounting HYBRID	2011-12		2012-13		2013-14		2014-15		2015-16	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	73.53%	89.71%	63.18%	83.39%	60.00%	80.00%	59.12%	83.24%	71.31%	86.06%

Accounting Face-to-Face	2011-12		2012-13		2013-14		2014-15		2015-16	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	49.72%	70.79%	54.71%	72.10%	61.73%	77.16%	63.74%	83.21%	66.39%	84.45%

Overall, the success and retention rates have been consistent over the past four years with about a 6% variation overall. The 2015-2016 accounting success rate was 60.89% and the accounting retention rate was 78.44%. The Norco College success and retention rates were 71.88% and 86.79% respectively. Accounting is a rigorous course that requires tenacity and persistence and as such nationwide statistics indicate success for ACC 1A students tends to be less than 50%. The accounting success rate falls about 10 points below the college average but exceeds the nationwide

success rate.

Norco College Efficiency rates from 2011 - 2016

Overall College Efficiency

Term	Efficiency
Summer 2011	634.611
Fall 2011	628.986
Winter 2012	590.777
Spring 2012	632.099
Summer 2012	621.577
Fall 2012	655.979
Winter 2013	576.499
Spring 2013	629.599
Summer 2013	565.463
Fall 2013	632.095
Winter 2014	563.129
Spring 2014	596.678
Summer 2014	528.844
Fall 2014	605.352
Winter 2015	525.446
Spring 2015	565.568
Summer 2015	485.840
Fall 2015	584.332
Winter 2016	503.313
Spring 2016	524.514
Total	606.932

Accounting Efficiency

Term	Efficiency
Summer 2011	0.000
Fall 2011	568.077
Winter 2012	480.000
Spring 2012	542.864
Summer 2012	0.000
Fall 2012	526.462
Winter 2013	0.000
Spring 2013	501.173
Summer 2013	345.000
Fall 2013	536.783
Winter 2014	510.000
Spring 2014	534.867
Summer 2014	600.000
Fall 2014	517.770
Winter 2015	322.906
Spring 2015	422.763
Summer 2015	390.000
Fall 2015	508.372
Winter 2016	480.000
Spring 2016	396.273
Total	512.300

Efficiency is defined as weekly student hours divided by full time equivalent faculty. Accounting efficiency as compared to the overall college efficiency was 94 points less. Small course enrollment and high drop rates in online courses contribute to a lower efficiency. Classes in both of these areas are not transferrable for IGETC or CSU GE transfer credit, leading to less efficiency. Data for further analysis by mode of instruction does not appear to be available for analysis.

District-Wide Comparison	**Fall 2015**	**AY 2015-16**

	Retention %	Success %	FTES	State Approved Awards	Percent of Awards per College	State Approved Awards per FTES
Moreno Valley	76%	66%	16.77	11	16.9%	.65
Norco College	77%	54%	14.34	29	44.6%	2.02
Riverside City	75%	55%	17.56	25	38.4%	1.42

As noted in the chart above, in comparison to Riverside City College and Moreno Valley College, the accounting classes are higher in retention rates. Success rates at Norco are lower than both schools and that could be due to the rigorous curriculum at Norco College. There is no standardization between the three colleges in the district and articulation requirements with CSU Fullerton have driven how and what is taught in ACC 1A and 1B courses at Norco College. An observation notes that Norco generates 44% of the District Accounting certificates and AA degrees with substantially less FTES than our counterparts at Riverside and Moreno Valley. Norco College Accounting areas are more efficient in terms of awards per FTES than the other two colleges in the District. Given that logically speaking retention and success should lead to awards (graduates), the above statistics would seem to be strong indicator relative to the success of the Norco College Accounting program.

Statistics for academic year 2015/2016 were also assembled revealing the number of Chancellor Approved Awards (graduates) per course section at Norco College. These statistics were broken down to provide individual results from the College overall, CTE overall, and Accounting (T.O.P Cost 0502) specifically. The table below provides the statistical results:

3. Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.

California Community Colleges Chancellor's Office

Program Awards Summary Report

	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015	Annual 2015-2016
Moreno Valley Total	6	9	9	9	15	11
Associate of Science (A.S.) degree	3	2	5	6	5	6
Certificate requiring 30 to < 60 semester units	3	7	4	3	2	4
Certificate requiring 6 to < 18 semester units					8	1
Norco College Total	10	11	19	30	49	29
Associate of Science (A.S.) degree	5	5	10	14	15	6
Certificate requiring 30 to < 60 semester units	5	6	9	16	17	8
Certificate requiring 6 to < 18 semester units					17	15
Riverside Total	39	36	22	30	43	25
Associate of Science (A.S.) degree	21	16	12	15	12	9
Certificate requiring 30 to < 60 semester units	18	20	10	15	17	9
Certificate requiring 6 to < 18 semester units					14	7

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Again, given that Norco College is graduating many accounting degrees, the above statistics would seem to be strong indicator relative to the success of the Norco College Accounting program.

4. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
Increase retention in online classes.	Bring faculty together who teach online courses in a particular area to discuss ways to increase retention and student success in online courses.	Faculty have convened at least twice to discuss online success rates and other issues for ACC 1A which is the largest gateway course that we have in the Accounting area.	Goal 1
Completion rates of degrees and certificates at or above the college benchmark standard.	Determine the college benchmark and consider an analysis of results during the next review.	Norco College awards more certificates per FTES than either Riverside or Moreno Valley Colleges.	Goal 1, Objective 5
Success rates at or above the college benchmark standard.	Determine the college benchmark and consider an analysis of results during the next review.	The success rate of ACC courses is lower than the other two colleges but likely due to the rigorous curriculum of our courses.	Goal 1, Objective 6
Retention rates at or above the college benchmark standard.	Determine the college benchmark and consider an analysis of results during the next review.	The retention rate is above the college wide retention rates.	Goal 1, Objective 6
Success rates of online courses at or above college success rates.	Monitor success rates of online courses using SLO assessments to determine activities or interventions.	Need to compare our data to that of the other two colleges online courses to compare student success.	Goal 1, Objective 9
Ensure that 25% of the course offerings at Norco are CTE courses and that we maintain 13-14 sections of Accounting course	Monitor course offerings on a semester by semester basis to ensure that target percentages are met	Courses offered are within this benchmark range.	Goal, Objective 3

offerings per Fall and Spring semesters.			
Expand pathways with the local high schools via ACC 55 and ACC 65	Monitor articulation pathways	Goal achieved	Goal 1, Objective 3

5. Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A

We have received some designated line item funds as requested from our Annual Program Review. We now have money to attend an annual and mandatory CTEC (tax) conference as well as a designated color printer and supplies to support the printing of certificates for our income tax student completers. As a result of this funding we are able to stay in compliance with this state certifying program and maintain the viability of this program at Norco College. Norco College is the only college in the district to offer this California Tax Preparer program. /

6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the <u>Educational Master Plan/Strategic Plan</u>? **Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
As a result of meeting with industry advisory leaders, work to develop small business accounting curriculum that could be offered to small business and entrepreneurship start-ups. These would be not-for-credit courses and would be offered as one-day courses through Community Education	1. Develop some "book camp" curriculum with industry partners to ensure that we are building 1-3 hour courses that meet the needs of the our local community.	June 2018-2019	**Goal 4: Create Effective Community Partnerships** 2. Increase the number of industry partners who participate in industry advisory council activities. 4. Increase institutional awareness of partnership, internships, and job opportunities established with business and industry. 6. Increase community partnerships 7. Increase institutional awareness of community partnerships. This goal relates to Goal 4- by reaching out to our local Chambers of Commerce and identifying needs of small business owners in our community to help design and deliver courses that will help group their companies.
Review certificates, revise or delete as deemed necessary.	1. Review and revise certificates based on industry needs and number of completers. 2. Delete or view as necessary for certificates that are not current with industry.	June 2019	**Goal 1: Increase Student Achievement and Success:** Objectives: 4. Improve persistence rate by 5% over 5 years (fall-spring; fall-fall). 5. Increase completing rate of degrees and certificates over 6 years. 7. Increase percentage of students who complete 15 units, 30 units, 60 units. 10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

			This goal relates to Goal 1- increase student achievement and success. By marketing the accounting certificate this will assist with an increase in students and certificates in these areas and thus increase the same overall college numbers.

Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the Norco College Catalog and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
ACC 1A	3/17/17	P. Worsham	Level 2	Minor
ACC 1B	3/17/17	P. Worsham	Level 2	Minor
ACC 55	12/10/15	C. Honore		Minor
ACC 61	10/31/15	P. Worsham		Minor
ACC 62	10/6/16	P. Worsham	Level 2	Minor
ACC 63	12/10/15	C. Honore		Major
ACC 65	10/6/16	P. Worsham	Level 2	Minor
ACC 66	10/31/15	P. Worsham		Minor
ACC 67	6/18/13	P. Worsham		Active/New

Norco College Comprehensive Instructional Program Review Update

Unit: Accounting
Contact Person: Prof. Worsham
Date: April 20, 2017

Current Human Resource Status

7. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Full-time Business Faculty assigned full-time to accounting	1	8

