

NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: Norco College Honors Program

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: Ana-Marie Olaerts

Due in draft: March 15, 2015

Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs

Norco: Diane.Dieckmeyer@norcollege.edu

If you are CTE: Kevin.Fleming@norcollege.edu



Form Last Revised: December 2014

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 in draft every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, 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.

Goals and Strategies 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 5 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. Have there been any changes in the status of your unit? (if not, please indicate with an “N/A”)

- First, there is new leadership, the previous Coordinator recently retired. The Honors Program is looking forward to growth and revitalization in the upcoming years.
- Secondly, we are offering several new honors courses this upcoming year (e.g., ECO-8H, COM-9H, BIO – 1H and many more). Please see appendix A and B for honor’s course offering/rotation plan.
- Thirdly, spring 2015, the Honor’s program re-established the HAC (Honors Advisory Council) and HSC (Honors Student Council). Monthly meetings are occurring for both of these councils. This renewed participation and commitment strengthens the program.
 - a. Has your unit shifted departments?
 - No.
 - b. Have any new certificates or programs been created by your unit?
 - No.
 - c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.
 - No.
 - d. Have any new certificates or complete programs been created by your unit?
 - The Norco Honors Program is a member of the Honors Transfer Council of California (HTCC). HTCC certifies the quality and rigor of Honors Programs at Community Colleges within the state. In addition, HTCC negotiates transfer agreements with 4-year partner institutions;

each of the transfer agreements provides differing arrays of benefits to Norco students who successfully complete the Honors Program and meet the standards of the transfer institution; these may include priority consideration for admission, early enrollment considerations, library access, housing consideration, scholarship consideration, and more.

- The Norco Honors Program is also a member of the UCLA-Transfer Alliance Program (UCLA-TAP). As participants in the UCLA Transfer Alliance Program, Norco College students who complete our Honors Program and otherwise meet the rigorous admissions requirements receive priority consideration for admission to UCLA College of Letters and Science and other benefits.

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

- No.

2. List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

A. Course Offerings

See appendix A for course offerings. We continue to work on ensuring that we offer students a balanced set of offerings so they have a reasonable opportunity to complete 5 honors courses during their two years. In addition, we try to ensure that those offerings cover a range of required general education areas.

B. Retention and Success

Between fall 2010 and spring 2015, students enrolled in honors courses tended to remain enrolled in those courses (retention) and earn a passing grade (success) as compared to students enrolled in the comparable non-honors versions of offered courses. The retention rate for students in honors courses compiled over this time period averaged 89.7% versus an average of 85.6% in the comparable non-honors courses (figure 1). The students enrolled in honors level courses were more likely to successfully complete the course (average success rate: 83.4%) versus those enrolled in the comparable non-honors courses (average success rate: 71.1%) (figure 2).

Honors Courses			Non-honors Courses		
Course	Retention Rate		Course	Retention Rate	
ART-6H	17/18	94.40%	ART-6	2089/2433	85.90%
COM-1H	33/41	80.50%	COM-1	2118/2431	87.10%
ECO-7H	50/55	90.90%	ECO-7	1233/1409	87.50%
ENG-1AH	159/192	82.80%	ENG-1A	6022/7126	84.50%
ENG-1BH	172/189	91.00%	ENG-1B	3302/3749	88.10%
HIS-6H	23/23	100.00%	HIS-6	3051/3519	86.70%
HIS-7H	18/19	94.70%	HIS-7	3507/3993	87.80%
HUM-10H	13/14	92.90%	HUM-10	2252/2642	85.20%
HUM-4H	17/19	89.50%	HUM-4	122/168	72.60%
MAT-12H	64/68	94.10%	MAT-12	3045/3481	87.50%
PHI-10H	32/34	94.10%	PHI-10	2288/2748	83.30%
POL-1H	53/54	98.10%	POL-1	5676/6845	82.90%
SOC-1H	14/15	93.30%	SOC-1	5383/6279	85.70%
Total	665/741	89.70%	Total	40088/46823	85.60%

