NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit:__THE_____

(If applicable) **Program or Certificate ___GE_____**

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: __Walter Stevens_____
Due: April 20, 2017

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

Form Last Revised: February 2017

Norco College

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

Annual Instructional Program Review Update
Instructions

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

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

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

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: THE
Contact Person: W. Stevens
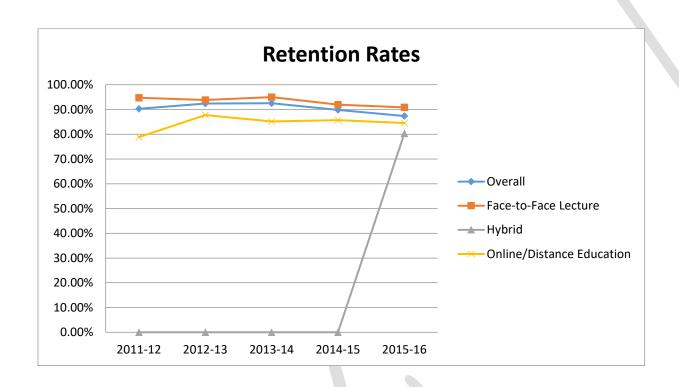Date: 4/20/17

Trends and Relevant Data

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

   The Theatre Arts discipline at Norco College is committed to offering courses that fulfill both General Education requirements and provide specialized skills for those students interested in pursuing the field. The discipline offers survey courses in Introduction to the Theatre, as well as various acting techniques from beginning to the advanced. The Theatre Arts discipline addresses the GE needs of those students who wish to it to complete the C1 requirement to transfer to a four-year institution, as well as those students who wish to explore the art form from different perspectives.

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. Theatre Arts remains part of the AHWL Department, and is closely associated with the other Arts disciplines (MUS, MIS, ART, DAN).

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

      No. The Theatre Arts ADT was tabled at the ISPC level for resource concerns.

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

      No. Theatre Arts remains one of the core GE offerings for the C1 IGETC requirements.

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

Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	90.32%	92.40%	92.53%	89.81%	87.37%
Face-to-Face Lecture	94.73%	93.84%	95.01%	91.96%	90.85%
Hybrid	0.00%	0.00%	0.00%	0.00%	80.36%
Online/Distance Education	78.86%	87.74%	85.19%	85.71%	84.53%

Retention Rates:

Overall: Retention rates in THE remain very steady overall at around 90%, with a slight drop (2% - 3%) over the last four years. This is just above the Norco College average of around 85% - 87%. The slight drop in THE retention may be due to several external factors and examining assessment data will help to clarify questions regarding this trend. However, no "red flags" are noted regarding the data and it would appear there
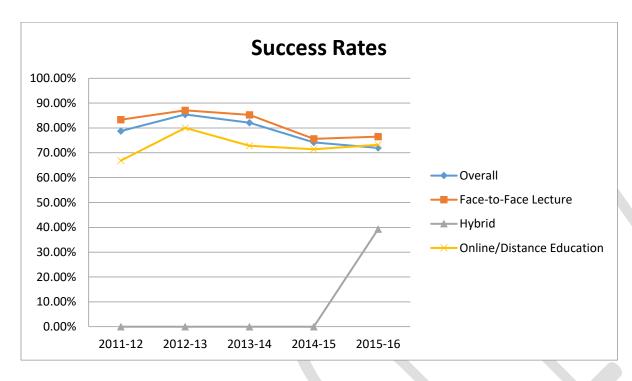
are healthy and steady retention rates overall.

F2F: Retention rates in THE remain very steady in face-to-face sections at over 90%, with a slight drop (4% - 5%) over the last four years. This is just above the Norco College average of around 87%. The slight drop in retention may be due to several external factors and examining assessment data and course modification might help to clarify questions regarding this trend and address the issue. However, no "red flags" are noted regarding the data and it would appear there are healthy and steady retention rates in face-to-face sections.

Online: Retention rates in THE remain very steady in online sections at over 80%, with a slight drop (2% - 3%) over the last four years. This is in line with the Norco College average of around 81%. The slight drop in THE retention may be due to several external factors and examining assessment data and course modification might help to clarify questions regarding this trend and address the issue. However, no "red flags" are noted regarding the data and it would appear there are healthy and steady retention rates in face-to-face sections.

Hybrid: A section of THE 3 was offered as a hybrid course during the 16SPR term. The retention rate was a healthy 80.36%. This demonstrates that the mode of instruction is desirable to students.

Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	78.73%	85.41%	82.12%	74.17%	71.96%
Face-to-Face Lecture	83.30%	87.08%	85.24%	75.60%	76.52%
Hybrid	0.00%	0.00%	0.00%	0.00%	39.29%
Online/Distance Education	66.86%	80.00%	72.84%	71.43%	73.21%

Success Rates:

Overall: Success rates in THE overall have dropped noticeably. After an initial 6.68% increase (85.41%) in the 2012-2013 academic year they have dropped 13.45% over the last 3 years to 71.96%. Success rates for THE overall had been well above (78.73% - 85.41%) the Norco College average (69.36% - 71.48%) for three years and have now leveled off with the latest college average (71.96% THE vs. 71.88% NC). Some external factors may be attributed to the decrease in student success, as well as substantial changes in course materials and format. This issue of decreased success rates needs to be immediately assessed and addressed for appropriate modifications. The discipline will explore ways in which to re-increase student success back to levels of previous years by comparing what worked then to what might not be working lately.

F2F: Success rates in THE face-to-face sections mirror what is reflected in the analysis of THE success rates overall. After an initial 3.78% increase (87.08%) in the 2012-2013 academic year they have dropped 10.56% over the last 3 years to 76.52% (a slight increase from last year's 75.60%). Success rates for THE face-to-face had been well above (75.60% - 87.08%) the Norco College average (70.57% - 73.19%) for three years, and while they have obviously decreased they still remain well above the latest college average (76.52% THE vs. 71.88% NC). This issue of decreased success rates needs to be immediately assessed and addressed for appropriate modifications. The discipline will explore ways in
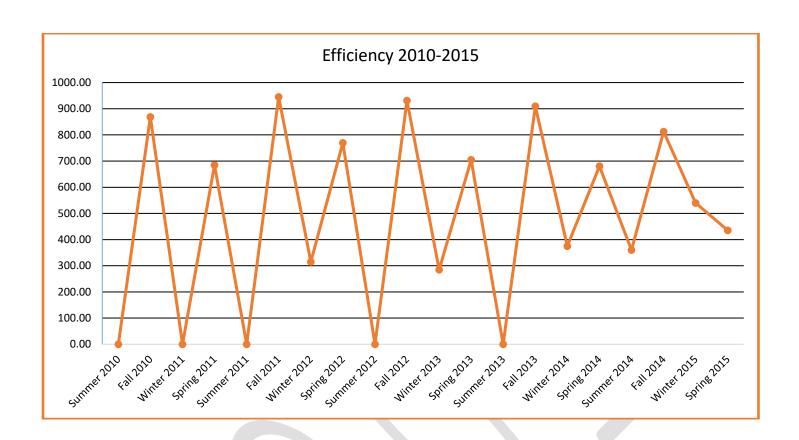
which to re-increase student success back to levels of previous years by comparing what worked then to what might not be working lately.

Online: Success rates in THE <u>online</u> sections mirror what is reflected in the analysis of THE success rates overall with a bit more initial volatility. After an initial 13.14% increase (80.00%) in the 2012-2013 academic year they have dropped 6.79% over the last 3 years to 73.21% (a slight increase from last year's 71.43%). Success rates for THE online had been well above (66.86% - 80.00%) the Norco College average (57.95% - 67.12%) for three years and remain well above the latest college average (73.21% THE vs. 64.79% NC). This issue of decreased success rates needs to be immediately assessed and addressed for appropriate modifications. The discipline will explore ways in which to re-increase student success back to levels of previous years by comparing what worked then to what might not be working lately.

Hybrid: A section of THE 3 was offered as a hybrid course during the 16SPR term. The success rate was low at 39.29%. This brings into question the viability and pedagogical impact the hybrid format has for a THE 3 course. However, further exploration of how to increase this rate should be addressed by the discipline.

Efficiency

THE Overall

Efficiency 2010-2015

Term	Efficiency
Fall 2011	944.986
Winter 2012	315.000
Spring 2012	769.913
Summer 2012	0.000
Fall 2012	931.318
Winter 2013	285.000
Spring 2013	704.712
Summer 2013	0.000
Fall 2013	909.998
Winter 2014	375.000
Spring 2014	680.712
Summer 2014	360.000
Fall 2014	812.748

