NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: __English_____

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: __Melissa Bader_____
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@norcocollege.edu
If you are CTE: Kevin.Fleming@norcocollege.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 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. 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. Acceleration continues to have positive results. A brief analysis was conducted on the make up of the students in ENG 80 to determine if there were patterns to enrollments. We are very encouraged by the success rate of students who completed English 80 and then enrolled in ENG 1A. The low success rate of ENG 80 for 2012-2013 seems to be reversing. We can make some guesses that improvement of recruitment efforts with counseling and making sure that students know the rigor required for the course is helping attract the students who are motivated.

226 enrollments in English 80 in 12-13, 58% were successful.

	English 80 Students 12-13	
	Count	Percent
Successful	131	**58%**
Unsuccessful	95	42%
Total	226	100%

131 students were eligible to enroll in ENG-1A in after completing ENG-80. 82 students enrolled in ENG-1A by Spring 14 and had an 81.7% success rate.

	English 1A Students	
	Count	Percent
Successful	67	**81.7%**
Unsuccessful	15	18.3%
Total	82	100%

There were 261 enrollments in English 80 in 13-14, 62.8% were successful.

	English 80 Students 12-13	
	Count	Percent
Successful	164	**62.8%**
Unsuccessful	97	37.2%
Total	261	100%

*will follow these students into Eng-1A in Fall 2014

English 80 Study

Students included in this study enrolled in English 80 at Norco College in Fall 12, Spring 13 or Fall 13 and had the opportunity to subsequently enroll in English 1A in Spring 13, Fall 13 or Spring 14. Measures were taken to only include students who followed the English 80 pathway to English 1A. Students who enrolled in English 80 and then subsequently went back to the traditional pathway (English 60A, 60B, 50) were excluded from this study.

English 60A Group

The English 60A group was comprised of students placing into 60A and taking English 80 as their first course, or students who were unsuccessful in 60A before enrolling in 80.
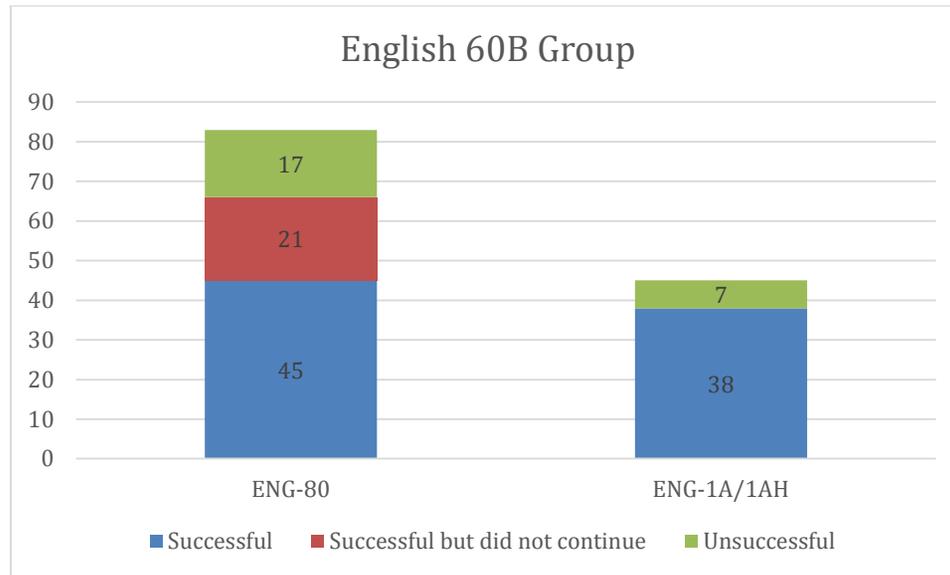
174 students in this group attempted English 80. Of these students, 111 passed the course (63.7%). Sixty-nine students went on to enroll in English 1A/1AH and 56 were successful (81.2%).
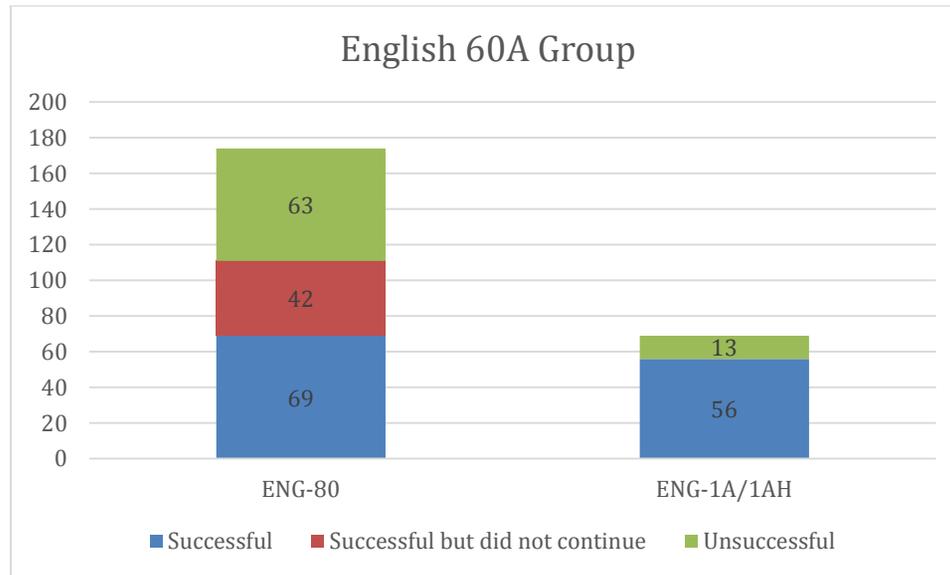
English 60A Group