Figure 1: Retention Rates of students in honors and non-honors courses | fall 2010 – spring 2015

Honors Courses			Non-honors Courses		
Course	Success Rate		Course	Success Rate	
ART-6H	16/18	88.90%	ART-6	1781/2433	73.20%
COM-1H	30/41	73.20%	COM-1	1792/2431	73.70%
ECO-7H	47/55	85.50%	ECO-7	1047/1409	74.30%
ENG-1AH	139/192	72.40%	ENG-1A	5069/7126	71.10%
ENG-1BH	163/189	86.20%	ENG-1B	3027/3749	80.70%
HIS-6H	23/23	100.00%	HIS-6	2587/3519	73.50%
HIS-7H	16/19	84.20%	HIS-7	2889/3993	72.60%
HUM-10H	13/14	92.90%	HUM-10	1955/2642	74.00%
HUM-4H	17/19	89.50%	HUM-4	87/168	51.80%
MAT-12H	62/68	91.20%	MAT-12	2674/3481	76.80%
PHI-10H	29/34	85.30%	PHI-10	1746/2748	63.50%
POL-1H	50/54	92.60%	POL-1	4467/6845	65.30%
SOC-1H	13/15	86.70%	SOC-1	4138/6279	65.90%
Total	618/741	83.40%	Total	33269/46823	71.10%

Figure 2: Success Rates of students in honors and non-honors courses | fall 2010 – spring 2015

3. What annual goals does your unit have for 2014-2015 (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 [Educational Master Plan](#)?

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
Increase communication with current students	Meet regularly (once a month) with the HSC (Honors Student Council)	1, 2, 3, 5	
Increase visibility of program on campus	Communicate with other Programs (e.g., Puente, TP3, EOPS), have more recruiting events (Norco Welcome Day, Recruit at Kennedy Middle School, offer two orientations a	1, 2, 3, 4, 5	

	semester, publicize through the NC website and social media).		
Re-establish excursions	Offer one fieldtrip a semester	5	
Re-establish HAC (Honors Advisory Council)	Meet monthly to discuss and revisit the Honor's Program needs	1, 2, 5	
Provide Priority Registration to Honor's students	Present to the NC SSC the need to provide the same services and benefits to our NC students as RCC does for their Honors Students.	1, 3	

**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

- 4. 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:**

2014-2015 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)	Distance Education
Economics	1 (partial assignment)		
English	4 (partial assignment, 2 in the fall and 2 in the spring)		
Humanities	1 (partial assignment)		
Philosophy	1 (partial assignment)		
Political Science		1 (partial assignment)	
Sociology	1 (partial assignment)		
Faculty Coordinator	1 (0.2 reassign time)		
Administrative Secretary (Norco College)	1 (partial assignment)		
Administrative Assistant (District)	1 (partial assignment)		
Counselor	???		

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

2015

Unit Name: _____

5. Staff Needs

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

List Staff Positions Needed for Academic Year _____ Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*	Distanced Education
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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.

<p>1.Increase Faculty Coordinator Reassign Time</p> <p><u>Reason:</u> There is an inadequate amount of reassign time granted to the program coordinator: .2, a release equivalent to a single 54 hour / 3 unit semester course. This reassign time has not been augmented since the program’s inception, and contrasts with what is apportioned to coordinators of many similarly-sized Honors Programs elsewhere in the state (see Appendices C), as well as at what is apportioned at RCC itself: 300% more reassign time and a larger stipend for a program roughly twice the size of NC’s. The lack of appropriate reassign time is felt in the following ways especially:</p> <ul style="list-style-type: none"> • inadequate development and implementation of assessment strategies for program-level outcomes; • inadequate representation in many Honors Transfer Council of California (HTCC) meetings and activities, including those related to the development and maintenance of UC and CSU transfer agreements; • no coordinator-led, program-specific outreach to local high schools; • inadequate program representation at many college general orientation events and orientation events held by specific college programs enrolling students who may be interested in Honors; • scheduling of fewer extracurricular events specific to honors students than is desirable, with the consequent absence of a high degree of community spirit and sense of belongingness among our members. <p>See appendix D for Proposed NC Honors Coordinator Job Description</p>	<p>Increase current reassign time.</p>	<p>.2 reassign (new reassign time will be a .4)</p>	
<p>2. <u>Reason:</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](#).

