

**NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

Discipline/Unit: CIS/CSC & CAT

(If applicable) Program or Certificate _____

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: Cathy Brotherton

Due: April 20, 2017

Please send an electronic copy in a word document to:

programreview@norcollege.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>

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

Unit: _____
Contact Person: _____
Date: _____

Trends and Relevant Data

1. How does your unit support the mission of the College? The CIS/CSC and newly added CAT disciplines offers AS degrees, program certificates and AS for transfer degrees in high-demand occupations. Our goal is to offer students a pathway to careers that provide job opportunities in competitive industries. The opportunities we provide highlight individual talents and access for students from diverse populations to achieve their goals. We try to incorporate different strategies of course delivery and presentation to encourage engagement of students. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

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. CIS/CSC has been part of the Business, Engineering and Information Technology (BEIT) department.
- b. Have any new certificates or complete programs been created by your unit? Yes, we introduced a new program and revitalized the CAT discipline at Norco. It has been discontinued but due to increased demand for secretarial workers, a new program named Business Information Worker was adopted. This program will prepare students for entry-level and administrative support in a variety of fields and businesses. In addition we are discontinuing a low-enrollment program under CIS; Mobile Applications Development. A Program Discontinuance Task Force met with all CIS/CSC faculty in March 2017.
- c. Have activities in other units impacted your unit? Norco College has had great success with grants in past years. This year the Strong Workforce Program earmark within prop 98 funds, which is a state-wide, award with specific dollar amount allocated to each college in RCCD will provide opportunities to add new CTE programs. internships, placement for graduates. While this is not specifically for the CIS/CSC discipline it will provide opportunities for the CTE area as a result of this grant.

We are very lucky to have marketing help with the addition of a new Marketing Technician. We have as a goal, “Increase campus and program awareness of our CIS/CSC offerings.” As a department, we know that we want to attract more student into our programs. We need to promote and inform high school and the local community of the programs we offer and to do more advertising on campus.

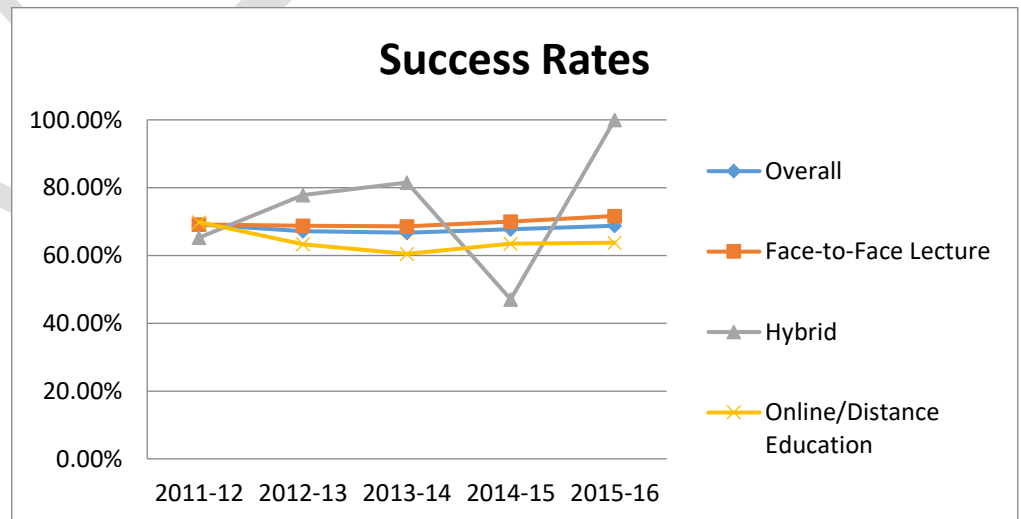
3. List and discuss your retention and success rates as well as your efficiency. If helpful, please note any differences between instruction delivery format (Online, Hybrid etc.)

What are the changes or significant trends in the data? To what do you attribute these changes?

