NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit:_____AMY_____

(If applicable) **Program or Certificate _Math and Science_____**

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: __Charles Sternburg, Ph.D._____
Due: April 20, 2016

Please send an electronic copy in a word document to:
programreview@norcocollege.edu

Form Last Revised: March 2016

Norco College

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

Annual Instructional Program Review Update
Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20th in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.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. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@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.

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 Annual Instructional Program Review Update

<div align="right">

Unit: _____AMY_____

Contact Person: ___Charles Sternburg_____

Date: _____04-20-2016_____

</div>

Trends and Relevant Data

1. How does your unit support the mission of the College?

This unit serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration; and by encouraging an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer to more advanced studies.

2. Have there been any changes in the status of your unit? (if not, please indicate with an "N/A")

    a. Has your unit shifted departments?

This is pending. At Norco College, Anatomy and Physiology, along with all other Life Sciences and Physical Sciences, is part of the Math/Science/PE Department, but It has been decided within this department to separate into two separate departments. At some point, a split will occur with the formation of a new "Science" Department.

    b. Have any new certificates or complete programs been created by your unit?

We now have an approved transfer degree for Biology, but within the sub-discipline of Anatomy and Physiology, things remain as they have been.

    c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

Yes. The addition of a Bio 1 prerequisite for AMY 2A has had an impact on the enrollment for AMY 2A. Currently, the discipline is working to expand the possible prerequisites to include Bio 11 and AMY 10

In addition, programs at Moreno Valley College (Dental Hygiene, EMT and PA programs) and Riverside City College (Nursing) continue to place demand at Norco College for additional sections of Anatomy/Physiology and Microbiology as does the ongoing increase in enrollment at Norco

College. As of this writing, plans to offer two more AMY 2A/2B sections for fall 2016 are in the works.

3. List and discuss your retention and success rates as well as your efficiency.   Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.

What are the changes or significant trends in the data, including differences among gender, age and ethnicity?   To what do you attribute these changes?

For AMY, there are no distance education classes and all labs are face-to-face 1:1 time equivalent with lectures. This is the first year that we have had separate for the three Anatomy/Physiology courses; AMY 10, AMY 2A and AMY 2B. Previous years combined data for all AMY course even though AMY 10 is a non-laboratory survey course targeted for students wishing to enter the LVN (Licensed Vocational Nurse) program and AMY 2A and AMY 2B are intensive laboratory oriented courses targeting a different set of students who are working toward entry into RN (Registered Nurse) programs. This gives us a much better picture by which we can assess success rates and retention rates for Anatomy.

Another piece of useful data that is still lacking, and one that would help us make better interpretations from the data, is the number of individuals that constitute each group in the breakdowns. For an extreme example: In 2011, for American Indian or Alaskan Natives Success rate was 39% and retention rate was 65%. For 2012, the data was roughly the same, 36% and 62% respectively. In 2013, for this ethnic group, success and retention rates reached 100% then fell to 0% in 2014 and 2015. So how do we interpret this? There are two possibilities:
1. In 2014, all American Indian and Alaskan Natives failed to complete AMY 10.
2. In 2014, no American Indian or Alaskan Natives took the course.
As one can see, without data for the number of individuals in each group, erroneous interpretations are possible.

For this report, I tried to eliminate some of the obvious inefficiencies in the data and focused where perhaps some more meaningful interpretations could be made. The data reproduced below is still vague in a scientific sense and care must be made in the interpretations.

Also, there is no compilation of data for *all groups* combined from which we can view the average success and retention rates as a whole to see how much each group either deviates from or converges with the average. As an example here, if we take the average success rate for all ethnicities combined for AMY 10, average success rate for 2015 is 68%. We could interpret this as meaning success rates for white students are 9% higher than average, success rates for Hispanics are statistically average, success rates for Asian students are 4% higher than the average and success rates for black and African American students are 12% lower than average. But if we compare the same data from 2011, average success rate for 2011 is only 39%. 2011 data shows success rates for white students were 15% higher than average at 54%, success rates for Hispanics were 10% below average, success rates for Asian students were 9% higher than the average and success rates for black and African American students are 13% lower than average. A general trend appears in which white and Asian students have success rates above average and Hispanic and black students in these courses perform below average. At least, this is what this data suggests. So, how does one combine the two interpretations that can be made here to give us some workable result. The data shows that in 2011 black students had a success rate 13% below average at 26% and in 2015 their success rate in AMY 10 **doubled** to 56% and yet, their success rate is still 12% below average. How do black and African American students double their success rate in AMY 10 and still stay the same percentage below average? The problem in the data is illustrated by my first example concerning