English 60B Group

The English 60B group was comprised of students placing into 60B and taking English 80 as their first course, or students who were successful in 60A before enrolling in 80.

83 students in this group attempted English 80. Of these students, 66 passed the course (79.5%). Forty-five went on to enroll in English 1A/1AH and 38 were successful (84.4%).

English 60B Group

English 50 Group

The English 50 group was comprised of students placing into 50 and taking English 80 as their first course, or students who were successful in 60B before enrolling in 80.

45 students in this group attempted English 80. Of these students, 30 passed the course (66.7%). Eighteen went on to enroll in English 1A/1AH and 16 were successful (88.9%).


English 50 Group
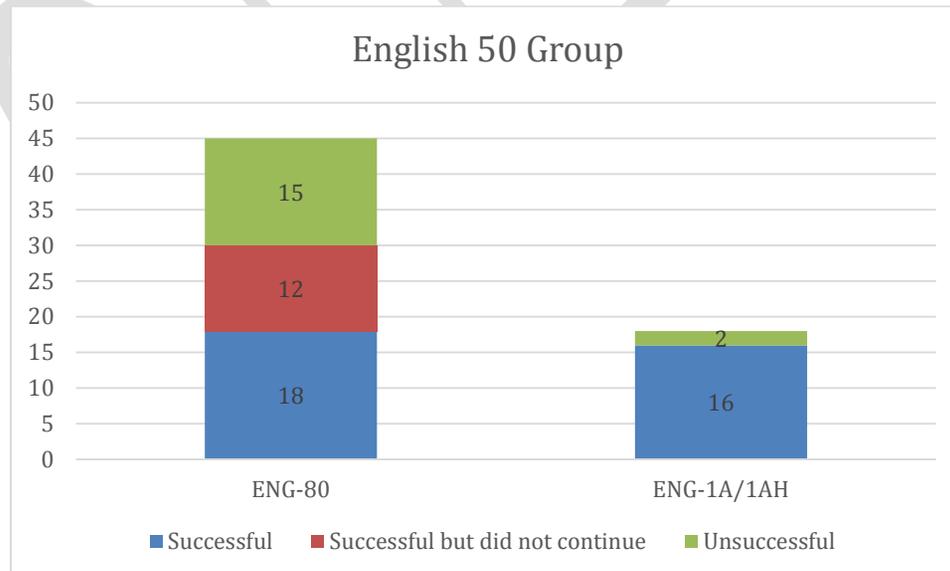
Summer Advantage continues to create new enrollment patterns for the English series. According to the data presented in the Summer Advantage presentation for the Bellwether award, the completion of the English series for the cohort which recently was tracked increased from 11% to 40%. More research is necessary to examine further impacts on enrollments is necessary.