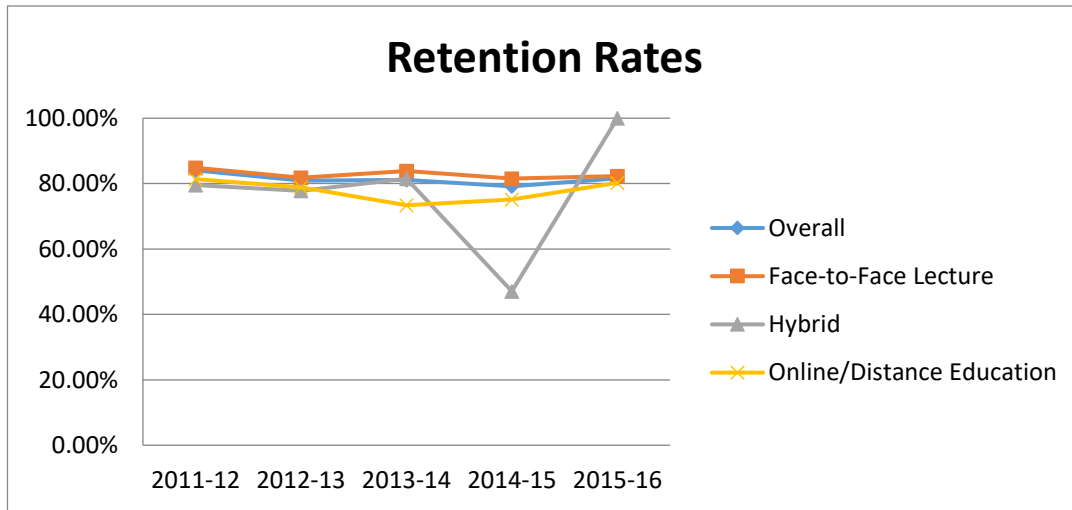
In February 2017 we began a process that will repeat in late spring to meet and as a discipline assess both program and course achievements. Our goal is to hold two meetings per year and collaborate with full-time faculty and adjunct who are teaching the courses being assessed. Our first meeting was very successful. We were able to have meaningful discussions that lead to true assessment for CIS and CSC programs. Our next meeting, at the end of the semester will be spent working with the instructors for the courses chosen for assessment to complete the reports and submission into TracDat. As a discipline, we have used a lot of different methods of assessment and through past assessment we have made improvements and taken strides toward improving retention and success. With the authentic assessment we have begun we will be able to provide a strong program for our student's success.

This year we see a small increase in student success in both our CIS and CSC programs. CIS has moved up from 67.74% to 68.77%. This increase shows a trend during the past 4 years, up from a low of 66.71%. This is encouraging. While not a huge increase, it is a positive one. In addition, we saw an increase in retention this year, again a small change, but in the right direction, positive. We do see that part of this change is found in the face-to-face lecture format and then we see a huge improvement in the hybrid course offering. In the past we have not had good success with hybrid courses and have not offered many. We may need to rethink this. Of course not all courses will work well but there are some that we may want to consider this approach. We need to continue to work towards higher retention and success. We have high goals for our students and their futures!

Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	69.14%	67.19%	66.71%	67.74%	68.77%
Face-to-Face Lecture	69.13%	68.71%	68.59%	70.01%	71.63%
Hybrid	65.31%	77.78%	81.48%	47.06%	100.00%
Online/Distance Education	69.83%	63.29%	60.48%	63.45%	63.74%

