# NORCO COLLEGE
# ANNUAL INSTRUCTIONAL PROGRAM REVIEW

## Discipline/Unit:__Reading

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

*Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit*

## Contact Person: __Mitzi Sloniger
## 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: _Reading
Contact Person: Mitzi Sloniger
Date:  April 22, 2017

## Trends and Relevant Data

1. **How does your unit support the mission of the College?**
   The discipline addresses the following goals of the college:
   Goal 1:  Increase Student Achievement and Success
   6.        Increase success and retention rates.

   Assessment done this year shows that students who take their recommended Reading courses (specifically REA 81 and REA 82 have significantly higher success and retention rates than students who were recommended aforementioned courses but opted to not take the classes.

2. **Have there been any changes in the status of your unit? (if not, please indicate with an "N/A")**

   a.  Has your unit shifted departments?  NO

   b.  Have any new certificates or complete programs been created by your unit?  No

   c.  Have activities in other units impacted your unit?  For example, a new Multi Media Grant could cause greater demand for Art courses.
       Yes, implementation of MMAP will have a profound impact on the number of students who will take a Reading course.  Hence, the number of sections offered will change.

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?**

| Success Rate NORCO | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Overall | 70.18% | 70.09% | 66.40% | 70.21% | 62.21% |
| Face-to-Face Lecture | 70.18% | 70.09% | 66.40% | 70.21% | 62.21% |
| Hybrid | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Online/Distance Education | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
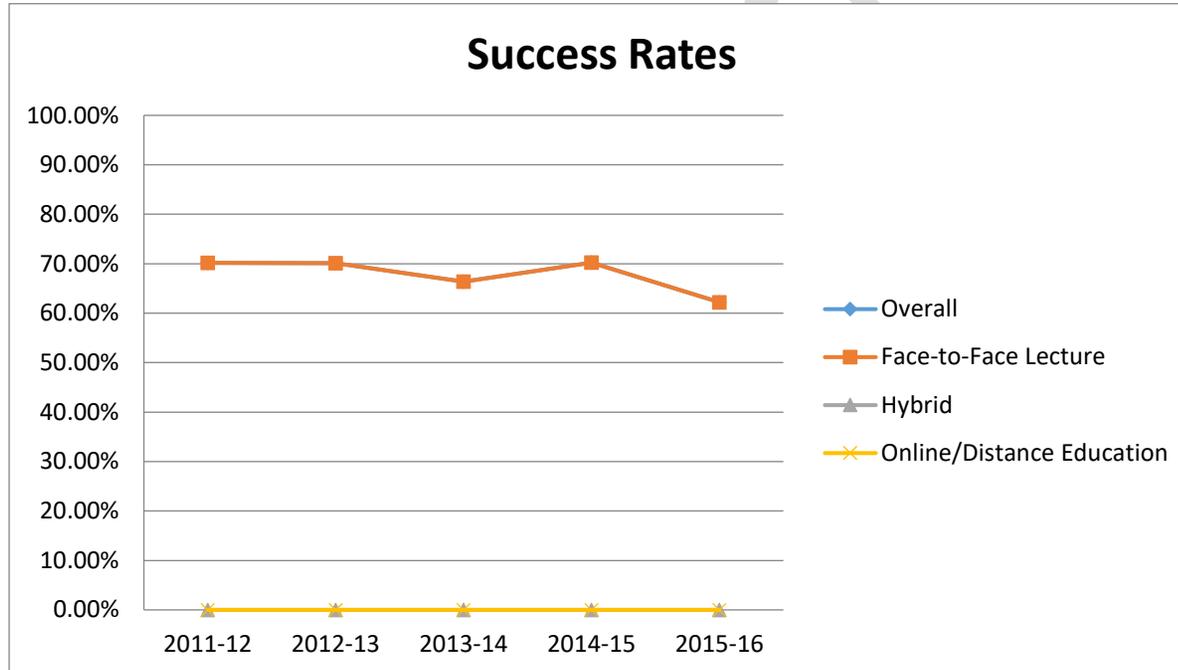