Winter 2015	540.000
Spring 2015	435.367
Total	**735.767**

15FAL	NOR	THE	THE-32	39152	Theater Games and Exercises	205.2	0.2833
15FAL	NOR	THE	THE-3	37104	Intro to the Theater	66	0.2
15FAL	NOR	THE	THE-3	39148	Intro to the Theater	343.4	0.3
15FAL	NOR	THE	THE-3	39149	Intro to the Theater	102	0.2
15FAL	NOR	THE	THE-3	39150	Intro to the Theater	353.6	0.3
15FAL	NOR	THE	THE-3	39151	Intro to the Theater	126	0.2

16SPR	NOR	THE	THE-3	32737	Intro to the Theater	108	0.2
16SPR	NOR	THE	THE-3	32738	Intro to the Theater	231.2	0.2
16SPR	NOR	THE	THE-3	32740	Intro to the Theater	108	0.2
16SPR	NOR	THE	THE-3	32741	Intro to the Theater	90	0.2
16SPR	NOR	THE	THE-3	32928	Intro to the Theater	168	0.2
16SPR	NOR	THE	THE-34	32743	Scene Study	62.7	0.2833
16SPR	NOR	THE	THE-34	32851	Classical Acting-Shakespeare	45.6	0.2833

Efficiency Rates

The data demonstrates that the Theatre Arts discipline continues to provide generally healthy levels of efficiency rates. Levels in those terms where courses are offered and students are enrolled closely parallel those of the college in general, and indeed are in some cases significantly higher. This could be attributed to having, in a normal semester or term, one full-time faculty in the discipline, several offerings of large lecture sections of THE 3 (90+), and a policy of, where it is pedagogically appropriate, adding students in the initial stages of the term well above the CAP for each section (F2F, HYB, OL) to account for attrition and student accommodation. In addition, both 16 week and short term 8 week sections are offered, as well as condensed 6 week sections during the SUM and WIN terms.

Note: Separate efficiency data for Distance Education rates was unavailable.

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?**

   N/A

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
Explore and identify ways of increasing student success rates.	Review course materials and delivery formats. Modify and revise as needed.	**Increase Student Retention, Persistence, & Success (Goal 1)** Ongoing assessment helps provide resources to foster student retention and success. **Enhance institutional Effectiveness (Goal 5) Using ongoing assessment faculty can identify methods in which to improve student learning and success.**	No
~Continued assessment of all Theatre Arts courses.	Review and identify rotation of SLO assessment. Review and revise Trakdat data.	**Increase Student Retention, Persistence, & Success (Goal 1)** Ongoing assessment helps provide resources to foster student retention and success. **Enhance institutional Effectiveness (Goal 5) Using ongoing assessment faculty can identify methods in which to improve student learning and**	No

		success.	
~Creation and Implementation of online THE 29 Intro to Musical Theatre course.	Use of present THE online course models to develop an additional C1 offering for students to complete this requirement.	**Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5) Creating further opportunities for students to achieve their educational goals through additional offerings.**	Yes

Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."

Norco College Annual Instructional Program Review Update

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
Theatre Arts	1	

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

7. Staff Needs

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

List Staff Positions Needed for Academic Year_'17 – '18_____ **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***
N/A Justification:			
2. Justification:			
3. Justification:			
4. Justification:			
5. Justification:			
6. Justification:			

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

Requests for staff and administrators will be sent to the Business and Facilities Planning Council. Requests for faculty will be sent to the Academic Planning Council.

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

8. Equipment & Technology Not Covered by Current Budget2

List Equipment, Technology, Software or Equipment Repair Needed for Academic Year_'17 – '18 **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***			EMP GOALS
				Cost per item	Number Requested	Total Cost of Request	
1. N/A							
2. Justification:							
3. Justification:							
4. Justification:							
5. Justification:							

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

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

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

List Professional Development Needs for Academic Year **'17 - '18**_____. 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. N/A				
2. Justification:				
3. Justification:				
4. Justification:				
5. Justification:				
6. Justification:				

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

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

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

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

List Student Support Services Needs for Academic Year_____'17 – '18_____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.	EMP GOALS
1. 1. **Continued additions and updates to materials (books, scripts, DVDs, streaming, etc.) within the library collection. Specific lists are regularly submitted to library personnel for acquisition.** Justification: Continued assessment and resource acquisition of learning materials.	**SPG Goals 1, 3, & 5**
2. Justification:	
3. Justification:	
4. Justification:	
5. Justification:	
6. Justification:	

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

[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.