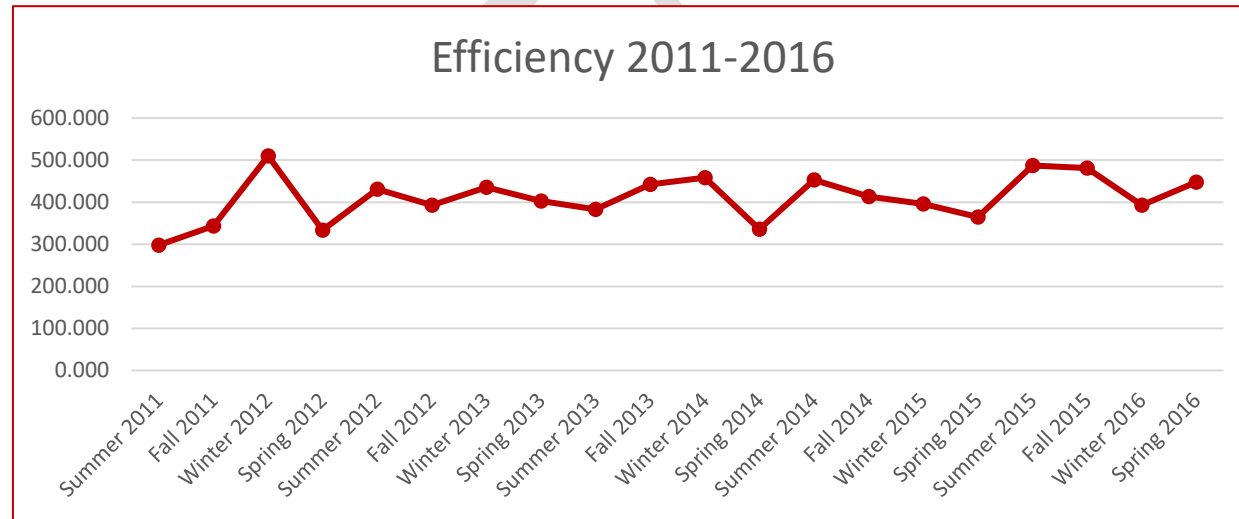


Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	84.04%	80.89%	81.07%	79.18%	81.59%
Face-to-Face Lecture	84.84%	81.77%	83.86%	81.54%	82.30%
Hybrid	79.59%	77.78%	81.48%	47.06%	100.00%
Online/Distance Education	81.36%	78.82%	73.39%	75.11%	80.19%



The efficiency of our discipline is something that has had a pretty even with slight up and down but overall we have revised and updated our programs and feel that our offering is a good strong curriculum. The fall efficiency is high in fall 2015 showing a significant improvement from the previous year. This trend is a positive one. We need to formulate measures to improve our efficiency.

Term	Efficiency
Summer 2011	298.165
Fall 2011	343.373
Winter 2012	510.030
Spring 2012	333.534
Summer 2012	430.757
Fall 2012	393.191
Winter 2013	435.600
Spring 2013	403.046
Summer 2013	383.145
Fall 2013	442.037
Winter 2014	458.529
Spring 2014	335.847
Summer 2014	453.277
Fall 2014	413.597
Winter 2015	395.874
Spring 2015	364.904
Summer 2015	487.464
Fall 2015	481.262
Winter 2016	392.622
Spring 2016	447.850
Total	410.332



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 are excited the partially grant funded position for Dean of Technical Education is now a fully funded college position. This position, of a full-time CTE Dean at Norco College has benefited all our CTE programs. Under the directions of our very capable Kevin Fleming we have seen increased grant funding opportunities, curriculum support, job fairs for students, and employer outreach. As a fully-accredited college, Norco would not be able to effectively support existing CTE programs without this important administrative position.

Our industry demands state-of-the-art equipment and software. In the past year, the RCC district and has purchased

- IT-125 has received 33 new computers from funds both from our RCC District and Perkins funds. Grants have been our main means of replacement so this is a start in the right direction to receive district funds to augment the Perkins grant.
- Adobe CC software. This software suite is continually updated as needed. With the districts purchase of the site license we are able to teach multiple courses in both the CIS and GAM discipline which require this creative suite of programs.
- Microsoft Office 2016. This software is used in all of our classrooms.
- Lynda.com subscription, which gives us vast number of training and teaching videos, is now available to all faculty, staff and students at Norco College. We use this training library both as a resource for our faculty and for our students. The yearly subscription is an essential tool and we hope it will continue to be available to us.
- CAT tutors in many of our CIS/CSC classrooms enhance the course delivery and provide students with help during lectures.

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
CAT/CIS Enrollment increase	We have added CAT discipline to our offerings after removing it several years ago. Business Information Worker program will be offered as an accelerated program to allow students to complete this program in one year.	This is directly related to goal 1; "Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum."	No

	<p>We are researching the potential of offering summer Coding Camps (for which the research special project will be funded through Perkins this year).</p>		
AS-T degrees	<p>Norco College is working to provide students with a clear pathway from enrollment to degree award and/or transfer to a four-year college. With this end in mind, the Completion Initiative has created “Schools” that students will select when they enroll. Then through counseling, faculty and peer mentoring and clear directed pathways students will complete courses that will lead to their goal. There is a lot more that the CI group is creating to help this goal be attainable.</p> <p>We have two completed AS-T degrees and another pending that we hope will help streamline the path for our students. We will work to align our course offering to help meet this goal.</p>	<p>This is directly related to the mission of “provide foundational skills and pathways to transfer, career and technical education, Certificates and degrees.”</p> <p>It also tied to goal 1 and 5.</p>	No
Develop articulation opportunities for additional high schools	<p>We have already established partnerships with 2 local high school districts. We will work to increase to more of the local high school districts.</p>	<p>Goal 1: Increase Student Achievement and Success</p> <p>Students who can begin their college experience with us already completing our core course CIS1A will be more persistence rates in their</p>	No