The success rate has dipped by approximately 8 percent.  Furthermore, when compared to other disciplines and the college's average the Reading numbers are even more disconcerting.  It is something that will be closely watched because at this time there is no know reason for the change.

| Retention Rate NORCO | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Overall | 91.85% | 90.63% | 87.82% | 90.60% | 83.78% |
| Face-to-Face Lecture | 91.85% | 90.63% | 87.82% | 90.60% | 83.78% |
| Hybrid | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Online/Distance Education | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
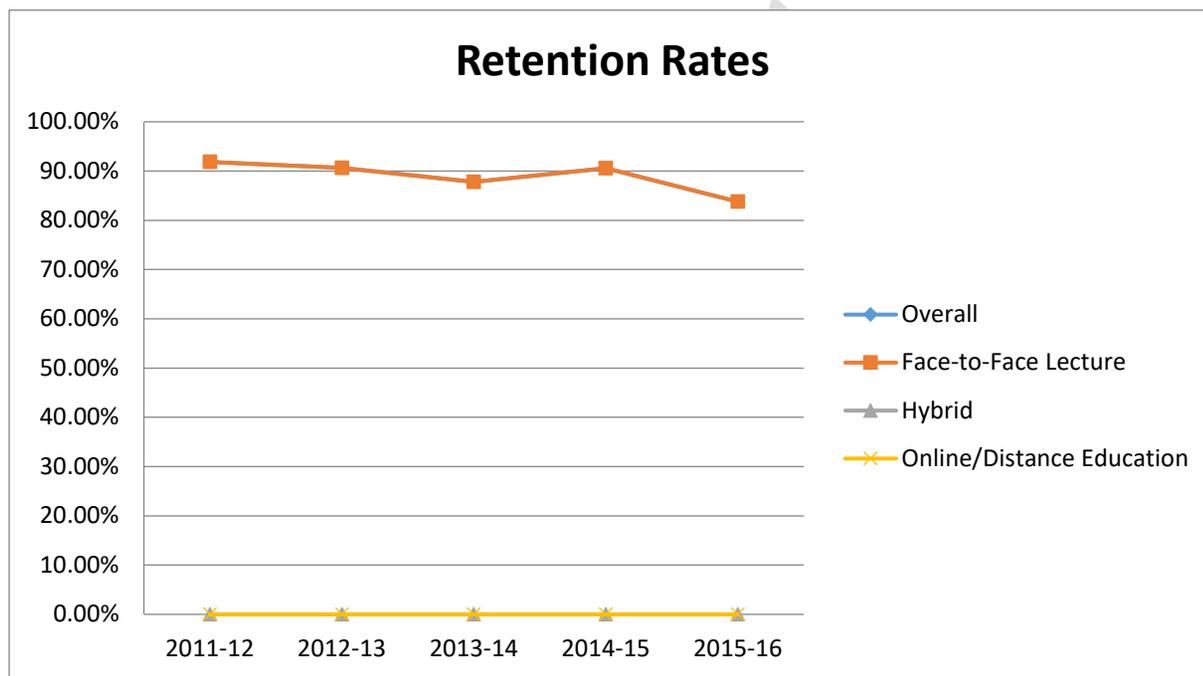


The retention rate has also drop approximately 8 percent.  Again the data is troublesome to the discipline.  However, it is interesting that both the success and retention rates have changed in a similar pattern.

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?**

As a direct result of recent Program Reviews, the Reading Discipline at Norco College was able to enhance the learning

environment in Library 110, a classroom space that houses the majority of REA 81 and 82 classes.  The student seating arrangement was updated to allow for more faculty and student interaction, and locking bookshelves were added to protect the library of the Reading Discipline's Laboratory materials.