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)

Unit Name: Accounting

Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

8. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)[1]

List Staff Positions Needed **Please justify and explain each faculty request as they pertain to the goals listed in item #6.** Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	**Indicate (N) = New or (R) = Replacement**	**Number of years request has been made**	**Annual TCP***	**EMP Goals**	**Short Term Goal (S)** **Long Term Goal (L)**
1.Accounting Associate Professor Justification	**N**	**1**	**139,450**	**Goal 1: Increase student achievement and success**	We currently do not have a full time accounting professor. We have a business professor who acts in that capacity, but we need a full time accounting professor as hiring part time accounting faculty (quality) is harder and harder to find.
2. Justification					
3. Justification					

* 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 your college Business Officer 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. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the Business and Facilities Planning Council. Requests for faculty will be sent to the Academic Planning Council.

Unit Name: _____

1 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

9. Equipment & Technology Not Covered by Current Budget[2]

List Equipment, Technology, Software or Equipment Repair Needed for Academic Year_____ **Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.** Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department's goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education.	***Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes**	**How many students/Staff/ departments will directly benefit from this equipment/ technology?**		Use this link for Annual TCO*****			
			Number of years requested	**Cost per item**	**Number Requested**	**Total Cost of Request**	**EMP GOALS**
1. NONE Justification:							
2. Justification:							
3. Justification:							
4. Justification:							
5. Justification:							

*** Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).**
**** These requests are sent to the Business and Facilities Planning Council.**

Unit Name: _____

2 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

10.Professional or Organizational Development Needs Not Covered by Current Budget*[3]

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. 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. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	**Annual TCO***			
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**
1. NONE Justification				
2. Justification				
3. Justification				
4. Justification				
5. Justification				
6. Justification				

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the Professional Development Committee for review.

3 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Unit Name: _____

11. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college[4]

List Student Support Services Needs Please list/summarize the needs of your unit on your college 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.	**EMP GOALS**	**Distance Education**
1. NONE Justification		
2. Justification		
3. Justification		
4. Justification		
5. Justification		
6. Justification		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

** These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

4 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Unit Name: _____

12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]

**** For immediate hazards, contact your supervisor ****

List Other Needs that do not fit elsewhere. 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. Please state if the request impacts Distance Education.	**Annual TCO***			
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**
1. NONE Justification				
2. Justification				
3. Justification				
4. Justification				
5. Justification				
6. Justification				

These requests are sent to the Business and Facilities Planning Council, but are not ranked. They are further reviewed as funding becomes available.

5 If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the "reason" section of this form.

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior **or** next four years completed, not both		Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. (If Applicable) Specific program/certificate data are included and discussed	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

5. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. Long term goals aligned to mission and EMP	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
7. Course Outline of Record section is completed	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
8. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
Column scores **(If no programs of study are applicable, do not average in points from item #3)**				

Additional comments:

II. Comprehensive Program Review Assessment Update

Purpose –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu or talk to your NAC representative.

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	**Individual (I) Collaborative (C)**	**Primary Modes of Assessment** (Embedded tests, rubrics, projects, etc.)	**Pedagogical Reasoning** – why does your discipline use these methods for assessment
ACC 1A	C	Project and writing assignment	Project was designed and intended to determine a greater level of achievement than possible with prior pre-test/post-test method. Writing assignment is intended to determine students critical evaluative capabilities not otherwise identified on an embedded test.
ACC 1B	C	Project and writing assignment	Project was designed and intended to determine a greater level of achievement than possible with prior pre-test/post-test method. Writing assignment is intended to determine students critical evaluative capabilities not otherwise identified on an embedded test.
ACC 55	I	Project	Project was designed and intended to determine a greater level of achievement than possible with prior pre-

			test/post-test method.
ACC 62	I	Embedded tests	Test questions allow for focus in are of interest.
ACC 65	I	Embedded tests	Test questions allow for focus in are of interest.
ACC 66	I	Project	Project was designed and intended to determine a greater level of achievement than possible with prior pre-test/post-test method.
ACC 67	I	Project and writing assignment	Project was designed and intended to determine a greater level of achievement than possible with prior pre-test/post-test method. Writing assignment is intended to determine students critical evaluative capabilities not otherwise identified on an embedded test.