American Indian and Alaskan Natives (Native American?). Without data for number of individuals in these groups, whether it be ethnicity, age, or gender, no meaningful interpretations can be made. If they were all large groups, statistical data would be more meaningful but if the group is significantly small compared to the larger groups of Hispanic and white students; as it is with black, Asian and Native American students we can't use this data to make any meaningful interpretation. It is definitely NOT my experience (in teaching all three of these courses on a regular basis) that there is such a significant difference in success rates among ethnicities or age groups. If you have 30 students of the same ethnicity in a class and one of them fails to succeed, then that ethnicity shows a 96.6% success rate. But, if you have only two students of the same ethnicity in a class and one of them fails to succeed in the course, then that is a 50% success rate. And, if you have only one student of a particular ethnicity in a class and that student fails to succeed in the course, then that is recorded as a 0% success rate.

That said, this is what I **can** see from this data for all three courses. The data shows an upward trend in success and retention for all ethnicities except for Native Americans and Pacific Islanders and for all age groups except for the 35-39 age group and the 50+ group. This upward trend reaches the highest numbers in 2014 and 2015 as can be seen by the graphs supplied by the college for this purpose. The increase in success and retention rates is dramatic over the last two years. There is, however, nothing in the numbers supplied that would give us a clue as to why this upward trend is visible. We have increased our offerings for all three of the Anatomy courses in the last few years and we now have two full time instructors and three or four very competent part time instructors teaching these sections. Anatomy and Physiology here at Norco College does not represent a coordinated effort among the faculty who teach the course. All instructors rigorously follow the course outline of record, but beyond that, they all have enough expertise in the subject that they are free to run their classes as individuals. If they weren't they would not have been hired in the first place. Our quality part time instructors are rewarded in that they continue teaching assignments from semester to semester. Many of them in the past have been lost to us by full time appointments at other institutions. In science, we are meticulous about our hiring policies for part time instructors and we only have very competent qualified instructors teaching these courses. Success and retention rates in these courses are significantly higher than the success rates for the entire college; which are also not included in the data but as I recall from the faculty meetings, was less than 10% overall.   So, we submit this data with a sense of pride of accomplishment for our AMY faculty

New Success and Retention Data for 2015

1. AMY 10

By Ethnicity, we see the following Success and retention rates for AM 10, 2015

	Success	Retention
White	77%	88%
Hispanic	68%	89%
Asian	72%	80%
Black or African American	56%	62%

By Age, we see the following Success and retention rates for AM 10, 2015

	Success	Retention
20-24	64%	81%
25-29	70%	80%

	Success	Retention
30-34	73%	85%
35-39	0%	0%
40-49	85%	85%
50+	80%	80%

By Gender, we see the following Success and retention rates for AM 10, 2015

	Success	Retention
Female	64%	79%
Male	79%	95%

Note, as one compares AMY 10 success and retention rates with AMY 2A and 2B which are the two most rigorous courses and therefore the most demanding for the students who participate in them, success and retention rates are higher for the more rigorous courses.