**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 |
|---|---|---|---|
| Provide compensation for a meeting with part-time faculty in order to address concerns stemming from the REA 83 assessment | District Discipline faculty have already planned a FLEX afternoon to include Associate faculty for August 2017 | Goal 1.6 "Increase success and retention rates." | |
| Offer REA 86: Reading Strategies for Textbooks – This course is intended for students currently enrolled in a lecture class where the curriculum and instruction depends on extensive textbook readings. Students will receive instruction on using different reading comprehension strategies designed for better understanding and retention of textbook material. 18 hours lecture. | As of today, this course is scheduled for offering in fall of 2017 with an ENG 70 class. | Goal 1.8 "Increase the percentage of students who begin addressing basic skills needs in their first year." This course can assist students with their reading needs without having to take a 3.5 unit course. Its purpose is to give students the reading strategies they need in the first 8 weeks of a content area course using that class's actual textbook. This may also help in acceleration (Goal 1:3) since the full length Reading courses are "recommended," not | |

| | | "required." | |
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*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: __Reading
Contact Person: __Mitzi Sloniger
Date: __April 22, 2017

**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) |
| Reading | 1 | 4 |
| | | |
| | | |
| | | |
| | | |
| | | |

| Classified Staff Employed in the Unit | | |
|---|---|---|
| Staff Title | Full-time staff (give number) | Part-time staff (give number) |
| Reading Paraprofessional | 0 | 0 |
| | | |
| | | |
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| | | |

## 7. Staff Needs

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

| List Staff Positions Needed for Academic Year__NA_____<br>**Please justify and explain each faculty request as they pertain to the goals listed in item #3.** Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education. | **Indicate (N) = New or (R) = Replacement** | **Number of years requested** | **Annual TCP*** |
|---|---|---|---|
| **1.**<br>Justification: | | | |
| **2.**<br>Justification: | | | |
| **3.**<br>Justification: | | | |
| **4.**<br>Justification: | | | |
| **5.**<br>Justification: | | | |
| **6.**<br>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 <u>must</u> 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 <u>Not</u> Covered by Current Budget[2]

| List Equipment, Technology, Software or Equipment Repair Needed for Academic Year_____NA__<br>**Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.**<br>Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department's goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education. | *Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes | How many students/Staff/departments will directly benefit from this equipment/ technology? | Number of years requested | **Use this link for Annual TCO*** | | | EMP GOALS |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Cost per item | Number Requested | Total Cost of Request | |
| **1.**<br><u>Justification:</u> | | | | | | | |
| **2.**<br><u>Justification:</u> | | | | | | | |
| **3.**<br><u>Justification:</u> | | | | | | | |
| **4.**<br><u>Justification:</u> | | | | | | | |
| **5.**<br><u>Justification:</u> | | | | | | | |

**\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use). Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional**

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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.

program.  Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).  **\*\* Total Cost of Ownership requests are sent to the [Business and Facilities Planning Council](#).**

*Unit Name:* _____

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

| List Professional Development Needs for Academic Year__2017-18_____.  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.   Attendance at CRLA (College Reading and Learning Association) annual conference**<br>Justification:  Responding to current assessment findings | **$325. Cost of registration.**<br><br>**Cost of hotel and flight** | **1**<br><br><br><br>**1 faculty member** | **$325**<br><br><br><br>**$800. Flight?**<br>**$600. Hotel?** | |
| **2.**<br>Justification: | | | | |
| **3.**<br>Justification: | | | | |
| **4.**<br>Justification: | | | | |

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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.