Unit Name: _____

6. Equipment (including technology) Not Covered by Current Budget²

List Equipment 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.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. N/A <u>Reason:</u>						
2. <u>Reason:</u>						
3. <u>Reason:</u>						
4. <u>Reason:</u>						
5. <u>Reason:</u>						
6. <u>Reason:</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).

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.

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

Unit Name: _____

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

List Professional Development Needs for Academic Year 2014-2015. 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.	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. Membership in Honors Transfer Council of California <u>Reason:</u> This membership provides the majority of our transfer agreements for our Honors Students.	\$150	1	\$150	1, 4, 7	
2. Attendance at HTCC Undergraduate Research Conference Spring 2016 <u>Reason:</u> This is the major student conference opportunity of the year.	\$ 25.00 student \$55.00 faculty	10 students 5 faculty	\$525	1, 2, 3	
3. Attendance at UCLA-Transfer Alliance Program Fall Meeting <u>Reason:</u> Meeting attendance is a necessary element of continued membership in the UCLA-TAP agreement. Both the Faculty Coordinator and the Program Counselor should attend. Cost includes estimated mileage cost and parking fees.	\$50	2	\$100	1, 3, 4, 7	
4. Western Regional Honors Council (WRHC) Membership <u>Reason:</u> University Honors at UC Riverside is excited to host the 2016 Western Regional Honors Council (WRHC) Conference in Riverside, California, from Friday, April 8, to Sunday, April 10, 2016. The theme for the 2016 WRHC Conference is: "Diversifying Honors: Innovation, Contribution, & Global Citizenship." UCR is well-known for its diverse community, and the three pillars of UCR Honors are based on Creativity & Innovation, Culture of Contribution, and Diversity & Global Citizenship. As the host for the 2016	\$500	1	\$500	1, 7	

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.

WRHC Conference, UCR Honors hopes to encourage dialogue around diversifying honors education through the acknowledgement of its varied achievements and a celebration of its capacity to give back and engage with the world as global citizens. Membership is required.					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

*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.

Unit Name: _____

8. 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.</p>	<p align="center">EMP GOALS</p>	<p align="center">Distance Education</p>
<p>1. Dedicated Counselor with reassign time and/or stipend <u>Reason:</u> The counselor for this Program must be active and available to the students. He/she must attend meetings for the Honors Transfer Council of California (twice annually) and for the UCLA-Transfer Alliance Program (twice annually). The individual must be familiar with the ever changing transfer agreements negotiated with our partner institutions.</p>	<p align="center">1, 2, 3</p>	
<p>2. <u>Reason:</u></p>		
<p>3. <u>Reason:</u></p>		
<p>4. <u>Reason:</u></p>		
<p>5. <u>Reason:</u></p>		
<p>6. <u>Reason:</u></p>		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment

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.

(placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

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

Unit Name: _____

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

**** 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	Distance Education
1. N/A <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

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.

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

2015

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. 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
3. 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)
4. 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
5. 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
6. 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
7. The document is complete	No; there are incomplete sections	/	/	Yes; all sections are completed
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit’s accomplishment over the past year might also yield some insight. 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 year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. 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.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year (*fall 2013 - spring 2014*). Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, 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 with report and you haven’t yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO <i>Initial Assessments</i> and completed Reports (State each SLO e.g., SLO 1)	SLOs with <i>Improvements identified</i> (Identify the SLO with # of improvements in () e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <i>Loop-Closing</i> assessment (state SLO and effect)
EAR 20 Child Development	SLO 1, SLO 3 (Indicates the discipline assessed and wrote a report for both SLO 1 and 3 in the past year for this course)	SLO 1(2) (Indicates 2 adjustments were made to the course e.g., in materials, assignment, test questions, pedagogy, curriculum etc. Notice, nothing is stated for SLO 3 – suggesting no concerns were identified...see the next column...)	SLO 3 – results meet discipline set standards of 75% success (If no improvement is needed please state why in this column)	SLO 1 – data indicate increased success after improvements were made (This means a closing the loop assessment was completed on SLO 2 for EAR 20)