2. AMY 2A

By Ethnicity, we see the following Success and retention rates for AM 10, 2015

	Success	Retention
White	78%	84%
Hispanic	74%	85%
Asian	78%	91%
Black or African American	60%	73%

By Age, we see the following Success and retention rates for AM 10, 2015

	Success	Retention
20-24	73%	84%
25-29	69%	79%
30-34	81%	95%
35-39	83%	100%
40-49	83%	100%

	Success	Retention
50+	100%	100%

By Gender, we see the following Success and retention rates for AM 10, 2015

	Success	Retention
Female	71%	91%
Male	85%	94%

3. AMY 2B

By Ethnicity, we see the following Success and retention rates for AM 10, 2015

	Success	Retention
White	83%	89%
Hispanic	88%	90%
Asian	71%	71%
Black or African American	88%	88%

By Age, we see the following Success and retention rates for AM 10, 2015

	Success	Retention
20-24	83%	86%
25-29	78%	81%
30-34	88%	94%
35-39	89%	89%
40-49	100%	100%
50+	100%	100%

By Gender, we see the following Success and retention rates for AM 10, 2015

	Success	Retention
Female	84%	86%
Male	84%	86%

4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?

We have purchased, but not received the anatomical models ordered for both ST211 and ST207. SAee the table below for items that are pending and new items requested for this Program Review (2015)

5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Strategic Plan/Educational Master Plan?

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
Upgrade of ST 211 lab: Removal of non-functional fume hood and replace with a table-high storage/display cabinet.	This project was finally begun in May, 2016. Work has just begun and the final outcome is pending.	The goal is to improve the space in ST211 by removing a significant visual obstacle to the whiteboard and projection screen and replacing it with a specimen display case. (in progress)	
Upgrade of ST 211 lab: Addition of two additional in-ceiling light fixtures over two lab tables closest to the doors.	This project will begin in late May, 2016. Work has not yet begun and the final outcome is pending.	Done as of May16, 2016	
Upgrade of ST 211 lab: Replacement of the 24 desks on the floor with a more stationary and wheel-less variety.	This project was not accomplished. We were given the go-ahead for the purchase, but we were not able to get a P.O. from the requisition before the final fiscal deadline.	Existing desks appeared as an unsolicited "upgrade" during the secondary effects rebuild of the biology labs. They are on wheels, which is not at all necessary, and they are a safety hazard.	

Safety issue concerning autoclave in ST 202 Prep Storage room	First measurements for this project were not taken until last week, May 4[th,] 2016. The final outcome is pending.	As of this date, measurements have been taken for the blast wall, but action is pending.	
ST207 Addition of wireless printer for Campo lab	This item was requested for ST 207 last year in program review, but no action has been taken to date. The purchase has not yet been approved.	Improvement of instruction. We have a computer and internet access in the lab, but we still need a printer.	
ST 207 Six additional laptop computers to replace missing laptops.	These items were requested for ST 207 last year in program review, but no action has been taken to date.		
ST 207 addition of display model of intestinal villi for instructional purposes			

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."

Norco College Annual Instructional Program Review Update

Unit: _____AMY_____
Contact Person: ____Charles Sternburg_____
Date: _____04-20-2016_____

Current Human Resource Status

6. **Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. 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 or staff (give number)	Part-time faculty or staff (give number)
AMY 2A/AMY 2B	2 full-time faculty	1 part-time faculty
AMY 10	2 full-time faculty	1 part-time faculty

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
AMY 2A/AMY 2B	3 full time staff that partially service AMY 2A/2B	0 part-time

7. Staff Needs

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

List Staff Positions Needed for Academic Year_____ **Please justify and explain each faculty request as they pertain to the goals listed in item #3.** 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 requested	Annual TCP*
1. **1.** We currently have four full-time laboratory staff people that prep all of the lab science classes. At this point, this is adequate for the classes that we offer. The ADT degree for the biology major has been approved, so the need may change with increased course offerings, but at present we are adequately staffed. Justification: Staffing needs are met.			

* 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

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[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.

