

**NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

Discipline/Unit: Sociology

(If applicable) **Program or Certificate ADT in Sociology**

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: Khalil Andacheh

Due: April 20, 2016

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: March 2016

Norco College

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

Annual Instructional Program Review Update

Instructions

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

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

For Program Review data, please go to the following link:

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

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

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

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

Norco: VP Business Services 951-372-7157

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

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

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Annual Instructional Program Review Update

Unit: Sociology
Contact Person: Khalil Andacheh
Date: 5/9/2016

Trends and Relevant Data

1. How does your unit support the [mission of the College](#)?

Norco College strongly support educational opportunity for diverse social groups. Norco College is preparing students from divers social groups to get familiar with the advanced technology they can build up their future.

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? Yes

Sociology unit have ADT which is a young program in our discipline, we trying to make students realize in this college what ADT means and h how it works for them.

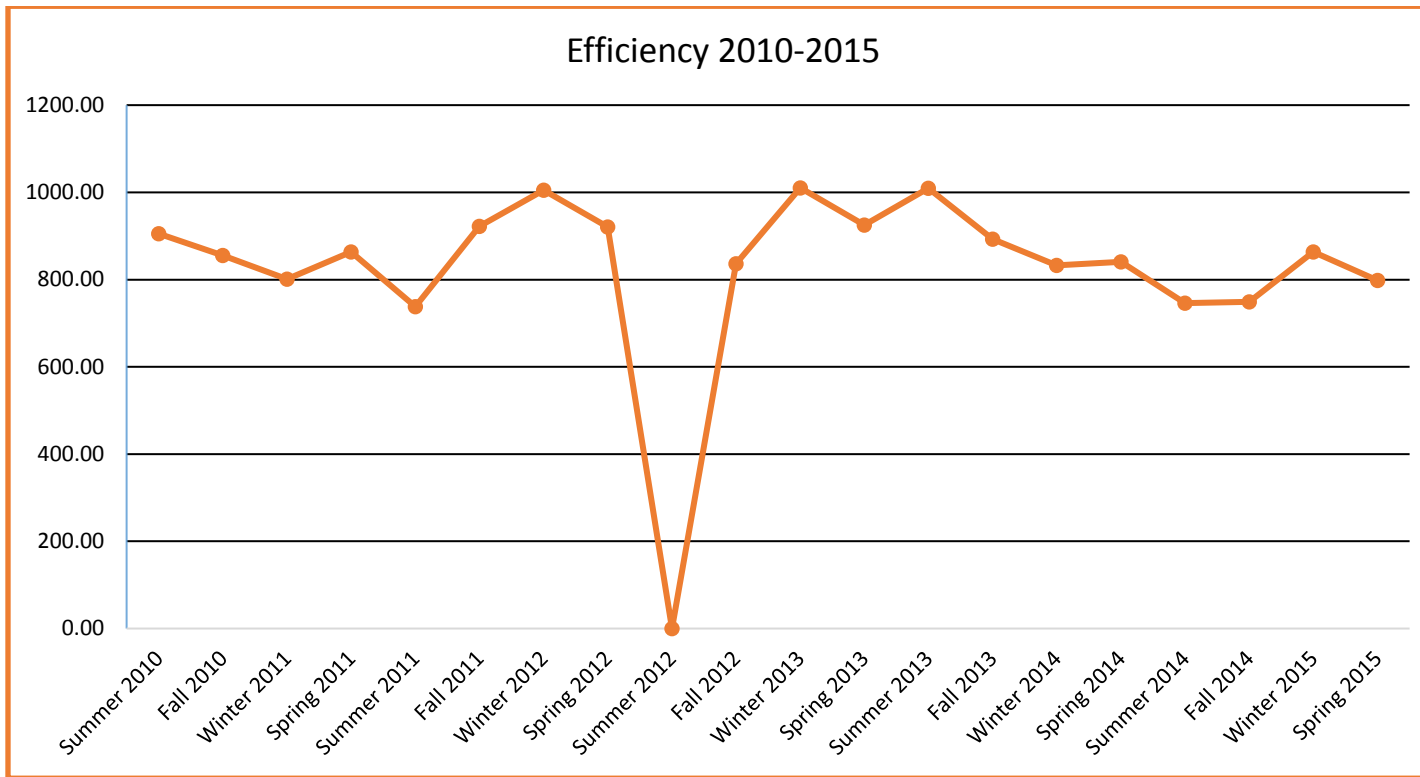
c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.
N/A

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

| Term | Efficiency |
|-------------|------------|
| Summer 2010 | 905.533 |
| Fall 2010 | 855.440 |
| Winter 2011 | 801.500 |
| Spring 2011 | 863.207 |
| Summer 2011 | 738.325 |
| Fall 2011 | 922.250 |
| Winter 2012 | 1004.756 |
| Spring 2012 | 920.698 |
| Summer 2012 | 0.000 |
| Fall 2012 | 836.417 |

| | |
|--------------|----------------|
| Winter 2013 | 1010.450 |
| Spring 2013 | 924.770 |
| Summer 2013 | 1009.767 |
| Fall 2013 | 892.655 |
| Winter 2014 | 833.050 |
| Spring 2014 | 840.650 |
| Summer 2014 | 746.217 |
| Fall 2014 | 749.272 |
| Winter 2015 | 863.224 |
| Spring 2015 | 798.314 |
| Total | 858.830 |

Efficiency of sociology discipline shows a reduction from summer 2013. Before 2013, there was up and down changes which was not significant in general trend is was higher from 2010 to 2015. I think, before 2013 the economy was not stable, Norco College students population were older and they were very serious in education. After 2013 because of economic improvement the school population age changed again and backed to younger students which cause the reduction of efficiency in spring 2015.



Efficiency had a sharp reduction in summer of 2012. Sociology discipline did not offer summer session courses because of budget cut.