Course number and name	SLO <i>Initial Assessments</i> and completed Reports (State each SLO e.g., SLO 1)	SLOs with <i>Improvements identified</i> (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <i>Loop-Closing</i> assessment (state SLO and effect)

2. a) How many Program Level Outcome *initial* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

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 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

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 as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.
4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

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?
6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.
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
On-going SLO assessment and Loop-closing activity	No evidence provided 0	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing) 1	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing) 2	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing) 3
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No indication of any changes made to any courses and limited clarification regarding discipline standards 1	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear 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 or department 1	Clear demonstration of dialogue and sharing of assessment within discipline or department 2	Robust and systematic dialogue and communication demonstrated within discipline 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 '13-spr '14 1		

Appendix A

Honors Course	Previous 5-years								Current AY		Planned next 4-years								IGETCE	IGETC alt.			
	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019			Fall 2019	Spring 2020	
ENG-1AH	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1	A	
ENG-1BH	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1	B
COM-1H				X			X				X			X					X		1	C	
COM-9H												X				X					1	C	
MAT-12H		X			X		X				X		X		X		X		X		2		
ART-2H													X				X				3	A	
ART-6H				X							X				X				X		3	A	
MUS-19H*												X				X					3*	A*	
MUS-89H										X			X					X			3	A	
HIS-6H			X								X		D				X				3	B 4	
HIS-7H							X							X				X			3	B 4	
HUM-4H			X											X				X			3	B	
HUM-5H										X					X				X		3	B	
HUM-10H								X				D				X					3	B	
PHI-10H		X					X						D				X				3	B	
SPA-2H													X				X				3	B 6	
ECO-7H	X				X				X						X				X		4		
ECO-8H												X				X					4		
POL-1H	X				X				X			D				X					4		
POL-4H													X				X				4		
PSY-1H**														D			X	X			4**		
SOC-1H								X							X				X		4		
GEG-1H														X				X			5	A	
ANT-1H													X	X			X		X		5	B 4	
BIO-1H											X	X	X	X		X		X			5	B	
SPA-1H												X				X					6		
# sections	4	4	4	4	3	4	4	4	4	4	5	6	7	7	8	8	9	10	9	8			
maximum students	80	80	80	80	60	80	80	80	80	80	100	120	140	140	160	160	180	200	180	160			
annual total	160		160		140		160		160		220		280		320		380		340				
annual unduplicated	120		120		100		120		120		180		240		280		340		300				

Appendix B

Course ID	Honors Course
ANT-1H	Physical Anthropology
ART-2H	History of Western Art
ART-6H	Art Appreciation
BIO-1H	Biology (with lab)
COM-1H	Public Speaking
COM-9H	Interpersonal Communication
ENG-1AH	English Composition
ENG-1BH	Critical Thinking and Writing
ECO-7H	Principles of Macroeconomics
ECO-8H	Principles of Microeconomics
GEG-1H	Physical Geography
HIS-6H	Political & Social History of the US - Pre-1877
HIS-7H	Political & Social History of the US - Post-1877
HUM-4H	Arts and Ideas - Pre-Renaissance
HUM-5H	Arts and Ideas - Post-Renaissance
HUM-10H	World Religions
MAT-12H	Statistics
MUS-19H	Music Appreciation
MUS-89H	Music of Multicultural America
PHI-10H	Introduction to Philosophy
POL-1H	American Politics
POL-4H	Introduction to World Politics
PSY-1H*	General Psychology
SOC-1H	Introduction to Sociology
SPA-1H	Spanish 1
SPA-2H	Spanish 2