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.**

The trends in success rates reflect conclusions found in research saying that distance education courses tend to have lower retention and success. However, Norco College's English courses have seen stronger success and retention rates in all categories within the past four years. This increase may be due to the formation of the DE committee and activities suggested by them. Further research is necessary.

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	71.02%	71.85%	72.44%	74.67%
Face-to-Face Lecture	73.08%	73.00%	74.06%	75.75%
Hybrid	57.43%	65.34%	53.00%	57.65%
Online/Distance Education	46.97%	38.04%	36.62%	55.10%

Success Rates
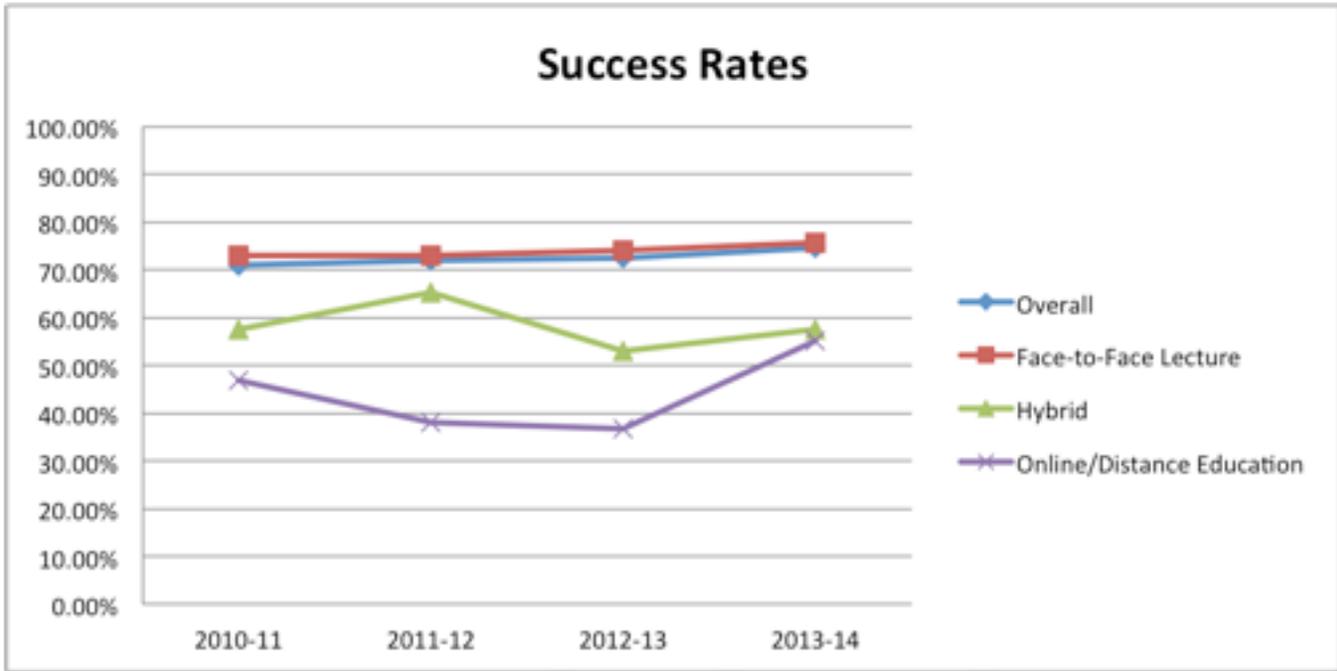
Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	85.09%	84.88%	85.93%	88.18%
Face-to-Face Lecture	86.76%	86.00%	86.78%	88.92%
Hybrid	74.64%	77.69%	76.04%	78.43%
Online/Distance Education	64.65%	54.35%	66.20%	65.31%