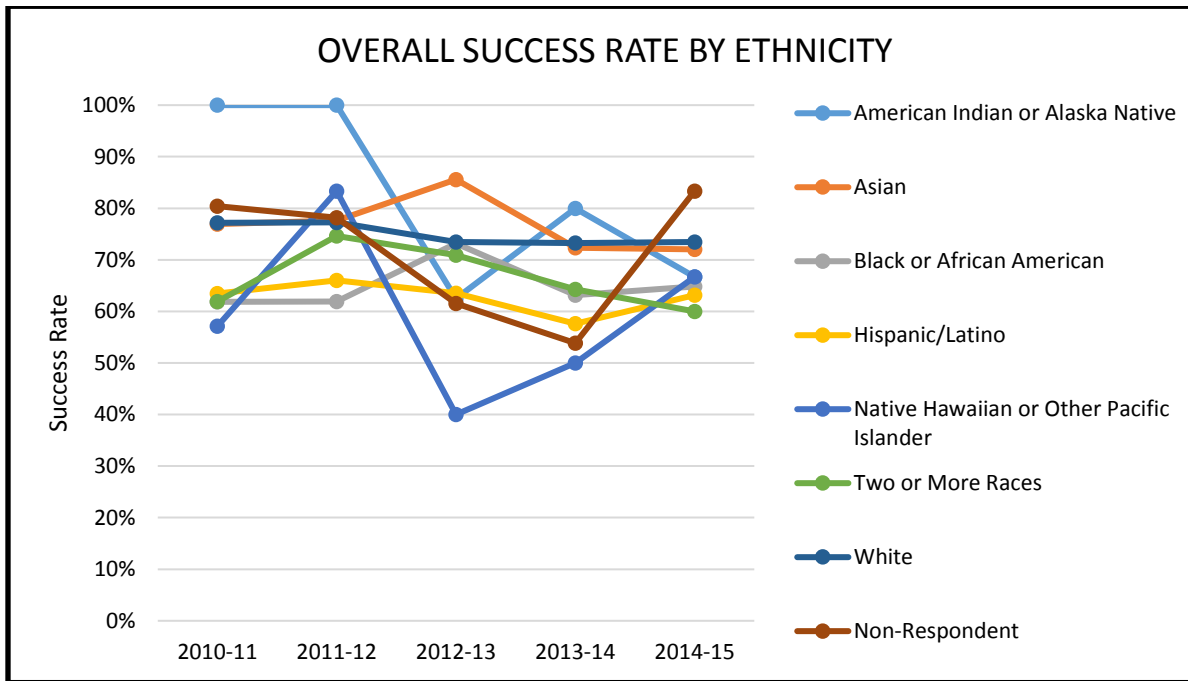
| OVERALL | 2010-11 | 2010-11 | 2011-12 | 2011-12 | 2012-13 | 2012-13 | 2013-14 | 2013-14 | 2014-15 | 2014-15 |
|----------------------------------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|
| | Success | Retention | Success | Retention | Success | Retention | Success | Retention | Success | Retention |
| Total | 69.5% | 87.6% | 70.4% | 87.5% | 68.1% | 85.4% | 62.7% | 85.2% | 65.8% | 84.9% |
| American Indian or Alaska Native | 100.0% | 100.0% | 100.0% | 100.0% | 62.5% | 62.5% | 80.0% | 100.0% | 66.7% | 100.0% |

| | | | | | | | | | | |
|---|-------|-------|-------|--------|--------|--------|-------|-------|--------|--------|
| Asian | 76.9% | 89.7% | 77.6% | 87.5% | 85.6% | 94.6% | 72.4% | 90.8% | 72.0% | 90.7% |
| Black or African American | 61.9% | 82.5% | 61.9% | 88.6% | 73.2% | 89.0% | 63.2% | 87.4% | 64.8% | 84.3% |
| Hispanic/Latino | 63.5% | 85.5% | 66.0% | 86.0% | 63.5% | 84.4% | 57.6% | 83.7% | 63.2% | 84.3% |
| Native Hawaiian or Other Pacific Islander | 57.1% | 85.7% | 83.3% | 100.0% | 40.0% | 100.0% | 50.0% | 50.0% | 66.7% | 83.3% |
| Two or More Races | 61.9% | 85.7% | 74.6% | 94.0% | 70.9% | 89.1% | 64.3% | 82.1% | 60.0% | 81.5% |
| White | 77.2% | 91.0% | 77.3% | 89.4% | 73.4% | 84.2% | 73.3% | 87.2% | 73.4% | 85.2% |
| Non-Respondent | 80.4% | 91.2% | 78.2% | 87.3% | 61.5% | 80.8% | 53.8% | 84.6% | 83.3% | 91.7% |
| 19 or less | 66.2% | 89.6% | 71.1% | 90.1% | 67.1% | 87.6% | 62.2% | 87.6% | 65.8% | 88.8% |
| 20 to 24 | 69.5% | 84.1% | 68.0% | 84.6% | 66.8% | 82.2% | 61.1% | 82.6% | 63.2% | 80.2% |
| 25 to 29 | 78.5% | 84.1% | 74.8% | 86.2% | 74.1% | 86.2% | 65.0% | 82.9% | 68.1% | 83.7% |
| 30 to 34 | 82.6% | 93.5% | 81.3% | 91.7% | 66.7% | 87.5% | 67.3% | 90.4% | 75.4% | 87.7% |
| 35 to 39 | 80.0% | 86.7% | 73.3% | 93.3% | 71.4% | 81.0% | 71.0% | 87.1% | 78.6% | 89.3% |
| 40 to 49 | 88.6% | 97.1% | 60.0% | 70.0% | 84.8% | 87.9% | 77.3% | 84.1% | 72.7% | 78.8% |
| 50+ | 90.9% | 90.9% | 75.0% | 87.5% | 100.0% | 100.0% | 57.1% | 71.4% | 100.0% | 100.0% |
| Female | 71.3% | 87.8% | 71.2% | 86.7% | 71.1% | 85.6% | 64.5% | 84.6% | 67.7% | 85.5% |
| Male | 67.0% | 87.5% | 69.2% | 88.6% | 63.4% | 85.1% | 59.8% | 86.2% | 63.0% | 84.0% |
| Non-Respondent | 33.3% | 66.7% | 75.0% | 91.7% | 85.7% | 85.7% | 66.7% | 83.3% | 71.4% | 85.7% |