Appendix C

2/28/11

Honors Program Statistics

HTCC California 2011

Statistics of HTCC Member Institutions as of Spring 2011									
COLLEGE	FTES	Students No. of Honors	Students + FTES* No. of Honors	Release Time % Director	Release Time % Counselor	Release Time % Secretary	Release Time % Total	+ Release Time** Hon. Students	Classes/Sem. No. of Honors
1	22,000	1,000	4.4%	20	250	50 P	270	3.3	50
2	29,000	860	2.9%	140	80	50 P	220	3.9	33
3	20,000	550	2.7%	40	0	100 P	140	3.9	14
4	19,000	500	2.6%	60	0	60	120	4.2	25
5	13,000	500	3.8%	60	0	0	60	8.3	25
6	15,000	400	2.6%	40	12	5	67	6.0	10
7	17,000	350	2.1%	40	0	75	115	3.0	6
8	22,000	300	1.4%	50	0	0	50	6.0	12
9	22,000	300	1.4%	40	20	0	60	5.0	28
10	10,000	270	2.7%	40	0	60 P	100	2.7	55
11	13,000	270	2.1%	40	20	0	60	4.5	20
12	11,000	200	1.8%	20	20	0	40	5.0	19
13	15,000	200	1.3%	50	40	0	90	2.2	21
14	14,000	200	2.6%	20	20	10 ±	50	4.0	20
15	10,000	200	2.0%	30	0	0	30	6.7	NA
16	15,000	185	1.2%	40	25	72 P	137	1.4	22
17	8,000	160	2.0%	20	0	10	30	5.3	15
18	20,000	160	0.8%	40	60	100 P	200	0.8	25
19	10,000	150	1.5%	20	0	45 P	65	2.3	11
20	21,000	135	0.6%	40	0	25	65	2.1	25
21	7,000	125	1.7%	20	25	50	95	1.3	16
22	20,000	100	0.5%	20	0	20	40	2.5	18
23	24,000	100	0.4%	60	0	0	60	1.7	8
24	15,000	60	0.4%	40	0	0	40	1.5	15
25	11,000	50	0.5%	10	0	0	10	5.0	5
26	7,000	30	0.4%	20	0	0	20	1.5	NA
27	3,000	20	0.7%	10	10	0	20	1.0	5
28	7,500	20	0.3%	20	0	0	20	1.0	3
29	12,000	15	0.1%	25	0	0	65	0.6	5

CURRENT: Job Description for Honors Coordinator at NC (.2 reassign; 162 honors students fall 2105)

Meetings and Events:

~~**Honors Transfer Council of California (HTCC) Regional Meetings: monthly** at different community colleges and 4-year universities from San Diego to Los Angeles.~~

~~**Honors Advisory Council (HAC) Meetings: monthly** at NC~~

~~**Annual RCCD Conference** in November: planning and organizing.~~

~~**Annual HTCC Conference in March/April:** UC Irvine. Must do travel requests, pay for all the registrants, work out a carpool list, and practice with the students before their big day.~~

~~**Annual Essay Contest,** deadline in April to coordinate with the RCCD Foundation's timeline: Work with students to get submissions and faculty to get readers.~~

Curriculum, Faculty Development, and Program Assessment:

~~**Program Review and Unit Plans:** ongoing~~

~~**Assessment of program PLOs and class SLOs:** this should include an course survey every semester and an exit survey of the program for exiting students that we have on survey monkey~~

~~**Faculty Meetings:** working with faculty in regards to classroom or program issues. Monthly meetings will be scheduled.~~

Building the Program/ Outreach:

~~**Student Recruitment/ Applications:** constant influx of applications and emails about applications~~

~~**Outreach:** summer advantage, events on campus, and high school visits~~

~~**Advertising and Brochures:** periodic updating of our brochure and disseminating them appropriately on the campus.~~

~~**Website and Facebook:** periodic updating of our website and facebook page~~

Maintaining the Program/ Students

~~**Student Issues:** working with students when they have complaints, questions, or when they have broken a rule or become ineligible for the program~~

~~**Honors Student Council:** I will have a board of 5-10 students members.~~

~~**Field Trips and College Visits:** Work with students to find the most do-able and desirable trips.~~

Working with Transfer Students:

Transfer: personal essay workshops and helping students to revise essays. Working with colleges to find out about transfer requirements, scholarships etc. Writing letters of recommendation and figuring out which college officials sign which documents.