Retention Rates

	2010-11	2011-12	2012-13	2013-14
Overall				
Face-to-Face Lectur				
Hybrid				
Online/Distance Edu				
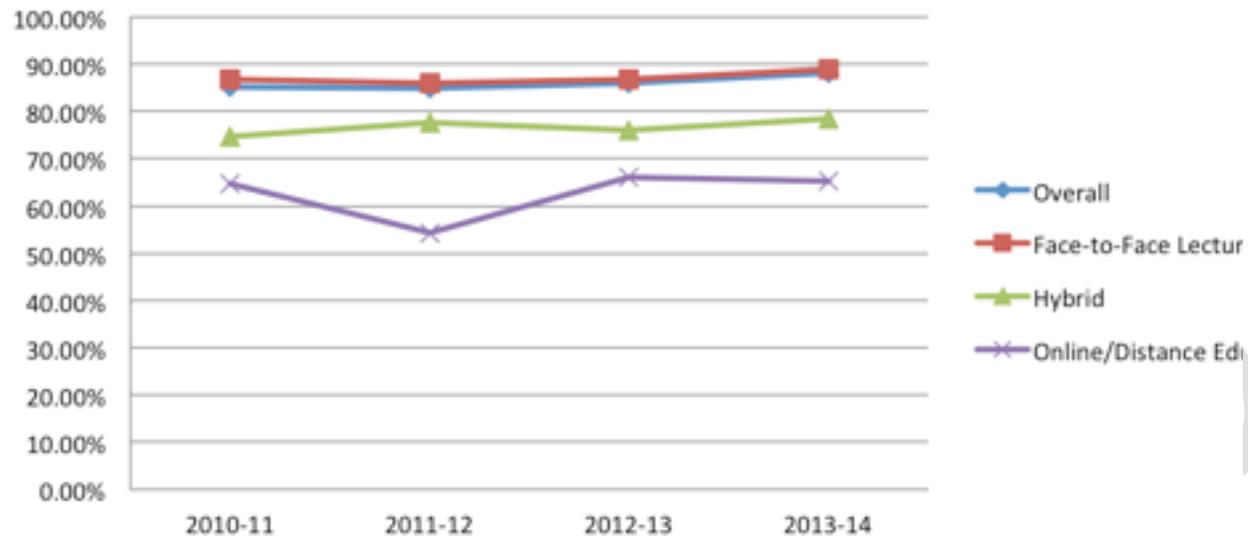
Term	Efficiency
Summer 2010	500.675
Fall 2010	603.455
Winter 2011	515.299
Spring 2011	572.171
Summer 2011	446.202
Fall 2011	517.292
Winter 2012	283.637
Spring 2012	550.083
Summer 2012	482.006
Fall 2012	582.460
Winter 2013	478.129
Spring 2013	563.363
Summer 2013	423.506
Fall 2013	576.988
Winter 2014	432.607
Spring 2014	528.801
Total	**545.785**
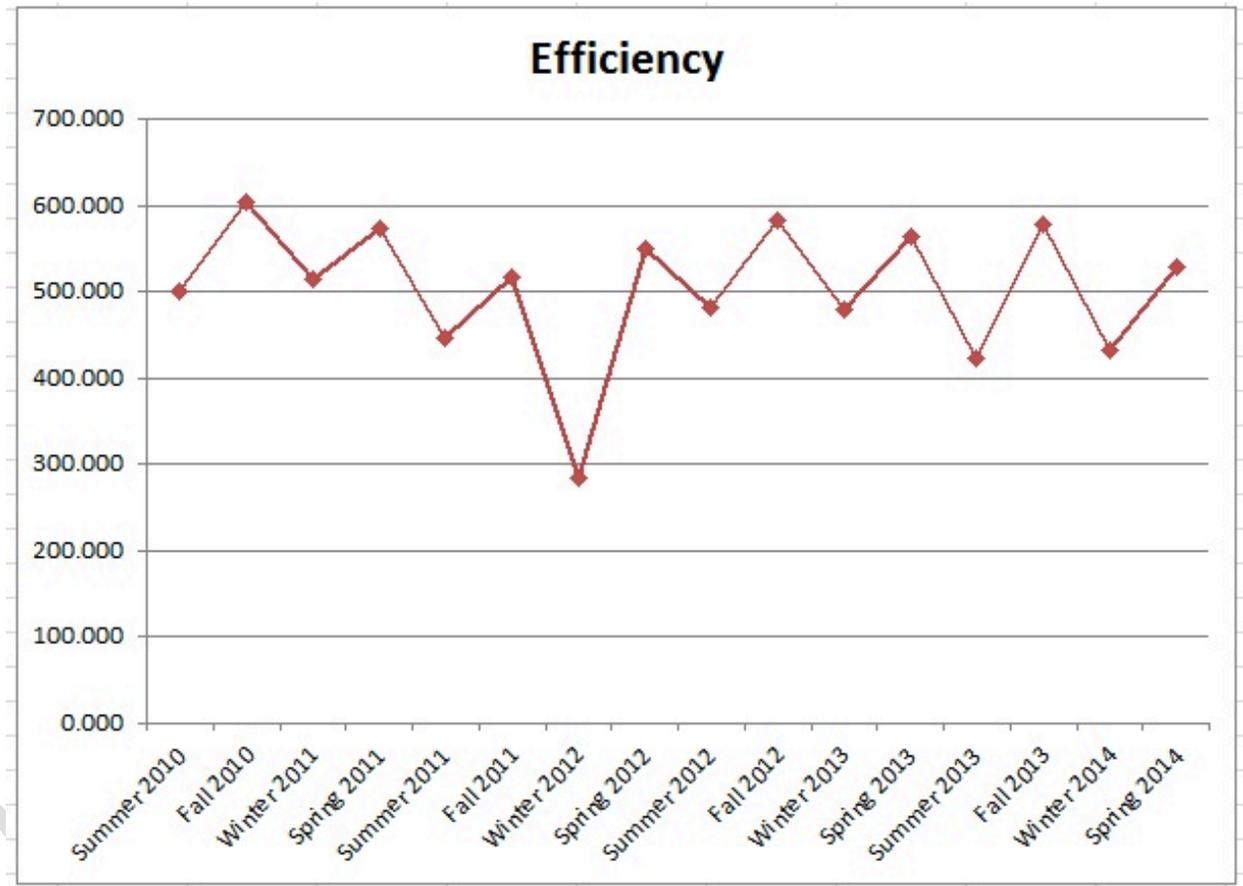
The English discipline has efficiency issues during the short semesters due to the nature of the reporting mechanism. WSCH cannot be used and often positive attendance is a necessity. TBA labs are directly related as well as course caps. The Winter 2012 efficiency was not as a result of the classroom efficiency but the TBA lab. Those factors during the short semesters, drive efficiency downward even though if the reporting method were different, it would be commiserate to the regular semesters. The lab has been reorganized and the way in which students choose and attend labs has been modified.