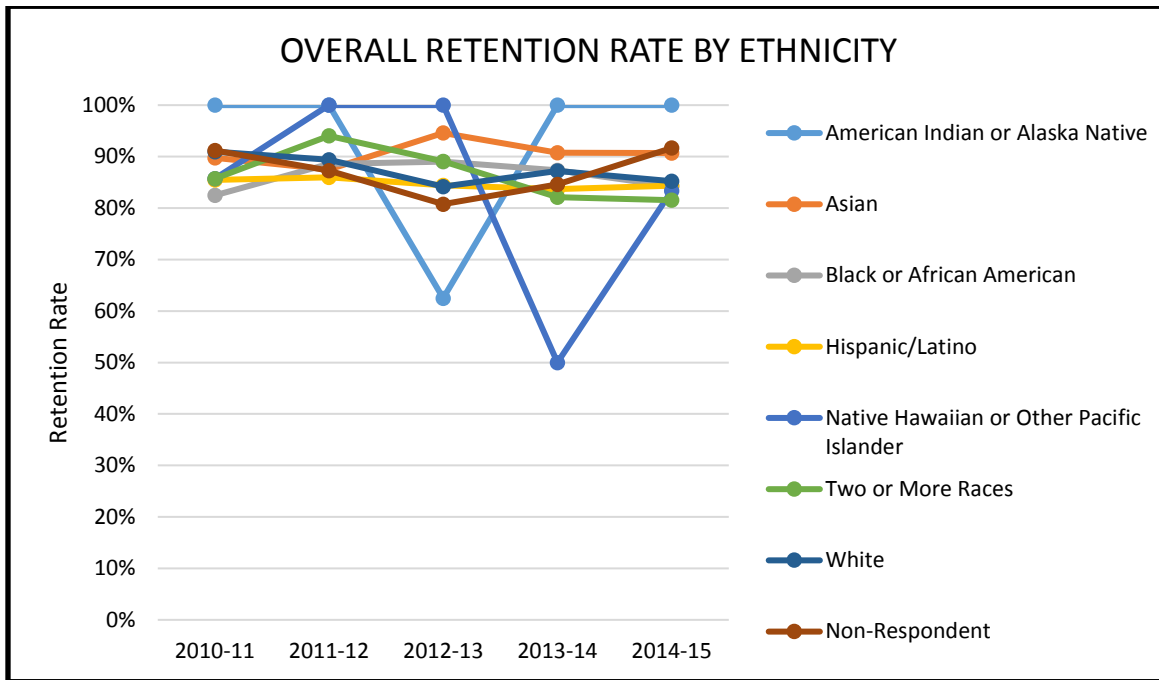
Comparison of two ethnic groups of Asian and white in 2010 and 2015 shows that, success rate of two ethnic group doesn't have significant differences almost retention is similar in Asian and white, but in 2015 retention of Asian is 5% more than white. Female success rate in 2010 is 4% higher than male. In 2015 both male and female have reduction in success in 2015. Looking the retention shows that almost male and female have the same % of reduction. Comparing age groups of 20 to 29 with age group 30 to 39 it shows that success rate of 30 to 39 is higher than age group of 20 to 29. The same trend is also true in retention. This table gives the idea that there is strong correlation between age and success and retention. It means that higher age more success and more retention. Comparison of gender shows that success rate of females is more than male. Retention rate of female slightly is more than male.