		achievement of their overall goal.	
Increase campus and program awareness of our CIS/CS offerings	Marketing efforts to promote and inform high school and the local community of the programs and job opportunities found through training in our programs will be focused on. We also plan on offering workshops to attract students to our CIS/CSC programs. Ongoing will be outreach and articulation with local high schools.	Our mission statement begins with the statement of “providing educational opportunities”. The opportunities provided through the Career and Technical degrees, specifically in CIS, are avenues that provide career pathways and transfer to 4 year colleges that ultimately lead to in-demand and high paying jobs. This is also tied to Goal 3: Increase Student Access <ul style="list-style-type: none"> ● Increase percentage of students who declare an educational goal. 	No
Sustainable Technology Replacement Plan	Two faculty members are part of our Technology Committee that has a commitment to reviewing and suggesting hardware and software requests each year. To date there is no concrete plan to update these important resources but the committee along with the college are working toward this goal.	Goal 1: Increase Student Achievement and Success Providing our students with state-of-the-art equipment and industry demanded software will work toward these portions of goal 1 - “Improve transfer preparedness” and “Increase success and retention rates.”	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

Unit: _____
 Contact Person: _____
 Date: _____

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)
CIS/CSC	3	7

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
Instructional Development Specialist	1	

Unit Name: _____

7. Staff Needs

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

<p>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.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Number of years requested</p>	<p>Annual TCP*</p>
<p>1. Employment Placement Coordinator</p> <p>Justification: Our current Employment Placement Coordinator has been categorically funded by a variety of grants for 4 years. New guidance from the CCCCO will not permit the college to fund this position any longer from Federal Carl D. Perkins funds. All existing funding is going away. The college must provide resources to make progress on our Strategic Goal 4.2 (Increase the number of industry partners who participate in industry advisory council activities) and Strategic Goal 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry). All students can benefit from relevant work experience and connections to their future industry/career.</p>	<p>New</p>	<p>1</p>	<p>\$50,376</p>
<p>2. <u>Justification:</u></p>			
<p>3. <u>Justification:</u></p>			

* 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](#).

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: _____

8. Equipment & Technology Not Covered by Current Budget₂

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?	Number of years requested	Use this link for Annual TCO*			
				Cost per item	Number Requested	Total Cost of Request	EMP GOALS
1. IT-127 New instructor terminal. <u>Justification:</u> The current computer does not adequately run all the software needed for this classroom. It takes 5-10 minutes to boot and it does not allow the instructor to use SchoolVue to demonstrate on the student's machines.	I	This affects up to 5 instructors and 300+ students		\$2,388.52	1	\$2,388.52	1
2. <u>Justification:</u>							
3. <u>Justification:</u>							

* 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](#).

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.

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

List Professional Development Needs for Academic Year _____ . 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. Attendance at Adobe Max conference <u>Justification</u> Professional development is essential in this fast-changing field of information processing. Attendance by faculty at industry-specific conferences allow us to stay current in this discipline. Adobe MAX conference exposes us to industry professionals where we are able to spend four days learning about the latest inspirations, technologies, techniques, and strategies for delivering your best creative work. This venue also provides that ability to connect with over 5,000 of the most creative minds in the world.	\$3,000	4	\$3,000	Goal 7
2. Attendance at Game Developers Conference <u>Justification</u> Professional development is essential in this fast-changing field of information processing. Attendance by faculty at industry-specific conferences allow us to stay current in this discipline. GDC is the premier conference for programmers involved in the game industry. Workshops and seminars that the faculty attend are important in the CIS/CSC field. We are able to make new contacts, renew contacts, and update our own skills to ensure that our teaching is relevant and current. CIS/CSC and Gaming all have a common core of programming language classes that are addressed at this conference.	\$3,000	4	\$3,000	Goal 7

*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: _____

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 specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college⁴

