

**NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

Discipline/Unit: Art/Art History

(If applicable) **Program or Certificate: Studio Arts ADT (AA-T)**

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: Quinton Bemiller

Due: April 20, 2017

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: February 2017

Norco College

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

Annual Instructional Program Review Update Instructions

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

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

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

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

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

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

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

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.

5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Annual Instructional Program Review Update

Trends and Relevant Data

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

The Norco college ART/ART HISTORY unit serves our students by supporting A.A. degrees and transfer in Art/Art History. Art/Art History courses play an important role in providing General Education requirements under Section C “Arts & Humanities” for the CSU transfer pattern and under Area 3 “Arts & Humanities” for the IGETC UC/CSU pattern. The Norco College ART GALLERY serves our students, staff and community by presenting four diverse public art exhibitions each academic year, including a Student Exhibition. The Gallery employs student workers and provides job training for future gallery employment in the workforce. The ART/ART/HISTORY unit celebrates diversity by fostering a community of student artists, each contributing their unique, personal expressions through their art. The Art/Art History curriculum embeds diversity into the program, as demonstrated by Program Learning Outcome #2: “Understand works of art and design and the artistic contributions of [diverse peoples](#) through critical discussions and written assignments”. The STUDENT ART CLUB (2013-Present) provides opportunities for students to present their art publically at the Riverside Art Walk, take field trips to galleries/museums/four-year art schools and organize on-campus art events. The ART/ART HISTORY unit collaborates with BEIT/CIS to offer the Graphic Design Certificate/A.A., World Languages to offer the Art History ADT, and through the ART GALLERY, hosts many events in collaboration with Game Art, Music/Commercial Music, Puente, Read 2 Succeed, The President’s Office and more. *Counterpoint*, a collaboration between advanced Art students and Songwriting students in the Commercial Music program, is in its third year, led by Art and Music faculty.

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? N/A
- b. Have any new certificates or complete programs been created by your unit? The Art History ADT is currently in the approval process and

will be offered in Spring 2018 or Fall 2018.

- c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. As of Fall 2016, Game Art no longer utilizes ART-17: Beginning Drawing, which created slightly less demand for that course, however, general growth in the ART program has negated any effect. CIS/BEIT now requires ART-39: Design & Graphics to be offered as part of the Graphic Design Certificate/A.A., and this course was added to the ART course offerings for Spring 2016 and is now on a two-year rotation. Future plans may include Graphic Design merging into the ART/ART HISTORY unit, rather than CIS/BEIT.

**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 and Retention

		2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15	2015-16	2015-16
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
ETHNICITY	American Indian or Alaska Native	100.0%	100.0%	50.0%	50.0%			50.0%	100.0%	0.0%	0.0%
	Asian	76.7%	90.7%	81.0%	88.6%	81.9%	88.9%	80.6%	88.9%	91.6%	96.8%
	Black or African American	66.0%	83.0%	63.0%	87.0%	69.6%	85.7%	79.6%	87.0%	70.4%	87.3%
	Hispanic/Latino	73.3%	83.1%	73.0%	87.9%	78.3%	92.2%	77.4%	89.8%	79.9%	91.6%
	Native Hawaiian or Other Pacific Islander	50.0%	83.3%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%		
	Non-Respondent	78.0%	88.0%	63.6%	86.4%	100.0%	100.0%	93.3%	100.0%	50.0%	50.0%
	Two or More Races	82.8%	89.7%	90.6%	96.9%	71.9%	87.5%	72.7%	100.0%	82.1%	92.9%
	White	75.9%	82.1%	78.6%	87.4%	81.9%	87.7%	81.6%	90.1%	79.7%	87.7%
	Total	74.5%	83.9%	75.1%	87.9%	79.0%	90.4%	78.8%	90.2%	80.1%	90.5%

Key Facts and Observations:

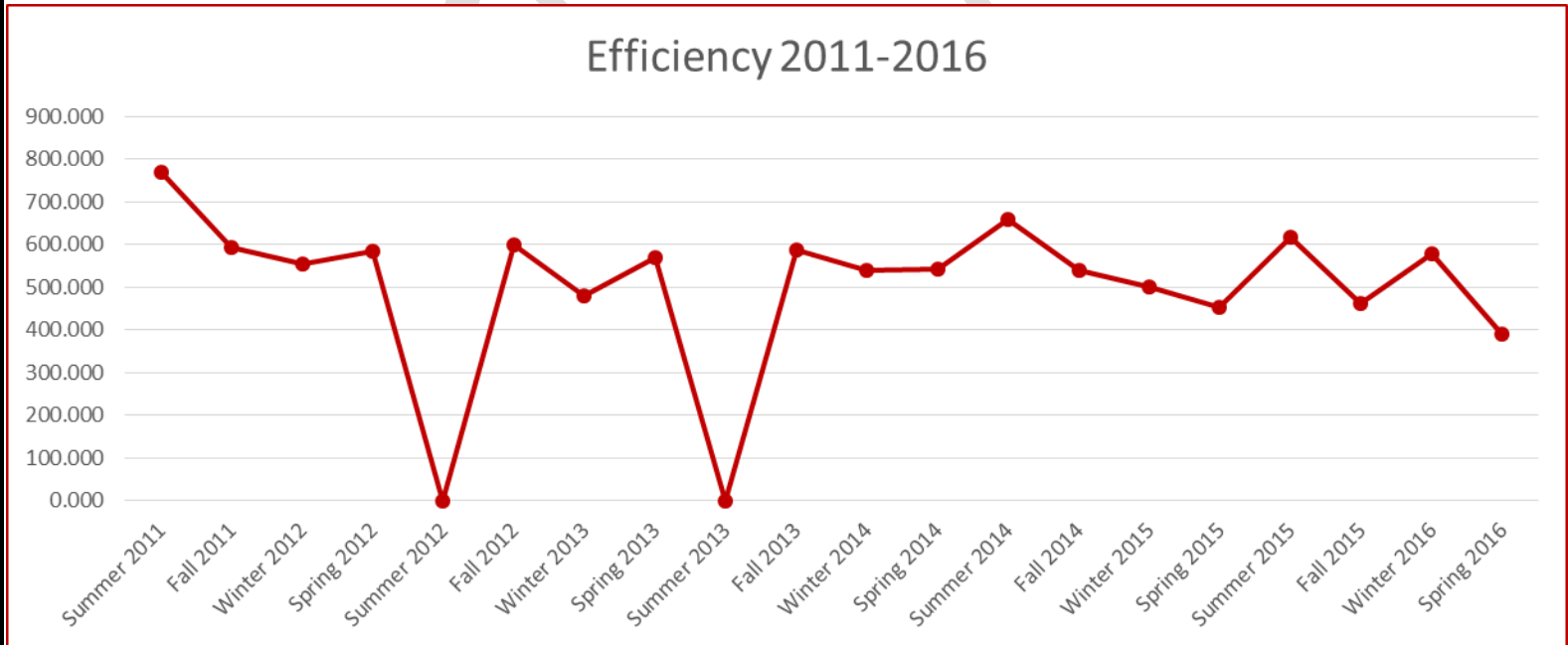
1. ART 2015-16 Success Rate of 80.1% is 8.22% higher than the overall College Success Rate.
2. ART 2015-16 Retention Rate of 90.5% is 3.71% higher than the overall College Retention Rate.
3. In the past five years, the ART Success Rate has increased by 5.6%.
4. In the past five years, the ART Retention Rate has increased by 6.6%.
5. Disaggregated data shows that Hispanic/Latino Success/Retention rates are higher than White Success/Retention rates in ART.
6. Black/African American Success/Retention rates are disproportionately lower than other groups, however, in ART, the rates are still higher than the College for this group of students, which hover in the mid-60% range.

7. The exact number of students in each group is not known at this time, and there may be fluctuation in numbers from year-to-year in each group.

Overall, the Success/Retention in ART has been steadily increasing and has been consistently higher than the College as a whole. Student engagement may be higher because of student-faculty interaction and student-student interaction, due to the nature of the studio classes having more time for discussion. Students may also be more engaged because they take personal interest in their projects. These are speculations and would have to be confirmed with research. The effect of subject matter (Art) on the performance of students and the effectiveness of faculty/pedagogy are areas for further study.

