# NORCO COLLEGE
# ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit: Business & Management Discipline

*(If applicable)* **Program or Certificate:** Business Administration ADT, Business Administration (with Concentrations), Logistics Management, & Entrepreneurship

*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: Dr. Gail Zwart/Prof. Rex Beck
## Due: April 20, 2017

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

*Form Last Revised: February 2017*

**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](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. 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.

# 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

## Trends and Relevant Data

1. **How does your unit support the <span style="color:blue">mission of the College</span>?**

   <u>**Whereas the overall mission of Norco College**</u> is to serve:
   … 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.

   <u>**The Business & Management Discipline**</u> could be described as serving:
   … business & management students, our community, and its workforce by providing educational opportunities within the Business & Management fields of study. 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.

   <u>**Therefore**</u>, while focused specifically on the fields of Business & Management, our unit's functions are in full-alignment with and supportive of the mission of the College.

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?
      No
   b. Have any new certificates or complete programs been created by your unit?
      No
   c. Have activities in other units impacted your unit?  For example, a new Multi Media Grant could cause greater demand for Art courses.
      No

3. **List and discuss your retention and success rates as well as your efficiency.  If helpful, please note any differences between instruction delivery format (Online, Hybrid etc.)**
   **What are the changes or significant trends in the data?    To what do you attribute these changes?**
   **Retention Rates**

Retention rates for both BUS (Business Administration) and MAG (Management) appear below.

Retention rates have remained relative consistent over the course of the last few years, with a dip in hybrid retention in 2014-2015.  In 2015-2016 Norco College retention rates were overall 86.79% for all course modalities.  Business was a bit higher with an 87.56%.  The retention rate for the face to face courses at the college was 87.59%, which Business was 86.79%, a bit lower, but not significantly so.  For hybrid classes the college retention rate was 83.29%, while Business was 88.89%, significantly higher than the overall college average. Lastly, the online rate for the college was 81.87%, which the Business was 87.70%, significantly higher than the overall college average. Interestingly, Face to face was lower than other modalities for Business, which seems rather strange as compared to the rest of the college.  But .8% is not very significant overall. The Business discipline does well when it comes to retention overall.

## BUS (Business Administration)

| Retention Rate NORCO | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Overall | 88.10% | 84.92% | 88.90% | 86.18% | 87.56% |
| Face-to-Face Lecture | 92.29% | 86.89% | 89.56% | 86.20% | 86.79% |
| Hybrid | 87.68% | 85.92% | 90.00% | 82.71% | 88.89% |
| Online/Distance Education | 85.39% | 83.28% | 87.94% | 87.49% | 87.70% |

## MAG (Management)

| Retention Rate NORCO | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Overall | 85.34% | 85.42% | 90.68% | 84.28% | 80.33% |
| Face-to-Face Lecture | 85.29% | 80.65% | 93.94% | 85.71% | 72.92% |
| Hybrid | 87.60% | 83.33% | 83.08% | 84.62% | 85.00% |
| Online/Distance Education | 84.14% | 86.26% | 92.41% | 83.96% | 80.88% |

Business (BUS) retention rates have remained relative consistent over the course of the last few years, with a dip in hybrid retention in 2014-2015.  In 2015-2016 Our Management (MAG) retention rates were overall 80.33%, down from 84.28% in 2014-15 and 90.68% in 2013-2014 for

all course modalities.  The retention rate for the face to face courses at the college was 87.59%, while Management was 72.92%, significantly lower than the average for the college.  For hybrid classes the college retention rate was 83.29%, while Management was 85%, significantly higher than the overall college average. Lastly, the online rate for the college was 81.87%, which the Management was 80.88%, consistent with the overall college average. Interestingly, Face to face was lower than other modalities for Management, which seems rather strange as compared to the rest of the college.  The decline in face to face classes could be attributed to changes in the economy.  As almost all of these courses are offered in the evening they are populated primarily by working students.  As the economy has gotten better students see less need to get a certificate or a degree if they can acquire a job without one.  This is not an unusual decline when the economy gets better.

## Success rates

Retention rates for both BUS (Business Administration) and MAG (Management) appear below.