<p align="center">List Student Support Services Needs for Academic Year _____</p> <p align="center">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.</p>	<p align="center">EMP GOALS</p>
<p>1. <u>Justification:</u></p>	
<p>2. <u>Justification:</u></p>	
<p>3. <u>Justification:</u></p>	
<p>4. <u>Justification:</u></p>	
<p>5. <u>Justification:</u></p>	
<p>6. <u>Justification:</u></p>	

*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: _____

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budgets

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

<p>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.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. IT-127 and IT-202 classrooms modifications – these classroom have cords showing that used to be covered by desks. <u>Justification:</u> This is a safety issue. As students move around in their chairs and walk around the desks there is a risk of knocking the cords, exposed wires and tripping danger.</p>	unknown			
<p>2. <u>Justification:</u></p>				
<p>3. <u>Justification:</u></p>				
<p>4. <u>Justification:</u></p>				
<p>5. <u>Justification:</u></p>				
<p>6. <u>Justification:</u></p>				

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.

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 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@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.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	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
CIS-11	SLO 1	Fall 15	Yes			SLO 1: 27 students took the exam. 19 out of 26 passed with $\geq 70\%$, which is 73% of the students passing this SLO.	
CIS-44	SLO 1 - 4	Fall 15	Yes			1 - 4	

						<p>SLO 1: This SLO was instrumental in deciding which students should or should not pass the course. Many students achieved high ratings with very few failing the requirement. All students assembled their work, with varying levels of craftsmanship represented. Most achieved a passing score with very few failing.</p> <p>SLO 2: Every student was able to organize a body of work in a presentation quality portfolio.</p> <p>SLO 3: Students produced work which was generally of a high-quality with no one failing a pass the requirement.</p> <p>[more]</p> <p>SLO 4: Although most students struggled to pass this requirement at first, almost all of them were able to achieve an A grade after a few repetitions.</p>	
CIS-66	SLO 1 - 5	Fall 15	Yes	<p>1, 2, 3, SLO 1: Make this assignment more of a Research Assignment. The information is explained in a variety of ways to meet different learning style. In class I only provide one. However, if made into a research assignment, it will encourage students to learn the material in the from a variety of sources and reinforce their knowledge on the concepts even more.</p> <p>SLO 2: Some changes that can be included is allotting more time to understand the Javascript material and reducing the amount of time</p>	<p>SLO 1: In fall 2017 when this is taught again, we will change the assignment as recommended to be a research assignment.</p> <p>SLO 3: Modifications to the exams with more open ended questions and it will allow me to better understand changes need to be made to better understand the subject matter.</p>	<p>4 & 5</p> <p>SLO 4: Student performed at a 82% mastery. They were able to understand project assignments build sites from the ground up.</p> <p>SLO 5: Students were able to demonstrate their knowledge of basic visual interface and asset storage with every projects. There were specific guidelines set in place for each project to demonstrate best industry HTML/CSS practices. All practices were met at 90% mastery.</p>	

				<p>spent in the more fundamental portions of the course.</p> <p>SLO 3: More effort should be put into preparing students for exams and quiz. Students quiz average this semester should be similar to those of other area. Another approach that could be taken in is changing the style of the exam. By adding questions that are more open ended such as free response, it will allow me to better understand where the disconnect is and find ways to improve students understanding in that subject matter.</p> <p>Also, more time should be spent understanding material from latter material courses. i.e. Javascript. Student fundamentally understood HTML and CSS. This portion of the course can be reduced in time to make room for more time in Javascript material.</p>			
CIS-50	4	Fall 15	Yes	<p>SLO 4: Based on these results, approximately 70% of the students in the class satisfactorily represented completion of this SLO. If this number is adjusted for non-submissions, that number climbs to 74%. Of the students that fall in the 26% that did no reach satisfactory criteria, those same students seemed to struggle throughout the course. This is not surprising, considering that</p>	<p>SLO 4: Methods of improving this score might seek to introduce better techniques for assessing student skills earlier on, adopting more hands-on time with students, or possibly providing more resources for students to review in their own time (assuming that students are failing to grasp the concepts in the context of the classroom).</p>		