I put a strike through all the things that were NOT being done previously. The main issue here is that once NC was autonomous they took the job description of the Honors Coordinator Chair (whom received more reassign time) whom was responsible for more duties than the other coordinators (e.g., organized and facilitated HAC, attended HTCC, UCLA Conferences and so forth).

Responsibilities / Duties of RCC Honors Coordinators (total .8 reassign (2 coordinators with a .4 each); 322 honors students)

Identified responsibilities and duties of the Honors Coordinators at Norco College

Honors Student Coordinator (.4 release time): The Honors Student Coordinator coordinates the student experience in the RCC Honors Program. This includes outreach to local high schools and recruitment of RCC students, management of new applications, orientations for new honors students, advertising of events by email and social media, maintenance of the Honors Study Center, supervision of student workers and the Honors Advisory Council, organization of field trips, and shared work in program review, Transfer Alliance Program (TAP) liaison, regional and national organizations (Honors Transfer Council of California, National Collegiate Honors Council) and research conferences, scholarships, and awards.

Honors Student Coordinator is responsible for:

- Honors Transfer Council of California (HTCC) Regional Meetings: monthly at different community colleges and 4-year universities from San Diego to Los Angeles (every other month)
- Honors Advisory Council (HAC) Meetings: monthly at RCC
- Annual RCCD Conference in November: planning and organizing.
- Annual HTCC Conference in March/April: UC Irvine. Must do travel requests, pay for all the registrants, work out a carpool list, and practice with the students before their big day.

- Annual Essay Contest, deadline in April to coordinate with the RCCD Foundation's timeline: Work with students to get submissions..
- Annual Student Recognition: make certificates for students who complete the program, win the essay contest, and win the Honors
- Student Recruitment/ Applications: constant influx of applications and emails about applications
- High School Outreach: college fairs, events on campus, and high school visits
- Advertising and Brochures: periodic updating of our brochure. Bring a new assessment letter and flyers to the Assessment Center and Transfer Center every semester.
- Website and Facebook: periodic updating of our website and facebook page
- Maintenance of Student Space: working with facilities to keep Honors Center in shape as well as shopping for items and maintaining bulletin boards. Sparkletts orders come monthly. Work with facilities to repair items. Work with Debbie McDowell to order items.
- Student Issues: working with students when they have complaints, questions, or when they have broken a rule or become ineligible for the program
- Honors Student Council: I have a board of 5-10 students who serve as Student Director of Transfer, Student Director of Events, Student Director of the Honors Center, Student Director of Outreach, and Student Director of Service.
- Field Trips and College Visits: Work with students to find the most do-able and desirable trips.
- Transfer: personal essay workshops and helping students to revise essays. Working with colleges to find out about transfer requirements, scholarships etc. Writing letters of recommendation and figuring out which college officials sign which documents. I also maintain a wall of transfer to celebrate the students who have been admitted to four-year schools, and I try to work with the Transfer Center to recognize students at the end of the year.
- Scholarships: Help students find and apply for scholarships. Create scholarships when possible. RCC scholarship applications come out in October and are due in early December. Students need two letters of recommendation. Contact Paula Farish with questions. Jack Cooke Kent is also due in early December, and this is a rigorous application process that should be started as early as possible.

Honors Faculty Coordinator (.4 release time): The Honors Faculty Coordinator coordinates the faculty and administrative side of the RCC Honors Program. This includes outreach to new faculty members, honors curriculum development, program assessment, honors professional development, communication with faculty and classroom advocates, class scheduling, and shared work in program review, Transfer Alliance Program (TAP) accreditation, regional and national organizations (Honors Transfer Council of California, National Collegiate Honors Council) and research conferences, scholarships, and awards.