| Face-to-face | 2010-11 | 2010-11 | 2011-12 | 2011-12 | 2012-13 | 2012-13 | 2013-14 | 2013-14 | 2014-15 | 2014-15 |
|---|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|
| | Success | Retention | Success | Retention | Success | Retention | Success | Retention | Success | Retention |
| Total | 69.5% | 87.6% | 70.4% | 87.5% | 68.1% | 85.2% | 62.7% | 85.2% | 65.8% | 84.9% |
| American Indian or Alaska Native | 100.0% | 100.0% | 100.0% | 100.0% | 62.5% | 62.5% | 80.0% | 100.0% | 66.7% | 100.0% |
| Asian | 76.9% | 89.7% | 77.6% | 87.5% | 85.6% | 94.6% | 72.4% | 90.8% | 72.0% | 90.7% |
| Black or African American | 61.9% | 82.5% | 61.9% | 88.6% | 73.2% | 89.0% | 63.2% | 87.4% | 64.8% | 84.3% |
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| Native Hawaiian or Other Pacific Islander | 57.1% | 85.7% | 83.3% | 100.0% | 40.0% | 100.0% | 50.0% | 50.0% | 66.7% | 83.3% |
| Two or More Races | 61.9% | 85.7% | 74.6% | 94.0% | 70.9% | 89.1% | 64.3% | 82.1% | 60.0% | 81.5% |
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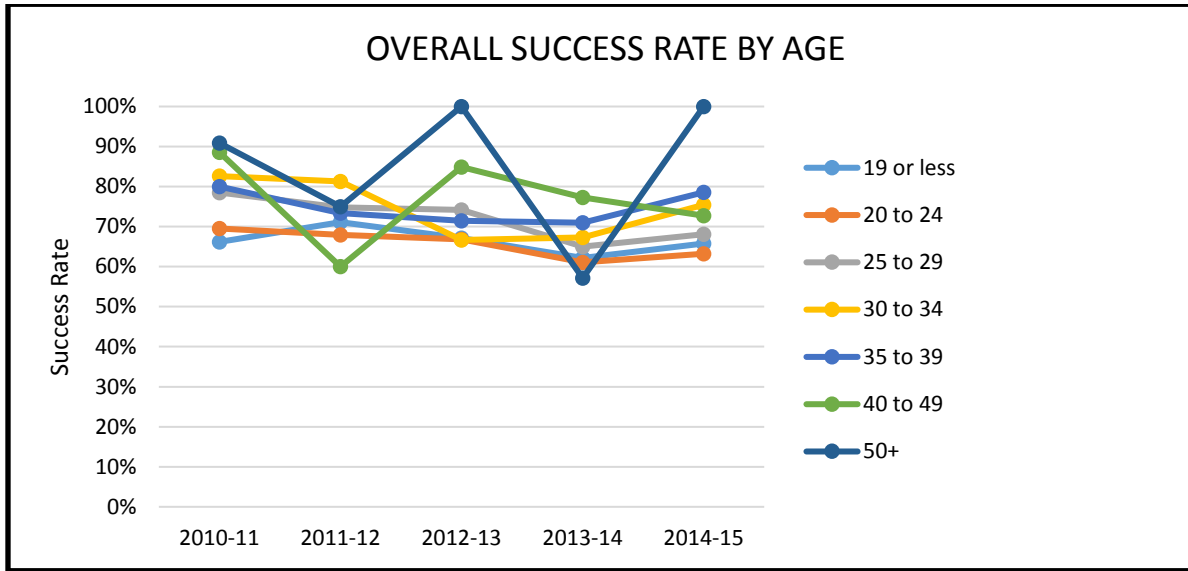
| | | | | | | | | | | |
|----------------|-------|-------|-------|-------|--------|--------|-------|-------|--------|--------|
| Non-Respondent | 80.4% | 91.2% | 78.2% | 87.3% | 61.5% | 80.8% | 53.8% | 84.6% | 83.3% | 91.7% |
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| 40 to 49 | 88.6% | 97.1% | 60.0% | 70.0% | 84.8% | 87.9% | 77.3% | 84.1% | 72.7% | 78.8% |
| 50+ | 90.9% | 90.9% | 75.0% | 87.5% | 100.0% | 100.0% | 57.1% | 71.4% | 100.0% | 100.0% |
| Female | 71.3% | 87.8% | 71.2% | 86.7% | 71.1% | 85.6% | 64.5% | 84.6% | 67.7% | 85.5% |
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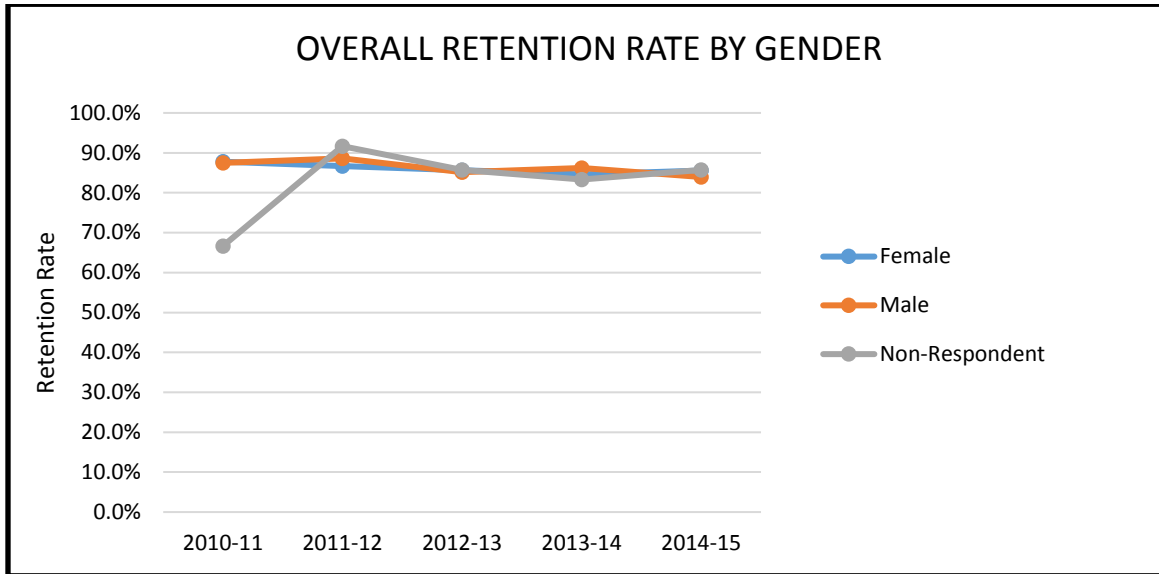
Hispanic success rate is less than black America and white. The diagram shows success rate of black is less than white. Asian American success rate was high in year 2012 and 2013. Starting 2013 started going down, but year 2014 took a steady status.