Success rates overall for the college were 71.88%, while Business was 69.99%, about 2% less than the college average.  Face to face classes were 71.86% in Business, while the overall college was 73.19%.  Hybrid were 72.76% in Business, while overall the college was 64.15%.  Lastly the online Business classes success rates were 67.60%, while the college was 64.79%.  The Business classes exceeded the college rates in all areas except face to face.  While hybrid and online classes are often attributed with lower success rates, this is not true with the Business courses.  Those are higher than the college average.  In contrast, face to face classes are often attributed with higher success rates, but in Business the rates are about 2% lower in 2015-16.  An interesting contrast as compared to the college overall.

### BUS (Business Administration)

| Success Rate NORCO | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Overall | 69.16% | 64.08% | 72.05% | 69.46% | 69.99% |
| Face-to-Face Lecture | 79.73% | 73.30% | 76.87% | 72.56% | 71.86% |
| Hybrid | 65.85% | 60.56% | 66.92% | 66.28% | 72.76% |
| Online/Distance Education | 63.08% | 58.36% | 69.42% | 68.66% | 67.60% |

## MAG (Management)

| Success Rate NORCO | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Overall | 62.30% | 65.60% | 73.29% | 74.53% | 61.07% |
| Face-to-Face Lecture | 58.82% | 58.06% | 72.73% | 71.43% | 50.00% |
| Hybrid | 61.98% | 57.58% | 64.62% | 75.21% | 70.00% |
| Online/Distance Education | 63.00% | 67.84% | 75.89% | 74.33% | 61.03% |

Success rates overall for the college were 71.88%, while Management was 61.97%, about 10% less than the college average. Face to face classes were 50% in Management, while the overall college was 73.19%. Hybrid were 70% in Management, while overall the college was 64.15%. Lastly the online Management classes success rates were 61.03%, while the college was 64.79%. The Management classes exceeded the college rates in all areas except face to face. While hybrid and online classes are often attributed with lower success rates, this is not true with the Management courses. In contrast, face to face classes are often attributed with higher success rates, but in Business the rates are about 10% lower in 2015-16. An interesting contrast as compared to the college overall. The drop-in success rates in face to face lectures is an interesting one. We currently have almost all part time faculty teaching these courses which could have some effect on success. This area needs to be evaluated carefully in the future to ascertain why the drastic changes from previous years of over 20%. The addition of a full-time Management (MAG) faculty member might help the discipline increase face to face success rates.

## Efficiency

The efficiency data file provided on the Program Review web page was consulted. However, the data provided was simply too immense to be useful for analysis by heuristic means. It is requested that the Program Review Committee consider ways to make Efficiency data more informational in nature and practical for analytical purposes in the future. We have no idea how to use the data provided to make a determination on efficiency. We do not see any efficiency number indicated in the data provided.

| | | | Annual 2013-2014 | Annual 2014-2015 | Annual 2015-2016 |
|---|---|---|---|---|---|
| **PROGRAM AWARDS** - Norco College Total | | | 1,148 | 1,090 | 1,116 |
| | Associate in Science for Transfer (A.S.-T) Degree Total | | | | |
| | | Business Administration-050500 | | | 14 |
| | Associate of Science (A.S.) degree          Total | | | | |
| | | Business and Commerce, General-050100 | 7 | 13 | 2 |
| | | Business Management-050600 | 3 | 10 | 6 |
| | | Logistics and Materials Transportation-051000 | 8 | 10 | 6 |
| | | Marketing and Distribution-050900 | 2 | 2 | 1 |
| | Certificate requiring 30 to < 60 semester units          Total | | | | |
| | | Business and Commerce, General-050100 | 8 | 7 | 5 |
| | | Business Management-050600 | 7 | 10 | 11 |
| | | Logistics and Materials Transportation-051000 | 9 | 8 | 7 |
| | | Marketing and Distribution-050900 | 3 | 3 | 1 |
| | Certificate requiring 18 to < 30 semester units          Total | | | | |
| | | Logistics and Materials Transportation-051000 | 8 | 7 | 7 |
| Total Business & Management | | | 55 | 70 | 60 |
| Business & Management % of Norco Total | | | 4.79% | 6.42% | 5.38% |