| | | | | |
|---|---|---|---|---|
| **5.**<br>Justification: | | | | |
| **6.**<br>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.
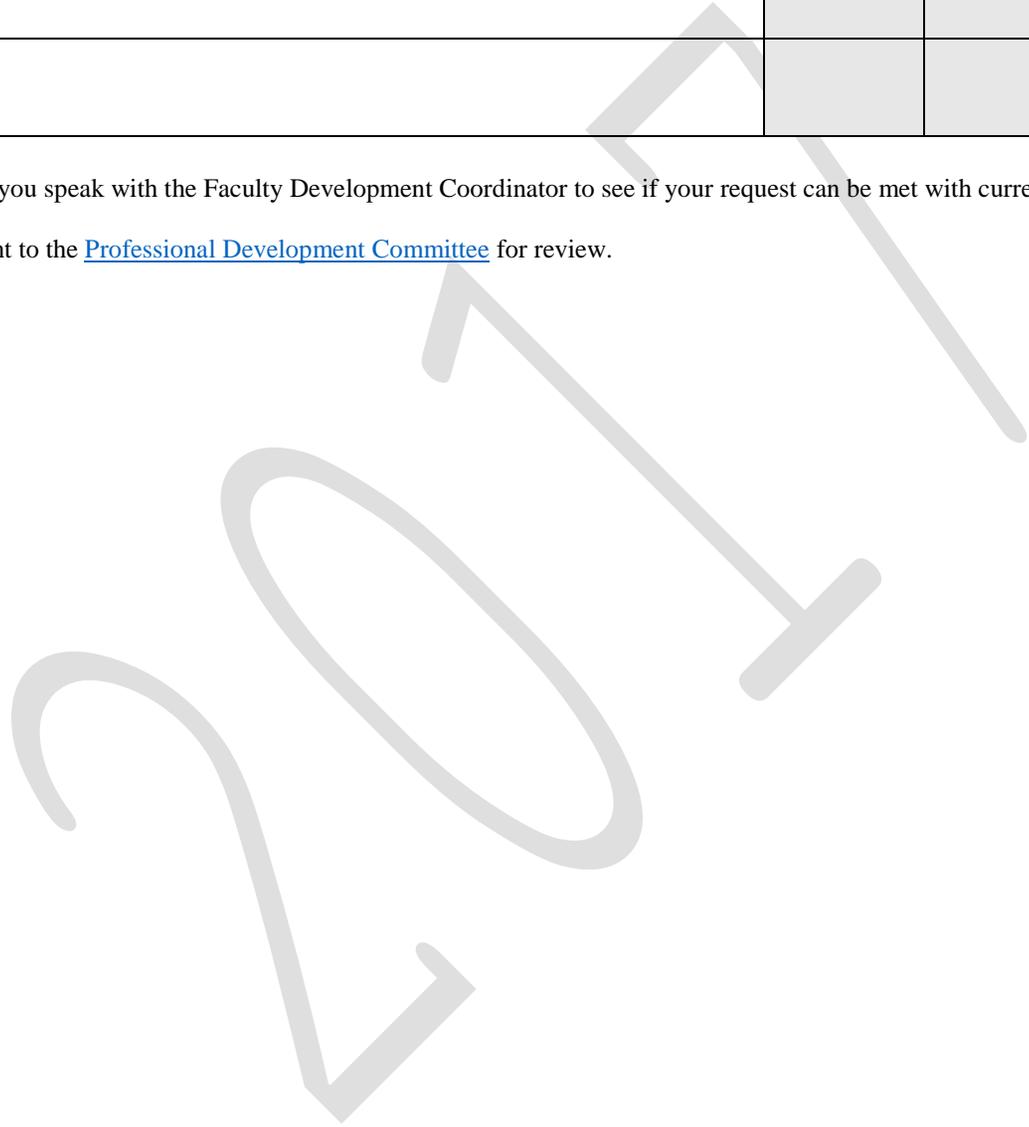
**10. Student Support Services, Library, and Learning Resource Center (see definition below\*)** Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include <u>specific</u> titles/authors/ISBNs 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_____NA_____** <br> Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education. | **EMP GOALS** |
|---|---|
| **1.** <br> <u>Justification:</u> | |
| **2.** <br> <u>Justification:</u> | |
| **3.** <br> <u>Justification:</u> | |
| **4.** <br> <u>Justification:</u> | |
| **5.** <br> <u>Justification:</u> | |
| **6.** <br> <u>Justification:</u> | |

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

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[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**.<br>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.**<br>Justification: | | | | |
| **2.**<br>Justification: | | | | |
| **3.**<br>Justification: | | | | |
| **4.**<br>Justification: | | | | |
| **5.**<br>Justification: | | | | |
| **6.**<br>Justification: | | | | |

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

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

# Rubric for Annual Instructional Program Review - Part I only

Discipline:                              Contact Person:

Reviewer:                                                                    Average Score:

| Area of Assessment | 0<br>No attempt | 1<br>some attempt | 2<br>good attempt | 3<br>outstanding attempt |
|---|---|---|---|---|
| 1. Retention, success, and efficiency rates have been identified and reflected upon. | No attempt to list retention, success, or efficiency data | Limited attempt to identify or discuss identified data | Clear attempt to identify and discuss identified data | Substantial attempt to identify and discuss/interpret identified data |
| 2. Previous recourse requests stated and impact discussed. | No resource requests discussed | Limited discussion of resource requests or limited attempt to link to student learning. | Resources discussed and clear attempt to identify student impact | Resources discussed and substantial attempt to identify student impact OR No resources were requested. |
| 3. There are annual goals for refining and improving program practices. | No annual goals stated | Limited/generic statement made regarding goal(s), lacks clarity or details | Clear statement made regarding goal(s), includes details | Well-defined statement made regarding goal(s), includes details, reasoning |
| 4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data. | No attempt made to identify activities | Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical) | Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical) | Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical) |
| 5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC. | No link between the annual goals and the Mission or EMP | Limited attempt to link goals to Mission and EMP | Clear attempt to link goals to Mission and EMP | Well defined connection made between goals and Mission and EMP |
| 6. Resource requests have reasons identified and completed data fields, including estimated dollar amount. | No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field | Limited/generic/basic reasons provided, data fields completed | Clear requests for resources, all data fields fully completed | Well defined reasons for resources, all data fields fully completed |
| 7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests. | No linkage made between resource requests and EMP/SPG | Limited/generic/basic connection made between resource requests and EMP/SPG | Clear connection made between resource requests and EMP/SPG | Strong connection made between resource requests and EMP/SPG |
| Column scores | | | | |

Additional comments:

# II. Norco College - Annual Assessment Update
## USE ASSESSMENT DATA FROM fall 2015-spr 16

**Purpose** –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu, or talk to your NAC representative.

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

| Course number | SLO **Initial Assessments**  Indicate which specific SLOs were assessed in the identified course | Semester assessed | Entered into TracDat fields  Yes or No | SLOs with **Changes Made** to course  Identify which SLOs for had Changes Made identified, & simple reasoning | Plan for completing identified **Changes**  Identify semester & basic plan of action | SLOs not needing Changes (assumed loop-closed)  Provide clear reasoning as to why loop closed | SLOs involved in **Loop-Closing** assessment  Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed |
|---|---|---|---|---|---|---|---|
| 83 | 1. Construct the meaning of unfamiliar words using inferential context in college-level texts and utilize that vocabulary | Fall 2015 and spring 2016 | Pending update of SLOs in TracDat | Comments below assessment findings.  Discipline satisfied.  No plan of action. | Comments below assessment findings  Discipline satisfied  No plan of action | *1, 2, and 3. The discipline is satisfied with the overall numbers. There are a few exam items that repeatedly score below 50%, but the discipline feels that the results may be the test questions as the rest of the* | The same exam has been given for multiple cycles for 10 years. SLO 1, 2 and 3 are, all considered, satisfactory. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | in written and oral communication; | | | | | *results indicate that the SLOs are being taught and learned.* | |
| | 2.    Apply a variety of reading and study strategies to comprehend the main idea, supporting details, and organization of a passage in order to construct meaning | Fall 2015 and spring 2016 | Pending update of SLOs in TracDat | Comments below assessment findings

Discipline satisfied

No plan of action | Comments below assessment findings

Discipline satisfied

No plan of action | SLOs not needing Changes (assumed loop-closed)

Provide clear reasoning as to why loop closed 1, 2, and 3.  The discipline is satisfied with the overall numbers.  There are a few exam items that repeatedly score below 50%, but the discipline feels that the results may be the test questions as the rest of the results indicate that the SLOs are being taught and learned. | The same exam has been given for multiple cycles for 10 years.  SLO 1, 2 and 3 are, all considered, satisfactory. |
| | 3.    Critically analyze college-level reading materials in various modes of discourse in order to make valid inferences, including:

Understanding the author's purpose and tone,

Identifying bias, connotative language, | Fall 2015 and spring 2016 | Pending update of SLOs in TracDat | | | SLOs not needing Changes (assumed loop-closed)