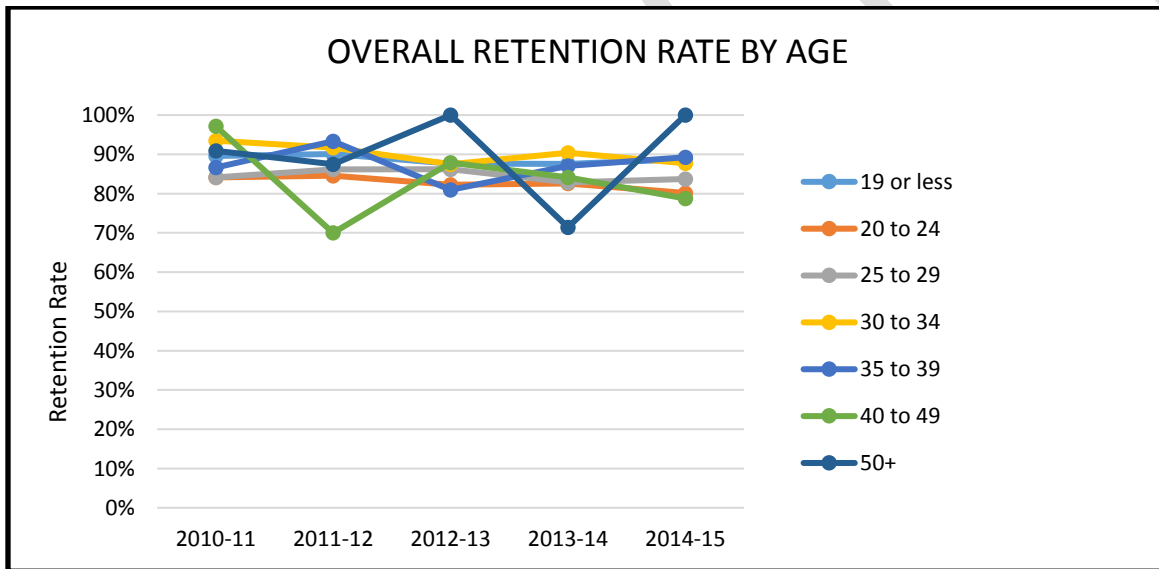
There is fluctuation in all ethnic groups except Asian. Big changes were native Hawaiian and American indian.

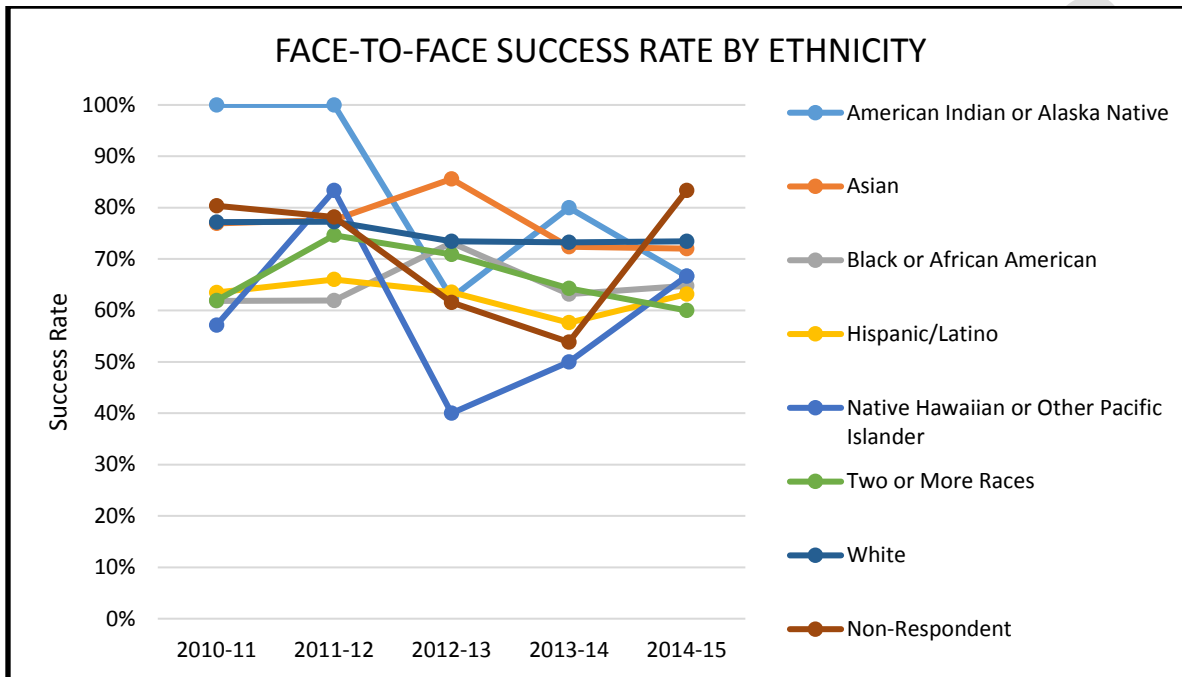


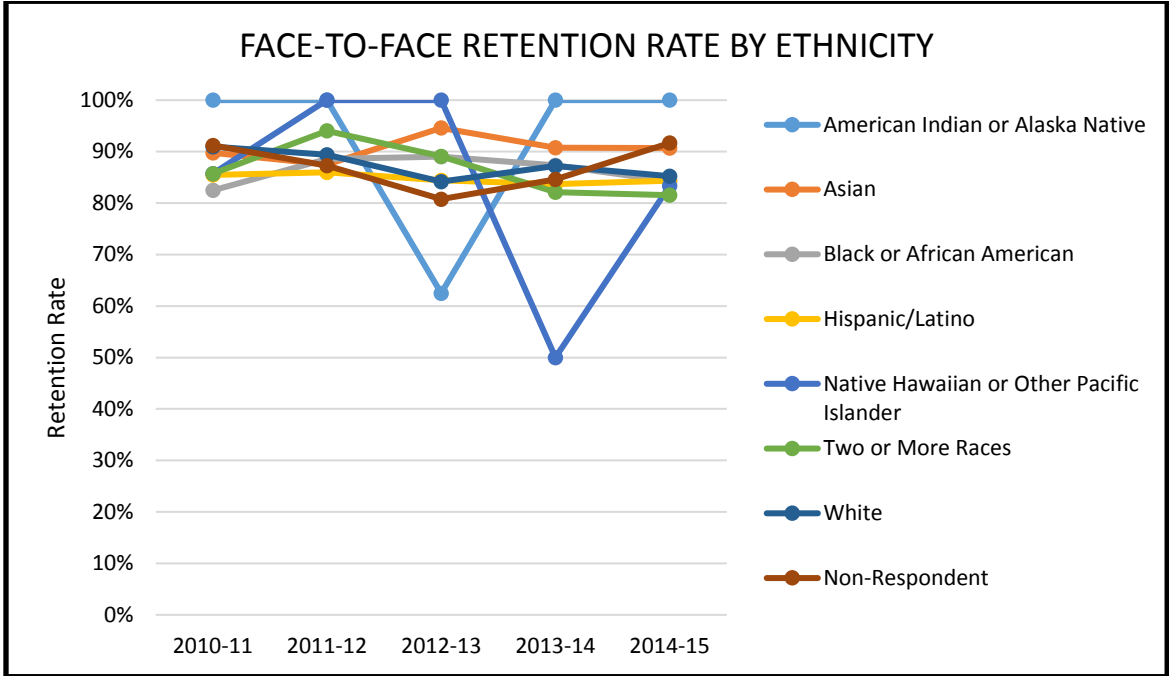
Overall success rate of elderly had higher rate of fluctuation than other age groups.