**PROGRAM OF STUDY**

| Program Title | Frequency | Percent |
|---|---|---|
| | | |
| Business Admin: Banking and Finance Concentration | 29 | 0.2 |
| Business Admin: Entrepreneurship | 5 | 0 |
| Business Admin: Entrepreneurship- Legal and Finance | 1 | 0 |
| Business Admin: Entrepreneurship-Getting Started | 10 | 0.1 |
| Business Admin: General Business Concentration | 591 | 4 |
| Business Admin: Human Resources Concentration | 72 | 0.5 |
| Business Admin: International Business | 15 | 0.1 |
| Business Admin: Logistics Management Concentration | 50 | 0.3 |
| Business Admin: Management Concentration | 386 | 2.6 |
| Business Admin: Marketing Concentration | 144 | 1 |
| Business Admin: Operations and Production Mgmt | 7 | 0 |
| Business Administration CSUGE | 235 | 1.6 |
| Business Administration IGETC | 77 | 0.5 |
| Logistics Management | 34 | 0.2 |
| | | |
| Business & Management Total | 1656 | 11.1 |

This analysis includes students who enrolled in at least one course at Norco in Fall 2016 and had a declared Program of Study. Current as of 12/13/16.

Students may have more than one Active Program of Study, therefore this is a duplicate count. Students may also have a declared Program of Study not offered at Norco.

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?**

Resources for some professional development activities and equipment not requested through the program review process have been provided.

However, the Business and Management discipline have not received any funds as a result of requests made through program review.

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 |
|---|---|---|---|
| Completion rates of degrees and certificates at or above College Benchmark Standard | Determine College Benchmark, and consider an analysis of results during next review. | Goal 1, Objective 5 | No |
| Success rates at or above College Benchmark standard | Determine College benchmark, and consider an analysis of results during the next review. | Goal 1, Objective 6 | No |
| Retention rates at or above college benchmark standard | Determine college benchmark and consider an analysis of results during next review. | Goal 1, Objective 6 | No |
| | | | |
| | | | |

*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

## 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) |
|---|---|---|
| Business | 1.5 | 4 |
| Management | .5 | 2 |
|  | (Note: One faculty |  |
|  | is .5 Real Estate, not |  |
|  | Business or Management, |  |
|  | Another faculty is .8 |  |
|  | Dept. Chair for disciplines other than Business and Management) |  |

**Classified Staff Employed in the Unit**

| Staff Title | Full-time staff (give number) | Part-time staff (give number) |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

## 7. Staff Needs

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

| List Staff Positions Needed for Academic Year **2017/18 & Ongoing**<br>**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. One additional Business & Management faculty member focused on Entrepreneurship.**<br>Justification: Business & Management currently has about 11% of the students who have declared a Program of Study, and in the past three years has been responsible for 5.53% of the Program Awards. However, Business & Management has only about 2.9% (2.5/85) of full-time-faculty at Norco College. Entrepreneurship has been identified as areas of high need by the California Community Colleges Strong Workforce Project. **(see next two pages for details**) | N | **Tenure Track** | **$ 142,271** |
| **2. One additional Business & Management faculty member focused on Insurance, Banking and Finance.**<br>Justification: Business & Management currently has about 11% of the students who have declared a Program of Study, and in the past three years has been responsible for 5.53% of the Program Awards. However, Business & Management has only about 2.9% (2.5/85) of full-time-faculty at Norco College. Insurance, Banking & Finance have been identified as areas of high need by the California Community Colleges Strong. Workforce Project. **(see next two pages for details)** | N | **Tenure Track** | **$ 142,271** |

☐ 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.

| | | | |
|---|---|---|---|
| **3.  One Instructional Department Specialist (IDS) to meet administrative support needs for the newly formed School of Business and Management during the next academic year.**<br>Justification: It is anticipated that with proper support, the new School of Business and Management will be a critical source of growth for Norco College during the coming years. | N | **FT/ Perm.** | $50,376 |

* 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.