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]
** For immediate hazards, contact your supervisor **

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. Continued monitoring of the air quality and mold issue in Little Theatre. Justification: Following the discovery and mitigation of the mold safety issue.	**N/A**			**SPG Goals 6 & 7 (?)**
2. General maintenance and safety inspection of the lighting system and practical facilities within the theatre complex. Justification: **With the absence of a specialized theatre technician dedicated to the space the lighting and theatre-specific equipment does not get inspected or even used on a regular basis. With earthquake and fire concerns this might prove to be an important safety issue.**				**SPG Goals 6 & 7 (?)**
3. Training of classified and/or student workers to facilitate use of the theatre before, during, and after performances and events. Justification: **There is presently no one dedicated to performing these facility-unique and event-unique duties and the theatre space is**				**SPG Goals 6 & 7 (?)**

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

constantly showing signs of wear and tear that could be avoided. In addition, there is a safety issue regarding the use of the space without a person dedicated to these duties.			
4. Justification:			
5. Justification:			
6. Justification:			

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

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@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in _**fall 2015 - spring 2016**_. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

    Note: All 2015-16 Reports are available on TracDat. Due to their excessive length, we have not inserted them in the present document. They can also be emailed to the PR evaluator(s) upon request.

Course number	SLO **Initial Assessments** Indicate which specific SLOs were assessed in the identified course	Semester assessed	Entered into TracDat fields Yes or No	SLOs with **Changes Made** to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified **Changes** Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in **Loop-Closing** assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
THE 3 F2F	3, 5, 7	15SPR 15FAL 16SPR	Yes	Complete web-enhancement to that all documents and course information is clear and	**16FAL/17SPR Complete revision of lesson plans and formats. Power**		One entire year cycle of assessment of these SLOs will be completed in June '17 and the data will then

				easily available for student use. 5- Changes: Rubric created and assignment guidelines and expectations outlined in detail 7- Documents created, including rubric, outlining assignment expectations and grading. Explore potential for increased student success.	**Point presentations for each lesson. Web-enhancement for all sections. Develop additional rubrics for various assignment grading.** **Work with discipline-specific as well as cross-discipline colleagues to develop strategies for improving and maintaining student success.**			be analyzed and closing of the loop will be explored.
THE 3 OL				Yes	Changes: Rubric created and assignment guidelines and expectations outlined in detail 7- Documents created, including rubric, outlining assignment expectations and grading.	**16FAL/17SPR Complete revision of lesson plans and formats. Power Point presentations for each lesson. Develop additional rubrics for various assignment grading. Work with discipline-specific as well as cross-discipline**		One entire year cycle of assessment of these SLOs will be completed in June '17 and the data will then be analyzed and closing of the loop will be explored.

				Explore potential for increased student success.	**colleagues to develop strategies for improving and maintaining student success.**		
THE 32	1 & 6	15FAL – 16SPR	Yes	Explore additional exercises to foster student success. Create written assignments to document achievement.	17FAL – 18SPR Research successful exercises and methods and then implement them in the classroom and lab settings.		

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2015-16:
Initial assessment for GE PLO Information Competency and Technology Literacy
Closing Loop for GE PLO Self-Development and Global Awareness
A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts
A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
		3 – Transfer; Self-dev/Global Awareness	

b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
		2 – Transfer; Self-dev/Global Awareness	

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
THE 3 F2F	Increased in-class activities/exercises/worksheets to practice content	Clearer overall submissions of coursework. Clearer understanding between instructor and students regarding expectations and assessment of student work. Rubrics clarified grading expectations. The web-enhancement has made the course documents, assignments and expectations very clear and accessible to students.
THE 3 F2F	Detailed study guides, assignment overviews	Clearer overall submissions of coursework. Clearer understanding between instructor and students regarding expectations and assessment of student work.
THE OL	Detailed study guides, clear assignment overviews	Clearer overall submissions of coursework. Clearer understanding between instructor and students regarding expectations and assessment of student work. Most of the student work is being submitted more closely addressing the expectations outlined in the newly created rubrics and guidelines.
THE 3 F2F & OL	Emphasized content in PowerPoint or new discussions	Clarified and supported material covered in lecture. Has helped to emphasis key concepts and terms that are covered in exams and should be used while analyzing and critically thinking within written assignments.
THE 32	Created new assignments and performance opportunities.	Regularly supported and enforced the learning goals for each assignment. Students are able to approach activities and exercises from various ability and comfort levels. The ensemble approach towards much of the work nurtures a supportive environment within the classroom and laboratory.

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
None.		

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
None.		

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

Continued workshops, informational sessions, and one-on-one support regarding using Trakdat correctly and efficiently would be great!

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

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

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