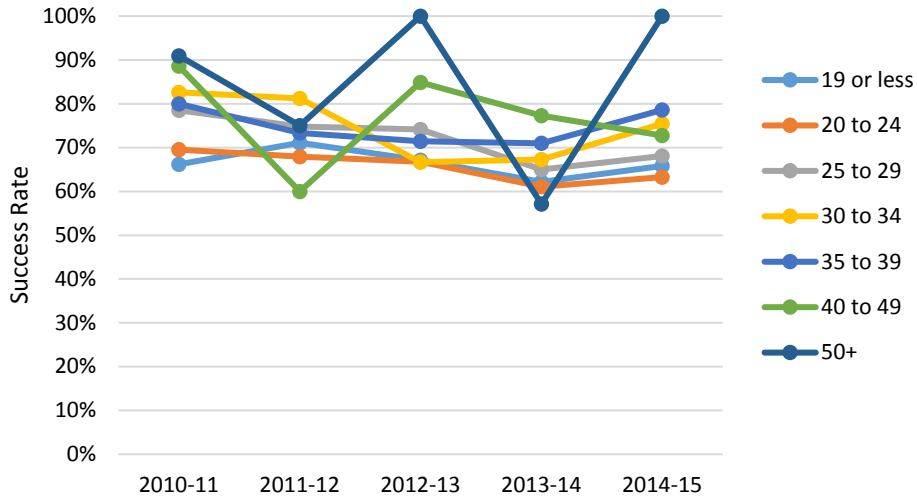
Retention rate of female and male was almost the same from year 2011 to 2015