Efficiency

Term	Efficiency
Summer 2011	769.333
Fall 2011	592.467
Winter 2012	555.000
Spring 2012	583.186
Summer 2012	0.000
Fall 2012	598.992
Winter 2013	480.000
Spring 2013	570.301
Summer 2013	0.000
Fall 2013	587.835
Winter 2014	540.952
Spring 2014	541.100
Summer 2014	660.000
Fall 2014	538.818
Winter 2015	501.527
Spring 2015	452.490
Summer 2015	616.100
Fall 2015	461.055
Winter 2016	578.767
Spring 2016	390.236
Total	544.385



The Efficiency rates in ART have fluctuated from semester to semester, year to year over the last five years. As the ART program grows, we have offered a larger variety of courses, some of which have been enrolled just enough to not be canceled. These courses support the Studio Art ADT and/or the AOE, and support those students choosing to build a strong portfolio for transfer. Art History courses, depending on which room they are housed in, can be highly efficient. Other courses, such as advanced studio courses, may only have 12-20 students enrolled, yet we have kept these

classes open in cases where the coursework is beneficial to students and the program. The low rate in Spring 2016 is suspicious, because in that semester, we had “stacked” three sections of different levels of painting. Although these three courses occurred in the same room at the same time, only a few students were enrolled in the most advanced course and less than ten students in the intermediate course. So, the efficiency rate for those two courses would be very low, while if viewed collectively, the efficiency rate would be higher. Gradually, we are filling more courses to capacity as we transition from a bare-bones program to a more full-fledged art program. It should be noted that for most all studio classes, the room capacity is 26 students and for most Art History courses, the room capacity is 45.

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?

No resources were requested last year.

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
Modify Studio Arts Course Rotation	The current Studio Arts course rotation has been in place for four years and needs to be updated to coordinate with the new Art History ADT, as several courses overlap both programs.	Goal 6: Demonstrate Effective Planning Processes	
Implement Art History ADT (comprehensive)	Already in the approval process at District Level.	Goal 1: Increase Student Achievement and Success Objective 5: Increase completion rate of degrees and certificates over 6 years.	
Create Initial Art History ADT	New courses in Art History were recently adopted and these courses, along with all of the	Goal 6: Demonstrate Effective Planning Processes	

Rotation	courses in the new Art History ADT, need to be placed into a two-year rotation.		
Mentor New Full-Time Art Faculty	One-on-one mentoring sessions focused on curriculum, program review and assessment; participation in professional development for new faculty.	New faculty need support in acclimating to the culture and responsibilities of Norco College. Goal 7: Strengthen our Commitment to our Employees	
Propose the Gallery Studies Certificate Program (comprehensive)	Course Modification of ART-11: Gallery and Exhibition Design. Creation of new courses; Concept approval by Senate, APC and ISPC; Adoption of necessary Courses; Program Level Outcomes linked to Course Level Outcomes (Matrix); Curriculum Process.	More pathways for students in Art; career readiness. Goal 1: Increase Student Achievement and Success Objective 5: Increase completion rate of degrees and certificates over 6 years.	
Develop Resources for Faculty Mentoring in Art	Researching and collecting data and information to assist students in choosing their transfer school/program, preparing a portfolio and taking the appropriate courses at Norco College.	This is one of the four categories of the Completion Initiative, which supports student success and will become part of the new Strategic Planning Goals. Goal 1: Increase Student Achievement and Success Objective 5: Increase completion rate of degrees and certificates over 6 years.	
Increase the Number of Students Completing the Studio Arts ADT (comprehensive)	Faculty mentoring, peer mentoring, career counseling, classroom visits by counselors, class discussion, communication with counselors, outreach tonight schools.	More students could be taking advantage of the ADT in Studio Arts. Goal 1: Increase Student Achievement and Success Objective 5: Increase completion rate of degrees and certificates over 6 years.	
Continue Broadening the Activities of the	Field trips to visit the art departments/schools at four-year institutions.	Participation in co-curricular activities is linked to students' success and retention.	

Student Art Club (comprehensive)		Goal 2: Improve the Quality of Student Life Objective 2: Increase frequency of student participation in co-curricular activities.	
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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

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
ART/ART HISTORY	1 (FT Faculty) (Hiring new Full-Time Faculty for Fall 2017)	7 (PT Faculty)

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
Instructional Department Specialist	1 (shared with Music, Commercial Music, Humanities, Philosophy and World Languages)	

7. Staff Needs

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

List Staff Positions Needed for Academic Year 2017-18 Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years requested	Annual TCP*
1. N/A <u>Justification:</u>			

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

Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

8. Equipment & Technology Not Covered by Current Budget²

List Equipment, Technology, Software or Equipment Repair Needed for Academic Year 2017-18 Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department's goals, and if it assists in remaining competitive with comparable institutions (if applicable).	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	How many students/Staff/ departments will directly benefit from this equipment/ technology?	Use this link for Annual TCO*				
			Number of years requested	Cost per item	Number Requested	Total Cost of Request	EMP GOALS

- 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.
- 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.