## 8.  Equipment & Technology <u>Not</u> Covered by Current Budget₂

| List Equipment, Technology, Software or Equipment Repair Needed for Academic Year_____ <br> **Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.** <br> 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.  **New Computer and Printer for Rex Beck** <br><br> Justification: <u>Rex's computer has not been replaced since who knows when.  Faculty in Business need to have up to date equipment in order to effectively use the many and varied programs and applications that are used in our industry.</u> | I | I | 0 | **2,500** | | **2,500** | 7.1 |
| 2. <br> Justification: | | | | | | | |
| 3. <br> 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).  \*\* Total Cost of Ownership requests are sent to the Business and Facilities Planning Council.**

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

| List Professional Development Needs for Academic Year_2017_. 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.** Entrepreneurship Conference for one faculty member. Justification: Professional development for curriculum development and ongoing updating of skills.. | $2,000 | 1 | $2,000 | 7.1 |
| **2.** Membership fee for Distribution Management Association of Southern California Justification: Networking with local logistics industry leaders. | $355 | 1 | $355 | 7.1 |
| **3.** Membership Chartered Institute of Purchasing and Supply Justification: International Certification and up-to-date international standards info. | $267 | 1 | $267 | 7.1 |
| **4.** Membership Warehousing Education and Research Council Justification: Association with peers focused on education and research in the field of Warehousing. | $80 | 1 | $80 | 7.1 |
| **5.** APICS (the Association for Operations Management) Justification: Professional Certification & networking with local chapter members. | $75 | 1 | $75 | 7.1 |

The above memberships have been requested for many years and had been self-funded by faculty. Membership in the Distribution Management Association and the Chartered Institute of Purchasing & Supply were dropped last year due to personal cost.

*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.

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☐ 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.  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_____<br>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. None**<br><u>Justification:</u> | |
| **2.**<br><u>Justification:</u> | |
| **3.**<br><u>Justification:</u> | |
| **4.**<br><u>Justification:</u> | |

\*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 <u>Student Services Planning Council</u> and the <u>Library Advisory Committee</u>.

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☐  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.

## 11.  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. Money for installation of hardware necessary to lock classroom doors during active shooter or other similar incidents.** Justification: RCCD has provided active shooter training, an incident alert text messaging system, and a full-time Manager of District Safety & Emergency Preparedness (Risk Management), but perhaps none of this may be as helpful as securely locked doors in the event of an incident. | Unknown (example may be present in ST 107) | One for each classroom & office | **Unknown** | |
| **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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☐   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<br>No attempt | 1<br>some attempt | 2<br>good attempt | 3<br>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 2015-spr 16

**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 2015 - spring 2016**_. 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.)

| 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 |
|---|---|---|---|---|---|---|---|
| BUS-20 | 1 | Fall '15 | Yes | None | N/A | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| BUS-47 | 1 | Spr '16 | Yes | None | N/A | | |
| BUS-47 | 3 | Spr '16 | Yes | None | Enhancement of classroom activities related to SLO | | To be closed during next assessment. |
| BUS-80 | 2 | Fall '15 | Yes | None | N/A | | |
| BUS-82 | 5 | Fall '15 | Yes | None | Change in instructor presentation | | To be closed during next assessment. |
| MAG-47 | 1 | Spr '16 | Yes | None | N/A | | |
| MAG-47 | 3 | Spr '16 | Yes | None | Enhancement of classroom activities related to SLO | | To be closed during next assessment. |

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2015 - spring 2016**? 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 2015-16:

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 |
|---|---|---|---|
| 0 | 0 | 0 | 0 |

b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2015 - spring 2016**? 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 |
|---|---|---|---|
| 0 | 0 | 0 | 0 |

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<br>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 |
|---|---|---|
| BUS-47 | Other | Mini-lecture to be posted to course web site, followed by in-class discussion focused on SLO 3 prior to administration of next assessment. |
| BUS-82 | Other | Lecture enhanced to provide focus on the application of business processes to avoid freight damage claims (SLO 5) not stressed in text. |
| MAG-47 | Other | Mini-lecture to be posted to course web site, followed by in-class discussion focused on SLO 3 prior to administration of next assessment. |
| | 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 |
|---|---|---|
| N/A | | |
| | | |

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)

   Assessments have been completed by both full time and part time faculty.  The full-time faculty member collects the data and disseminates it to the part time faculty via email requesting comments or concerns.  In most cases part time faculty have contributed to the overall assessment by providing their input on the data and various ways that the assessment and/or changes can be made to increase the knowledge of the student on that particular SLO.  Once the part time faculty, who teach that course, have weighed in, the full-time faculty member submits the data and results, along with a synopsis of the discussion to Trac Dat. In essence, there is input from all those faculty who teach that particular class on the data collected and the interpretation.

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

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

   N/A

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