b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	**Changes made** (Updated test questions, new rubrics, revised assignments, etc.)	**Identify if any changes had an impact (positive, negative, or neutral) on student success** (provide reasoning)	**Permanent modifications made to course in response to assessment** **Yes or No**
ACC 1A	Faculty agreed to move from pre-test/post tests to embedded tests to now using a project and an essay question.	Not sure I can draw a correlation between SLO assessment modification and success. Success rates have improved but that could be due to several things eg. improved technology online, and improved teaching in the classroom.	Y
ACC 1B	Faculty agreed to move from pre-test/post tests to embedded tests to now using a project and an essay	Not sure I can draw a correlation between SLO assessment modification and success. Success rates have improved but that could be due to several things eg. improved technology	Y

	question.	online, and improved teaching in the classroom.	
ACC 67	Faculty agreed to move from pre-test/post tests to embedded tests to now using a project and an essay question.	Not sure I can draw a correlation between SLO assessment modification and success. Success rates have improved but that could be due to several things eg. improved technology online, and improved teaching in the classroom.	Y

c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
Accounting and Most Programs and Courses within the Business Discipline	Some of the challenges for this discipline seem to be driven by factors impacting the entire College and perhaps beyond. As a primary example, we must cite statistics indicating some student success challenges for specific groups such as African American males. Discipline faculty will continue to remain supportive of college-wide efforts to provide resolution to these issues, but do feel there are external factors impacting this situation that may not be entirely controllable by the individual academic discipline.

d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student's ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

There are two things that have been looked into as having a difference in student's ability to engage in the learning process. (1) An analysis of hybrid/online classes versus face to face classes was conducted. Online classes have consistently shown a significantly lower success rate in ACC 1A and as a result we have worked to improve the delivery and pedogogy of these sections. Success rates have improved slightly. It is anticipated that numbers will continue to improve as faculty work towards implementing the Online Education Initiative (OEI) course development rubric in the online accounting courses.(2)Significant improvement was found in the success rates of hybrid students which means the "flipped classroom" and improved online technology and faculty developed video resources has been successful.

e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.
Training resources and funding to pay associate faculty members to work closer with FT Faculty to better assess and make changes are needed. The accounting discipline has 1 allocated Full Time Faculty and 8 part-time teaching 6 different courses. This volume of classes combined with the lack of resources for Part-Time Faculty makes assessing and making meaningful changes a big task for a few faculty.

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

Program Name/ Course Number	**Total number of initial assessments conducted**	**Total Number of changes made to courses as a result of assessment**	**Total number of loop-closing assessments conducted**	**Total of all assessment activity for each course/program** (all columns combined)
Business Administration/Accounting Concentration	*1*	*2*	*0*	*3*
ACC 1A	*4*	*2*	*1*	*7*
ACC 1B	3	2	1	6
ACC 55	1	0	0	1
ACC 62	2	0	1	3
ACC 65	2	0	0	2
ACC 66	1	0	0	1
ACC 67	2	1	0	3
ACC 63	3	0	0	3
ACC 38	2	0	0	2

Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course Suggestions for possible formats:
- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

SLO Rotational Schedule

Course	Term 2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
ACC 1A, Principles of Accounting I	FALL				FALL 16				FALL
ACC 1B, Principles of Accounting II		SPRING		FALL 15		SPRING			
ACC 55, Applied Accounting/Bookkeeping				SPRING 16			SPRING		
ACC 61, Cost Accounting					WIN17				
ACC 62, Payroll Accounting			SPRING			SPRING			SPRING
~~ACC 63, Income Tax Accounting~~ COURSE EXCLUSION		FALL							
ACC 65, Computerized Accounting				SPRING			SPRING		
ACC 66, Non-Profit and Governmental Accounting				WIN16			WIN19		
ACC 67, U.S. and California Income Tax Preparation			SPRING			SPRING			SPRING

Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: _____ **Average score _____**

	0	1	2	3	Comments
Section 1 • **Modes of assessment & reasoning____** • **Changes Made to courses ____** • **Success indicators ____** • **Teaching approaches ____** • **Resources ____**	No attempt made to provide responses to any of the questions (1-4) 0	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase ***understanding*** of student success and learning in the classroom 1	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase ***understanding*** of student success and learning in the classroom 2	Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase ***understanding*** of student success and learning in the classroom, and teacher development 3	
Section 2 • **# of initial, changes made, loop-closing activities for course and program**	Chart is blank 0	Does not include all courses or programs 1		All courses and programs in the discipline are listed on the chart, each box has a number (or a zero to indicate "nothing" or no assessment conducted) 3	
Section 3 **Plan for assessment in the coming 4 years** • **Programs** • **Courses** • **SLOs**	No Plan provided 0	Does not include all Programs ____ Courses ____ SLOs ____ 1		All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan 3	
Column Totals					