Please state if the request impacts Distance Education.						
1. N/A <u>Justification:</u>						

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

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. N/A <u>Justification:</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.

10. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college₄

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.
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.

<p align="center">List Student Support Services Needs for Academic Year 2017-18</p> <p>Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.</p>	<p align="center">EMP GOALS</p>
<p>1. Peer Mentor for ART/ART HISTORY <u>Justification:</u> Per Completion Initiative “Models of Student Care”, a Peer Mentor knowledgeable of the Art program at Norco College will assist students in persisting, completing and transferring.</p>	<p>Goal 1: Increase Student Achievement and Success Goal 2: Improve the Quality of Student Life</p>
<p>2. Course Assisted Tutor (CAT), Studio Art <u>Justification:</u> It would be very helpful to have a student with experience in studio art to assist current students with their projects during class time.</p>	<p>Goal 1: Increase Student Achievement and Success</p>

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

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

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

<p align="center">List Other Needs that do not fit elsewhere.</p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. Art 21: Art in the Twenty-First Century: Collection (Seasons 1-6) DVD http://www.shoppbs.org/product/index.jsp?productId=13262319&device=c&gclid=CJy3sviNpdMCFdM8gQodSikOKg&adpos=1o1&creative=69381907983&network=g&matchtype=&pla=pla_13262319&camp=PLA:13262319 Justification: Excellent resource for supplementing classroom instruction in Studio Art.</p>	\$49.99	1	\$49.99	Goal 1
<p>2. Art 21: Art in the Twenty-First Century - Season 7 https://www.amazon.com/Art-21-Twenty-First-Century-Season/dp/B00MK1RA14 Justification: Excellent resource for supplementing classroom instruction in Studio Art.</p>	\$13.73	1	\$13.73	Goal 1
<p>3. Art 21: Art in the Twenty-First Century - Season 7 https://www.amazon.com/Art-21-Twenty-First-Century-Season/dp/B01JKSZONU/ref=pd_lpo_sbs_74_img_0?_encoding=UTF8&psc=1&refRID=FWPY50SB7FQW9863R6TD Justification:</p>	\$13.10	1	\$13.10	Goal 1
<p>4. Art Careers Complete (DVD Set) http://crystalproductions.com/index.php?route=product/product&path=62&product_id=10017&sort=p.price&order=DESC Justification: Resource for students and faculty mentors; aid in pathways.</p>	\$199.95	1	\$199.95	Goal 1, Goal 3

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

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

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

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

Additional comments:

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

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcolleage.edu, or Greg Aycock at greg.aycock@norcolleage.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
ART-9	1, 3, 4, 5	Fall '15	Yes			Benchmarks met	Fall '15/Fall'15
ART-1	1	Spring '16	Yes			Benchmark met	Spring '16/Spring '16
ART-36A	1, 2, 3, 4	Fall '15	Yes			Benchmarks met except for SLO 3(will make changes and reassess *Fall 2017)	Fall '15/Fall'15

						*Course is offered once every other year.	
ART-6H	1, 2, 3	Spring '16				Benchmarks met except for SLO 2 (will make changes and reassess *Fall 2018) *Course is offered once every other year.	

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

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

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	0	1	0

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

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	0	0	0

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

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
	Choose an item.	Changes were not made during this assessment cycle
	Choose an item.	
	Choose an item.	
	Choose an item.	

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

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

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

Yes—in Fall 2015 I met with six associate faculty and assisted them in the process of assessment and in using TracDat. These faculty received a professional development stipend.

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	Assessment	Reasoning
State the resources identified to support student learning and/or faculty development	Name the assessment(s) that indicated resources are needed	Briefly explain what you learned in the assessment that indicates the resource might be beneficial

	Identify course, SLO & semester	
		Not in this assessment cycle

7. What additional support, training, etc. do you need in the coming year regarding assessment?
Next year, we will have a second full-time faculty in ART and I will be working with that person to evaluate our assessment process/planning in ART. Professional Development for all new full time faculty (First Fridays) is needed. What we will all need is training in using TracDat for both Assessment and Program Review and making sure these two areas connect well.

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

Assessment Unit Name: _____ Average score _____

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