Honors Faculty Coordinator is responsible for:

- Honors Transfer Council of California (HTCC) Regional Meetings: monthly at different community colleges and 4-year universities from San Diego to Los Angeles (every other month)
- Honors Advisory Council (HAC) Meetings: monthly at RCC
- Annual RCCD Conference in November: planning and organizing.
- Annual HTCC Conference in March/April: Work with faculty mentors, do travel requests and parking reimbursements. Work with faculty on assignments and revisions.
- Annual Essay Contest, deadline in April to coordinate with the RCCD Foundation's timeline: Work with faculty to get readers.
- Curriculum Development: working with faculty to update and/or create CORs for the honors program. Taking recommendations from students is a great way to recruit new faculty.
- Program Review and Unit Plans: ongoing
- Assessment of program PLOs and class SLOs: this should include a course survey every semester and an exit survey of the program for exiting students that we have on survey monkey
- Faculty Issues and Professional Development: working with faculty in regards to classroom or program issues. Work with faculty to get "coverage" in the room and find faculty who are willing to check that the room is empty and locked by 4 p.m. At least once a year, the honors coordinator plans a district-wide faculty retreat. Sometimes, we even have a regional teaching and learning symposium with other honors programs.
- Faculty Mentors and Advising Program: working with faculty to train them in transfer advising and matching students with faculty in their discipline for mentorship and

advising. Running workshops on personal essays, what to expect when transferring, and other pertinent topics.

I highlighted everything that I am actively doing in my position now. I am covering the majority of both of the RCC coordinators job descriptions with a .2 reassign time.

This is what I believe is best for the Program:

2015 Proposed Job Description for Honors Coordinator at NC (.4 reassign; 162 honors students)

Honors Student Coordinator: The Honors Student Coordinator coordinates the student experience in the Norco College Honors Program. This includes outreach to local high schools and recruitment of Norco College students, management of new applications, orientations for new honors students, advertising of events by email and social media, leadership of the Honors Advisory Council, organization of field trips, and shared work in program review, Transfer Alliance Program (TAP) liaison, regional and national organizations (Honors Transfer Council of California, National Collegiate Honors Council) and research conferences, scholarships, and awards.

Term: 3 years (my term would have begun in Spring 15)

• **Meetings and Events:**

- **Honors Transfer Council of California (HTCC) Regional Meetings: monthly** at different community colleges and 4-year universities from San Diego to Los Angeles.
- **Honors Advisory Council (HAC) Meetings: monthly** at NC
- **Annual RCCD Conference** in November: planning and organizing.
- **Annual HTCC Conference in March/April:** UC Irvine. Must do travel requests, pay for all the registrants, work out a carpool list, and practice with the students before their big day.
- **Annual Essay Contest,** deadline in April to coordinate with the RCCD Foundation's timeline: Work with students to get submissions and faculty to get readers.
- **Curriculum, Faculty Development:** working with faculty to update and/or create CORs for the honors program. Taking recommendations from students is a great way to

recruit new faculty.

- **Annual and Comprehensive Program Review and Unit Plans:** ongoing
- **Assessment of program PLOs and class SLOs:** this should include a course survey every semester and an exit survey of the program for exiting students that we have on survey monkey. Encourage Honors faculty to complete Honors Course assessments.

• Building the Program/ Outreach:

- **Student Recruitment/ Applications:** constant influx of applications and emails about applications
- **Outreach:** summer advantage, Norco Welcome Day, other events on campus, and high school visits
- **Advertising and Brochures:** periodic updating of our brochure and disseminating them appropriately on the campus.
- **Website and Facebook:** constantly updating our College website and facebook page

• Maintaining the Program/ Students

- **Student Issues:** working with students when they have complaints, questions, or when they have broken a rule or become ineligible for the program
- **Honors Student Council:** I will have a board of 5-10 students members, who serve as Student Director of Transfer, Student Director of Events, Student Director of Outreach, and Student Director of Service.
- **Field Trips and College Visits:** Work with students to find the most do-able and desirable trips.

• Working with Transfer Students:

- **Transfer:** personal essay workshops and helping students to revise essays. Working with colleges to find out about transfer requirements, scholarships etc. Writing letters of recommendation and figuring out which college officials sign which documents.