				<p>programmatic tasks such as games development are comprehensive, in which satisfactory completion of later topics is thoroughly dependent on successfully grasping foundational skills.</p>	<p>This course is no longer cross-listed with CIS so this will be addressed in the GAM department.</p>		
CIS-80	1 - 5	Fall 15	Yes	<p>SLO 1: Students will complete will complete exams on a chapter to chapter basis. These exams test students a variety of functions, keyboarding techniques, and shortcuts discussed through lecture and inside the assigned textual reading.</p> <p>SLO 3: Identify and solve word processing/software problems.</p> <p>SLO 5: Make analytical and problem-solving decisions regarding the preparation and final appearance of professional-looking documents.</p>	<p>SLO 1: Students scored well on these exams. They averaged 85% on the exams. These exams questions varied in level of difficulty ranging from technical questions to open ended questions. The students who did not do very well were the ones who failed to complete homework assignments. Thus, these exams are closely related the to how well the are following along in the course.</p> <p>SLO 3: Student were able to apply new found skills to rather well. Assessment were conducted through completion of homework assignment. The stat was binary: Either a student did or didn't do the home. The students that did the home work averaged about 80%. Some of the homework assignment were a seemed a bit more involving. Future assignment should really only focus on the concepts and application.</p> <p>SLO 5: Student did very well on the capstone projects. All documents which were produced were done professionally.</p>	1	

					Despite having a week to complete this work, as a whole the class beat the at about 85% benchmark. This is great considering the time they have to complete these projects. In the future the capstone need to be provided with more time but despite this factor you can really tell that these student retained valuable information		
CIS-98A	3	Fall15	Yes	SLO: 3 Assignment and lab exercise scores from my students were great. Students are continuing to respond well to hands-on learning with spreadsheets and formulas, and I progressively saw improvement in scores as the course commenced. I will continue providing hands-on assignments for my students, and real world projects where Excel spreadsheets are commonly used by businesses to solve problems.		SLO 3: For my Fall 2015 CIS 98A class I continued including real-world spreadsheet projects that my students enjoyed and were more responsive to. I have received excellent feedback on the video tutorials I included with the assignments, and I will continue to do so for future classes.	
CIS-2	3, 5	SPR 16	Yes	SLO 3, 5 SLO 3: Students demonstrated understanding of this SLO. The average for the aspect of this project is 85%. The project followed the guidelines given based off of heuristics. Some issues that were found were proficiency in using GUI software to make the screens. Ultimately, once they were able to get a core understanding of the software, the students successfully completed the assignment.	SLO 3: Some changes that could be made is providing more time to learn about the GUI software. this was a huge bottle neck for this course. SLO 5: I think there is a there is enough material for Database management to teach this topic. If this is not the case then a reorganization of the course is necessary to dedicate more time this topic. In the future 2-3		

				SLO 5: Student averaged a 70% in this portion of the material. Database and Normalized are difficult concepts to master. With that said, I think there should be more time spent on these concepts. Ultimately these topics should potentially be its own course.	weeks spent on databases is necessary.		
CIS-18B	SLO 3	SPR 16	Yes	This SLO assessment was performed against the student's final project, which was a game of Chess. For this class, students needed to build a multiplayer chess game that was capable of allowing players to create user accounts complete with usernames and passwords. This data needed to be stored in a database. Successful implementation of their project and satisfactory completion of this SLO required students to provide a working new user registration screen that successfully takes a username and password combination and stores that information using a database through JDBC.		SLO 3: 83 percent success is a strong number that constitutes successfully meeting the benchmark for this SLO.	

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.

Although we have no formal program assessment to report for the 2015-2016 academic year, the industry feedback from our annual Industry Summit prompted a change in curriculum and in some of our teaching methodologies. A formal program assessment was conducted in February 2017 of all CIS and CSC programs and will be included in the APR next year.

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

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.

None. See note above under #2.

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)

Yes, the CIS and CSC discipline meets formally on a regular basis to discuss program assessments. We have formalized this pattern so that our faculty will meet twice a year, generally in February and again in June, to formally discuss assessments and finalize submission of the data into TracDat. In February 2017 the CIS/CSC faculty met for a Portfolio Review, Capstone Debrief, and Assessment Discussion. In this meeting all 2 CIS and CSC programs were assessed and will be included in next year’s APR.

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
No new resources identified, continued use of CATs and student tutors supports student success and retention	Most CIS/CSC classes make use of student tutors and CATs	From past experience, our faculty observe that student success is improved with the use of student tutors and in class aides (CATs)

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

We feel that we have been given adequate training regarding assessment. The current program for retaining the records is easy to access. There is good support through videos and Greg Aycock and Sara Burnett are very helpful when we need it. Thanks.

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 0	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					