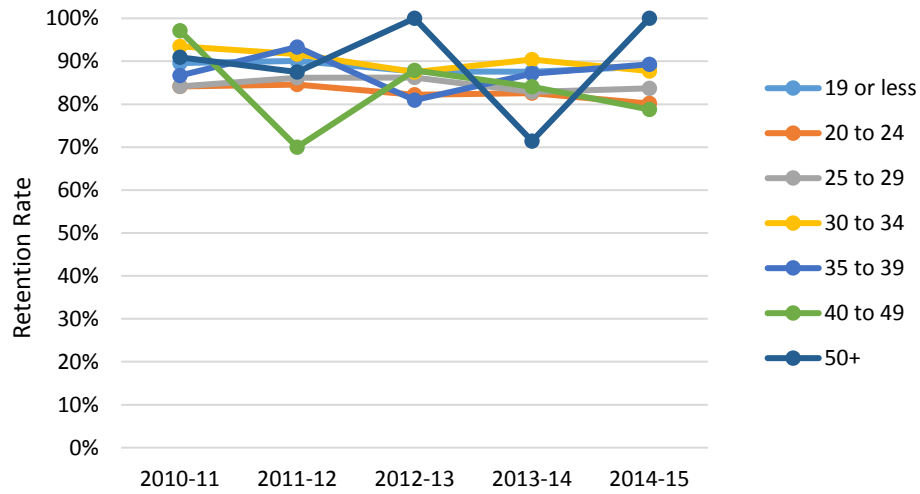


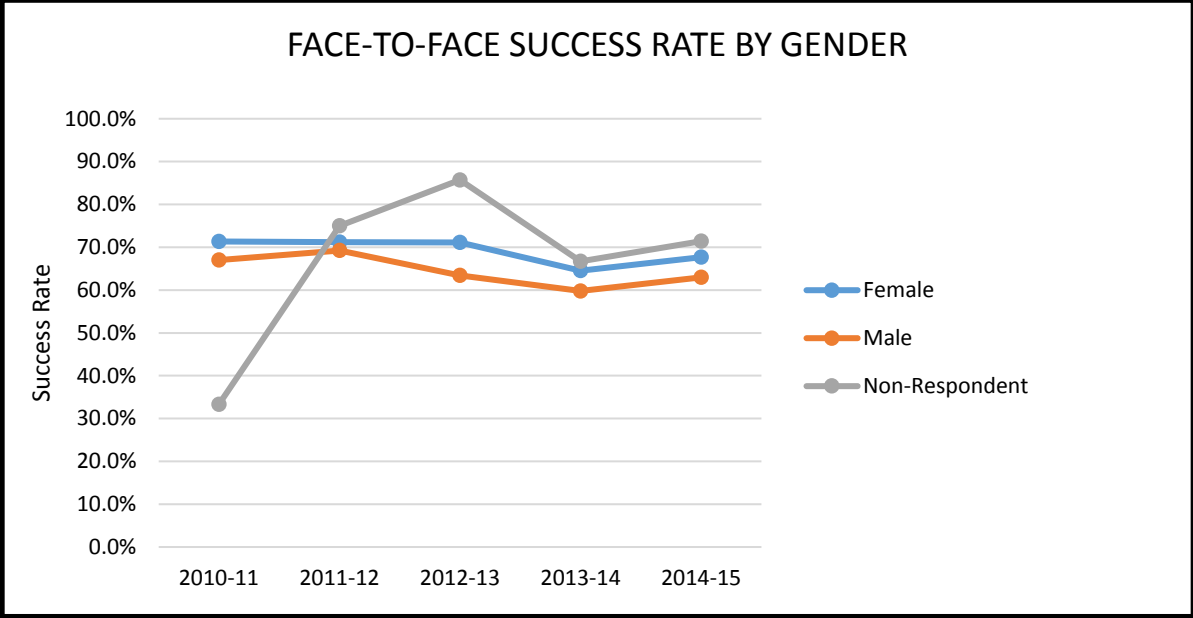


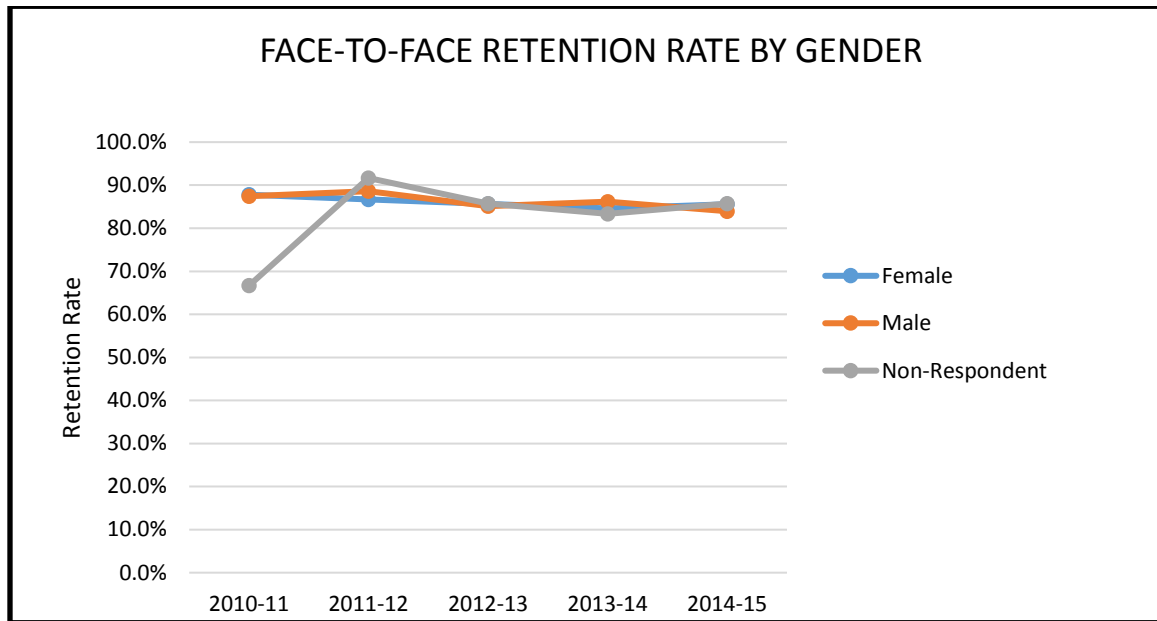
FACE-TO-FACE SUCCESS RATE BY AGE



FACE-TO-FACE RETENTION RATE BY AGE







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

Comparing 2010 and 2015 face to face table of white and Asian shows almost the same reduction in success and retention.

Comparing 2010 and 2015 face to face table of female and male shows almost the same reduction.

In general, conclusion is that the student's population age was different in 2010 and 2015. Norco College population in years 2010, 2011, 2013 was older and reduction pattern may have related to age composition.

Afro American ethnic group success shows 3% success increase in 2015 than 2010. Retention increase was 2% in 2015 than 2010.

Comparing success and retention of Latino ethnic group shows very little reduction in 2015.

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?

Last several years' discipline of sociology asked to have SPSS statistical packages unfortunately, Because of budget shortage discipline couldn't receive it. later consulting with psychology discipline, the final outcome was that there are some simple way we can utilize other packages of statistical programs. Very good news is that recently Norco College curriculum approved teaching social statistics in sociology and psychology discipline. Discipline believes that teaching research method and social statistics are going to have great impact not only in sociology discipline it will have also great impacts in other social disciplines.

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 |
|---|--|--|---|
| 1. Hiring new sociology instructor | 60% of sociology courses are taught by adjuncts instructors. As we know part time instructors do not have contact hours with their students whenever they need help. | The goal of Norco College and the goal of sociology discipline is that increase student learning outcome and success. Hiring new faculty is going to fulfill the educational master plan also. | NO |
| 2. Offering up to date new courses. | Technology changes social structure of society. Sociology discipline should keep its status in a demonic world. To fill the gap, discipline is going to offer a new course like "impact of technology on social structure" | It is very clear student learning and success and make students who to utilize technology in their daily life. | NO |

| | | | |
|---|---|---|----|
| 3. Teaching introduction to social statistic course | There were constant dialogs between sociology discipline and psychology to offer introduction to social statistics, finally Norco College curriculum approve. | Combining of introduction to research method and introduction to social statistics will increase student learning and success, it will also help them to succeed after graduation. Actually, these two courses directly are related to Norco College mission and educational master plan. | 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: Sociology
 Contact Person: Khalil Andacheh
 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) |
| Sociology | 1 | 5 |
| | | |
| | | |
| | | |
| | | |
| | | |

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

Unit Name: _____

7. Staff Needs

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

| List Staff Positions Needed for Academic Year 2016 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. Full time IDS <u>Justification:</u> Medical leave | N/R | 1 | \$ 84,547 |
| 2. <u>Justification:</u> | | | |
| 3. <u>Justification:</u> | | | |
| 4. <u>Justification:</u> | | | |
| 5. <u>Justification:</u> | | | |
| 6. <u>Justification:</u> | | | |

* 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 (including technology) Not Covered by Current Budget²

| List Equipment or Equipment Repair Needed for Academic Year <u>2016</u> Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education. | *Indicate whether Equipment is for (I) = Instructional or (N) = Non- Instructional purposes | Annual TCO* | | | | EMP GOALS |
|---|--|---------------------------------|------------------|---------------------|--------------------------|--------------|
| | | Number of years requested | Cost per item | Number Requested | Total Cost of Request | |
| 1. Computer for one full time faculty Justification: The computer is old almost 12 years | 1 | 1 | \$ 2600 | 1 | \$ 2600 | 6:1 |
| 2. Justification: | | | | | | |
| 3. Justification: | | | | | | |
| 4. Justification: | | | | | | |
| 5. Justification: | | | | | | |
| 6. 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).