Unit Name: _____AMY_____

8.   Equipment (including technology) <u>Not</u> Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year__2016-2017_____ **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. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Number of years requested	**Cost per item**	**Number Requested**	**Total Cost of Request**	**EMP GOALS**
1. Upgrade of ST 211 lab: Replacement of the 24 desks on the floor with a more stationary and wheel-less variety. <u>Reason:</u> <u>Justification:</u>	**Instructional**	**2**		**24**		
2. Upgrade of ST 211 lab: a. Replacement of 46 lab stools. <u>Justification:</u>	**instructional**	**2**		**46**		
3. Addition of wireless printer for ST 207 lab <u>Reason:</u> <u>Justification:</u>	**instructional**	**2**		**1**		
4. Six additional laptop computers to replace missing laptops in ST 207. <u>Justification:</u>	**instructional**	**2**		**6**		
5. addition of display model of intestinal villi for instructional purposes for ST 207 <u>Justification:</u>	**instructional**	**2**				

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[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.

Item	Type	Qty	Unit Price		Total	
6. Upgrade microscopes for ST211. Justification: existing scopes are old and outdated. We want to replace them with 32 Olympus CX-23 microscopes	**instructional**	1	$1370.00	32	$47,234.53	
7. iclicker technology for ST207 Justification: requested by instructor.	**instructional**	1				
8. Modify Instructor lab table (podium) for ST211 Justification: We need to modify or replace the instructor podium (lab table) in ST211 to accommodate computer that had to be moved for the display cabinet. This platform needs a significant upgrade to bring it into compliance with the one in ST207 on which there is wiring and mounting for the instructional computer.	**instructional**	1	**unknown**			
9. Anatomage Table: Virtual Human Cadaver table. Clinically appropriate collegiate level cadaver dissection imaging table. Justification: For A&P 2A and 2B, time constraints make dissecting human cadavers impractical so laboratory dissections are done on cats instead. The Anatomage image table would be a Asset that would help us get around this issue.	**instructional**	1	$70,000.00			

* 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: _____ AMY_____

6. Professional or Organizational Development Needs Not Covered by Current Budget*³

From 2014 program review, "For the four faculty at Norco College that teach Anatomy and Physiology either AMY 10 or the AMY 2A-2B sequence (two are full time and two are part time), ongoing professional development is part of our professional nature.   Professor Standen is active in the American Association of Physical Anthropologists, which is a subject that has profound and interesting relevance to human anatomy. I personally (Prof. Sternburg) am associated with the Society of Integrative and Comparative Biologists and I am a lifetime member of the Sigma XI Society for Distinguished Research. We all support the American Association for the Advancement of Science through our journal subscriptions. I have been a reviewer of Human Anatomy and Physiology Textbooks published by McGraw Hill Co. I am also the author of most of the books used in my AMY 2A, 2B, and 10 classes. We engage in ongoing dialogue concerning the subjects we teach and constantly inform each other of new developments in the field, relevant books and publications and new ideas that put an interesting spin on old concepts. We associate with the other faculty in the science department as well and there is an ongoing collegiate dialogue that benefits us all and the students are rewarded by this. Physiology is a dynamic field and it is currently in a period of important development new insights abound in the field and, for the most part, have not made their way into the textbooks. Keeping up with the field and bringing new information to the group is in our nature as scientists and reflective of the interest and dedication that all of us bring to this small group in our biology department (this goes beyond just AMY into Microbiology, Genetics, Bio 11 and 12, Ecology and Botany as well). All of our science faculty are top notch scientists in their own right). It is in our nature to collaborate and we have not felt as a group that we require any support or funding from the college to support what we do naturally anyway."

For 2015, for the group as a whole we would request funding to attend some of the conferences and symposia that come up each year. And compensation for substitute instructors if we happen to be away during scheduled class times.

List Professional Development Needs for Academic Year_____2016_____. 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

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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.

1. **See above** Justification:				
2. **ONLINE ACCESS TO SCIENTIFIC LITERATURE.** As faculty in a science department of a major California College institution we would all benefit from an agreement with UCR or another adjacent major university if Norco College could arrange for us to have online access (at least in our library) to their science library. 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.