Provide clear reasoning as to why loop closed 1, 2, and 3.  The discipline is satisfied with the overall numbers.  There are a few exam items that repeatedly score below 50%, but the discipline feels that the results may be the test questions as the rest of the results indicate that the SLOs are being taught and learned. | The same exam has been given for multiple cycles for 10 years.  SLO 1, 2 and 3 are, all considered, satisfactory. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | and use of fact and opinion; | | | | | | |
| | 4. Apply knowledge of figurative language and the elements of a narrative such as setting, characters, plot, point of view, tone, symbolism, and theme | Fall 2015 and spring 2016 | Pending update of SLOs in TracDat | Results unsatisfactory. Further attention needed. | Results unsatisfactory. Further attention needed.<br><br>New assessment tool and faculty training for the course planned for fall 2017, starting with August FLEX activities. | | |
| | 5. Analyze, evaluate, and compose a written argument, including<br><br>Identifying its conclusion/position and premises/assumptions and use of logical fallacies<br><br>Assessing its validity by examining the reliability, relevance, sufficiency, and logic of the evidence. | Fall 2015 and spring 2016 | Pending update of SLOs in TracDat | Results unsatisfactory. Further attention needed. | Results unsatisfactory. Further attention needed.<br><br>New assessment tool and faculty training for the course planned for fall 2017, starting with August FLEX activities. | | |
| | | | | | | | |

## REA 83 Assessment        Fall 2015 and Spring 2016

| SLO | Exam question number | Fall 2015 Number correct | Spring 2016 number correct |
|---|---|---|---|
| 1.   Construct the meaning of unfamiliar words using inferential context in college-level texts and utilize that vocabulary in written and oral communication; | 11, 12, 24, | 11 - 49% 12 – 95% 24 - 58% | 35% 100% 51% |
| 2.   Apply a variety of reading and study strategies to comprehend the main idea, supporting details, and organization of a passage in order to construct meaning | 1, 2, 3, 4, 7, 9, 10, 15, 19, | 72% 86% 67% 95% 72% 81% 86% 33% 72% | 81% 86% 54% 100% 76% 81% 76% 22% 68% |
| 3.   Critically analyze college-level reading materials in various modes of discourse in order to make valid inferences, including:<br><br>Understanding the author's purpose and tone,<br><br>Identifying bias, connotative language, and use of fact and opinion; | 6, 8, 13, 14, 16, 17, 18, | 14% 88% 93% 56% 95% 60% 88% | 6% 70% 95% 57% 92% 68% 95% |

| | | | |
|---|---|---|---|
| 4. Apply knowledge of figurative language and the elements of a narrative such as setting, characters, plot, point of view, tone, symbolism, and theme | 5, 20, 36 | 40% 44% 23% | 68% 30% 14% |
| 5. Analyze, evaluate, and compose a written argument, including<br><br>Identifying its conclusion/position and premises/assumptions and use of logical fallacies<br><br>Assessing its validity by examining the reliability, relevance, sufficiency, and logic of the evidence. | 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, | 86% 86% 42% 63% 84% 74% 70% 12% 93% 58% 58% 74% 33% 19% | 84% 68% 62% 68% 78% 73% 70% 14% 89% 70% 49% 60% 30% 22% |

Here are the observation/conclusions based on this assessment of REA 83 in the fall of 215 and spring 2016:

- Exam item numbers that fall below 50% correct are highlighted in red. Of those items all but three are red in both semesters. The majority of the numbers go down, not up, from spring to fall. This may be due to several factors most notably that the classes are taught by different instructors from fall to spring.

- While the red numbers are bleak, there are quite a lot of numbers in the black.

- The District Reading discipline members (all three colleges use the same common exam) are also frustrated with the assessment tool and results. Therefore, plans have already begun to design and implement a new assessment tool. It is time to focus on one SLO instead of all of them. We would like more depth than breadth in the next assessment. The District Reading discipline has already started plans for FLEX Friday in August; REA 83 and assessment is the topic for discussion.

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.