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.

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** These requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: _____

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. <u>Justification:</u> | | | | |
| 2. <u>Justification:</u> | | | | |
| 3. <u>Justification:</u> | | | | |
| 4. <u>Justification:</u> | | | | |
| 5. <u>Justification:</u> | | | | |
| 6. <u>Justification:</u> | | | | |

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.

*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.

2016

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.

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.

** These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

Unit Name: _____

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

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

| <p align="center">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 |
| 1. <u>Justification:</u> | | | | |
| 2. <u>Justification:</u> | | | | |
| 3. <u>Justification:</u> | | | | |
| 4. <u>Justification:</u> | | | | |
| 5. <u>Justification:</u> | | | | |
| 6. <u>Justification:</u> | | | | |

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 2014-spr 15

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@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 2014 - spring 2015. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

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

| | | | | | | | |
|--------|--------------|-----------------------------|--|---|---|---|--|
| Soc.1 | 1,2,3,4,5 | From Fall 2013 to Fall 2015 | | 2,4and 5 This discrepancy may have related to adapting textbook. To have a consistency for several years we should keep the same textbook. | Adaption of different textbook. | Loop has been done to see there is change in SLOs. Looking SLO mapping in 14 and 15 there are some changes due to textbook changes. | Consistency of textbook for the same course taught in different section will produce reliable outcome. |
| Soc.3 | 1,2,3,4,5,6, | Fall2014 and fall215 | Fall 14 yes fall 15 by August 2016 | SLOs 1,2 and 3 were consistent. | Textbook was the same. To find out why some inconsistency exist I have to look at 2016 see where trend goes | This course rotated last two years and completed. | All of the SLOs were assessed |
| Soc.2 | 1-6 | 2014 and 15 | Yes | 1-6 done by adjunct | Documents given by adjunct | N/A | There is improvement. To see consistency, should be assessed again. |
| Soc.10 | 1,2,3,4,5,6 | 2014 And 15 | 2014 yes not 2015 will be in August 2016 | 1-6 done by adjunct | Document given by adjunct | N/A | There is improvement, should be assessed again to have a clear trend. |
| Soc.12 | 1,2,3,4,5,6 | 2014 and 15 | 2014 yes not 2015 will be in August 2016 | 1-6 done by adjunct | Document given by adjunct | N/A | There is improvement, should be assessed again |
| Soc.15 | 1,2,3,4,5,6 | 2015 | Will be in TracDat in August 2016 | 1-6 done by adjunct | Provided by adjunct | N/A | By 2016 data will be looked at to evaluate the trend for improvements |
| Soc.20 | 1,23,4,5,6 | 2014 and 2015 | Will be in Trac Dat | 1-6 done by adjunct | Provided by adjunct | N/A | There is improvement. Should be assessed 2016 again. |

| | | | | | | | |
|--------|-------------|-----------------|---------------------------------|--|---|--|--|
| | | | August 2016 | | | | |
| Soc.50 | 1,2,3,4,5,6 | 2013,2104, 2015 | Will be in Trac Dat august 2016 | SLO 3,5And 6 where inconsistent because of Textbook change | Fall 2016 I have adapted new textbook to compare with the previous years to see success rate change and also changes. | Loop has been done. Change again related to textbook changes. I think this new textbook is going for some years to have standardized | Textbook will be consistent to see how it will effect to assessments and SLOs. |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

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

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:

Initial assessment for GE PLO Information Competency and Technology Literacy

Closing Loop for GE PLO Self Development and Global Awareness

A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts

A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

| AOE (Area of Emphasis) | ADT (Associate for Transfer) | GE (General Education) | Certificate |
|------------------------|------------------------------|------------------------|-------------|
| 1 | N/A | 3 | None |

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

| AOE (Area of Emphasis) | ADT (Associate for Transfer) | GE (General Education) | Certificate |
|------------------------|------------------------------|------------------------|-------------|
| 1 | N/A | 3 | None |

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 |
|--------|---|--|
| Soc.1 | Emphasized content in PowerPoint or new discussions | Success rate in 2011 was 69% which has reduction of 4%. Retention rate was 87% in 2011 dropped to 84%. Retention may have related so many different variables, but success rate may directly have related to style of instruction. I have to take a new approach. One may be to give more assignments. |
| | Increased mini-quizzes to prep for larger tests | It may help student read before they come to lecture |
| | Increased in-class activities/exercises/worksheets to practice content | More class activity may help students to be involved with learning processes. |
| | Detailed study guides, clear assignment overviews | I am against study guide culture that we have in American education. Students only focusing to fine right answer nor reading to learn. |

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

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

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

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

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

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

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

Assessment Unit Name: _____ Average score _____

| | 0 | 1 | 2 | 3 | Comments |
|---|--|--|--|--|----------|
| Initial SLO assessments | No evidence provided 0 | Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1 | Clear evidence of on-going SLO assessment (1 complete assessment) 2 | Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3 | |
| Loop Closing Assessments | No evidence provided 0 | Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided) 1 | Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment) 2 | Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments) 3 | |
| Assessment input into TracDAT | No assessments in TracDat format or Repository 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 | | | | | |