7. **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 <u>specific</u> 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 for Academic Year_____ 2016_____ 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. Please state if the request impacts Distance Education.	EMP GOALS
1. Support from tutorial services seems to have diminished over the last two years. In 2013 we were blessed with a group of very competent and very valuable tutors that worked through tutorial services. Students were able to take full advantage of tutorial services for the whole year. Currently we have lost all of our tutors due to procedural changes in tutorial services and (at least for my classes). There are currently three tutors working out of tutorial services, but the students could use more. The DEMAND for tutorial help seems to far outstrip the limited resources of Tutorial Services. Another severe limitation is that Tutorial Services can only be funded through Work Study and we have had NUMEROUS applications and requests by otherwise very qualified students who wish to participate in the tutorial program as Tutors and Classroom Assisting Tutors. We have tried to encourage this, but there have been many very qualified students willing to act as tutors who do not qualify for Work Study and as a consequence cannot assist other students as tutors. We would request another source of funding for tutors that will allow ALL qualified applicants to participate in the program and not just those who qualify for Work Study. Justification:	
3. Funding for in class tutors (SIs) to assist in A&P labs Justification:	
3. Justification:	

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[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.

*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.

Unit Name: _____ *AMY* _____

8. 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.	**Annual TCO***			
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**
1. Safety issue concerning autoclave in ST 202 Prep Storage room. Autoclave in ST 202 Prep Storage room is only 3 ft away from two faculty desk spaces in the ST201 Suite. An explosion could cause serious injury. The wall separating the faculty offices from the autoclave should be re-enforced. This was addressed in the last program review and facilities is now looking into it but as yet, the work is still pending and the safety hazard still exists. Justification:				
2. Justification:				

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

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[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.

Rubric for Annual 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. **Retention, success, and efficiency rates have been identified and reflected upon.**	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. **Previous recourse requests stated and impact discussed.**	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
3. **There are annual goals for refining and improving program practices.**	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
4. **Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.**	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
5. **The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.**	No link between the annual 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
6. **Resource requests have reasons identified and completed data fields, including estimated dollar amount.**	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
7. **Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.**	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	Strong connection made between resource requests and EMP/SPG
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update
USE ASSESSMENT DATA FROM fall 2014-spr 15

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. 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.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in _**fall 2014 - spring 2015**_. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

NOTE: ASSESSMENT DATA IS PENDING COMPLETION BY PEGGY CAMPO. THIS DATA WILL FOLLOW SHORTLY. FOR INQUIRIES, CONTACT PROFESSOR CAMPO.

Course number	SLO **Initial Assessments** Indicate which specific SLOs were assessed in the identified course	Semester assessed	Entered into TracDat fields Yes or No	SLOs with **Changes Made** to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified **Changes** Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in **Loop-Closing** assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

   To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:
   Initial assessment for GE PLO Information Competency and Technology Literacy
   Closing Loop for GE PLO Self Development and Global Awareness
   A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts
   A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

   b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
	Choose an item.	

	Choose an item.	
	Choose an item.	
	Choose an item.	

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

Resources State the resources identified to support student learning and/or faculty development	**Assessment** Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	**Reasoning** Briefly explain what you learned in the assessment that indicates the resource might be beneficial

7. What additional support, training, etc. do you need in the coming year regarding assessment?

Scoring Rubric for Annual Program Review of Assessment (Part II only)

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

	0	**1**	**2**	**3**	Comments
Initial SLO assessments	No evidence provided 0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1	Clear evidence of on-going SLO assessment (1 complete assessment) 2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3	
Loop Closing Assessments	No evidence provided 0	Limited evidence of Loop-closing assessment (Course identified as "loop-closed", but no Change Plan identified, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of "loop closed" for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for "loop closed" for multiple initial assessments) 3	
Assessment input into TracDAT	No assessments in TracDat format or Repository	Assessment completed are in word/pdf in Document Repository 1	Assessments identified have Assessment Plan, but not all have Results 2	All identified assessments have a complete report (Plan and Results) in TracDat data field) 3	
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No attempts to change any courses, teaching approaches, and **no** clarification or reasoning as to why not 1	Evidence of an attempt to implement a change in a course or teaching approach provided, **or** simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses or teaching approaches, **or** clear and supported clarification why no improvement is needed 3	
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline, department, college 1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college 2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college 3	
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '14-spr '15 1			
Total for Each Column					