The Reading Discipline functions a little bit differently than other disciplines on campus. As a discipline, it is not part of an AOE, ADT or even GE. One course, REA 4, is currently an option for the Communications AOE.

The majority of the discipline's offerings are basic skills classes intended to help students in their other, "transferrable" classes. In essence, the Reading classes are successful if students who take the recommended courses do better after having taken the classes than they would had they not taken the classes. With help from Institutional Effectiveness the discipline was able to gather the following data. Here is a copy of the report:

## Reading Study

The goal of this analysis was to compare students who completed Reading 82 to students who were placed in 81 or 82 and did not complete any Reading. The success rate in GE courses was compared.

Students included in the analysis were first time students at Norco College in 2010-2011. The enrollment history of these students was gathered through Spring 2016. The two groups were (1) 101 students who were successful in REA-82 but did not complete REA-83, and (2) 744 students who placed into REA-81 or REA-82 but did not complete either. General Education courses were identified to compare success rates between groups.

|  | Success Rate in GE courses | |
|---|---|---|
| Cohort 1 | 995/1367 | 72.8%* |
| Cohort 2 | 3180/5406 | 58.8% |
| Total | 4175/6773 | 61.6% |

*Significant difference between groups t=10.135, p<.01

|  | Retention Rate in GE Courses | |
|---|---|---|
| Cohort 1 | 1179/1367 | 86.2%* |
| Cohort 2 | 4415/5406 | 81.7% |
| Total | 5594/6773 | 82.6% |

*Significant difference between groups t=4.278 p<.01

A significant difference in success and retention in GE courses was found between the 2 cohorts. The group who completed REA-82 but not 83 had significantly higher success and retention rates in GE courses than students who needed Reading 81/82 and did not complete the courses.

Units Completed

A comparison of the total number of GE units completed with a 'C' or better for each group was completed.

|  | Average number of GE units completed |
|---|---|
| Cohort 1 | 35.2 |
| Cohort 2 | 15.0 |

*Significant difference between groups t=7.799 p<.01

**The students who completed REA-82 (but not 83) had a significantly higher average number of GE units completed than students who needed Reading 81/82 and did not complete the courses.**

**It is the Reading Discipline's contention that the neediest students ARE getting the skills they need to be successful in the classroom by taking REA 81 and REA 82.**

The problem with REA 83 is multi-level at Norco College. To begin, 100% of REA 83 offerings are taught by part-time faculty. That is NOT intended to malign the good work done by part-time employees. The point is that communication about the course, its strengths and weaknesses is extremely poor. Even though discussions are had, or suggestions made there is no way to ensure that the classes are being taught at the appropriate level. Visiting a classroom once a semester every three years does not ensure quality. Additionally, the personnel assigned to teach the class varies from semester to semester. Finally, some students are forced into REA 83 only because they earned less than a C in a separate, required course. It is not an excuse to acknowledge that some students begin the class with the understanding that it is a punishment for past behavior.

At this point, the District Reading Discipline is taking a more aggressive stance in providing training to all faculty members (part-timers included) by focusing on "training to teach REA 83." The discipline has already agreed on the fall 2017 FLEX day for training. However, already one of the part-timers who teaches REA 83 on a regular basis at Norco college cannot attend the afternoon scheduling.

Next year's assessment will hopefully reflect some positive progress in REA 83.

3.  Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

| Course | **Changes Made**<br>**Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs.  Type in "other" approach taken** | **Impact of changes on student learning, engagement, and/or teaching** |
|---|---|---|
| | Choose an item. | |
| | Choose an item. | |
| | Choose an item. | |
| | Choose an item. | |

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

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

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

The FLEX day in August is already in the planning.

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

| Resources<br>State the resources identified to support student learning and/or faculty development | Assessment<br>Name the assessment(s) that indicated resources are needed<br>Identify course, SLO & semester | Reasoning<br>Briefly explain what you learned in the assessment that indicates the resource might be beneficial |
|---|---|---|
| Another full time faculty member might make the outcomes more consistent. | | It is extremely difficult to improve student learning based on assessment when the faculty assigned to teach the course changes. |
| | | |

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

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

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

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

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