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
Create and English 70 course to provide an alternative pathway to ENG 1A (in conjunction with ENG 50) (Links to comprehensive program review goal of further examination of basic skills instruction)	SLO identification and mapping Write course(s) outlines Curriculum Approval	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. 8.　　Increase the percentage of students who begin addressing basic skills needs in their first year.	no
Accelerate English Instructor Training for English 80 (Links to comprehensive program review goal of further examination of basic skills instruction)	Facilitate Workshops for full-time and associate faculty who are planning on teaching accelerated English courses. Provide materials and venue for collaborative instruction.	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. 8.　　Increase the percentage of students who begin	no

		addressing basic skills needs in their first year.	
Development of Writing Course (pilot with Student Success) that addresses basic writing needs across curricular demands. (Links to comprehensive program review goal of further examination of basic skills instruction)	Investigate current coursework at other institutions. Develop and map SLOs to other courses.	Goal 1: Increase Student Achievement and Success 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. 8. Increase the percentage of students who begin addressing basic skills needs in their first year.	no

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

Norco College Annual Instructional Program Review Update

Unit: _____English_____

Contact Person: _____Melissa Bader_____

Date: _____2015_____

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:**

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
English	9	27	2 (of the 9 full-time)

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
IDS	1 Shared with other dept		

Unit Name: _____

5. Staff Needs

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

List Staff Positions Needed for Academic Year__2015-2016_____ **Please justify and explain each faculty request as they pertain to the goals listed in item #3.** Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*	Distanced Education
1. Full-Time English Faculty –Basic Skills Reason: Dr. Arend Flick will be retiring in June 2015. We anticipate his loss with the reduction of full time load. Presently the full-time/part-time ration is near 40% coverage. This will be reduced to the mid 30s with Dr. Flick's retirement. Goals: 1 Basic Skills and completion, transfer, & completion. The discipline would like the opportunity to mentor a new faculty member prior to the retirement of these faculty members. Dr. Flick has facilitated our assessment efforts for the discipline. A person with a full understanding of assessment at the basic skills level or acceleration will facilitate the improvements in these areas.	(R)	105,000	
2. Full-Time English Faculty –Transfer; ADT Literature Reason: Dr. Sheryl Tschetter will be retiring in Spring 2016. We anticipate his loss with the reduction of full time load. Presently the full-time/part-time ration is near 40% coverage. This will be reduced to the mid 30s with Dr. Tschetter's retirement. Goals: 1 Basic Skills and completion, transfer, & completion. The discipline would like the opportunity to mentor a new faculty member prior to the retirement of these faculty members. Dr. Tschetter has coordinated the Writing Lab for three years. We need to bring on someone who will assist in our lab coordination and training Writing tutors. New emphasis on transfer courses exposes the need for more ENG 1A sections. This need cannot be met with existing faculty.	(R)	105,000	possible
3. Full-time English Faculty-Puente Reason: There is not currently a designated Puente instructor for English. As a Hispanic serving institution and a participant in the Puente program, we need to have a designated English faculty member to facilitate the Puente program as his/her	(N)	105,000	

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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.

service area. At present we do not have a person who was hired for this position. We had hired one and did not extend tenure to that person. Since then, the program has been facilitated by volunteers and people who were not hired to do so. Goals: 1 Basic Skills and completion, transfer, & completion; Goal 2: Student life, and inclusiveness; Goal 3: Access and reflection of the community we serve (Hispanic students); Goal 5: Student learning in so much that Puente instructors are required to do systematic program review and training			
4.Faculty Lead Assignments for Summer Advantage <u>Reason:</u> Norco College needs to institutionalize the leadership for the Summer Advantage program. It is currently done with special projects, but as it is continuing to grow, it needs to be something that is facilitated by the two faculty heads. It is beginning to expand beyond committee work during the regular year.	**(N)**	**Reassign** **.2000/ faculty lead** $24,776/year	**(N)**
5. <u>Reason:</u>			
6. <u>Reason:</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 <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.

Unit Name: _____

6.   Equipment (including technology) <u>Not</u> Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year 2015-2016 ** **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	***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**

[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.

(rank) or importance.						
1. 3. Adjunct Office Room Reason: Adjunct instructors have made several requests for a space to work with students in an office-hours like atmosphere. The LRC is a difficult space to work in such a capacity. Many surrounding colleges and universities have a dedicated shared space for associate faculty to meet with students outside of class						
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).

** 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___2015-2016_____. Reasons might include in response to assessment findings or the need to update	**Annual TCO***

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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.

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.	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. Further training for Accelerated English Reason: To address department needs, yearly and comprehensive program review goals			Will vary depending on --number of faculty involved --whether full-time or part-time faculty --possible guest speaker	3, 4, 5, 6, 8 (as noted in goals above)	no
2. Equity Training for Faculty Reason: To help meet the equity goals of the college			Will vary depending on --number of faculty involved --whether full-time or part-time faculty --possible guest speaker	1, 2, 3, and 5: increase student success, student life, access, and learning	no
3. Reason:					
4. Reason:					
5. Reason:					

6. Reason:					

*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 <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_____2015-2016_____ 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.	**EMP GOALS**	**Distance Education**
1. Extend visits from counselors to ENG 80. Students could complete Ed plans and be directed to more acceleration if possible. <u>Reason:</u> We have had a few informal visits to the ENG 80 classes, but it would be great to institutionalize this as a practice for the accelerated ENG courses. We could capture the students who have demonstrated a desire to move more rapidly through the coursework and help them reach their goal for completion with a plan.	**Goal 1; Goal 5**	**no**
2. Establish a Tutoring Budget that replaces the funds absorbed by the hiring of Computer lab aides. Reason: The English discipline gave the integrated learning lab the entirety of their tutor budget as a result of the revision of the job descriptions. We were assured that there would be funds for tutoring for English. Currently there are no tutors and were just informed there will be no funds made available. If we are unable to secure funds, English will rewrite the tutor job listings to comply with the new regulations (student specific hiring) and would request at that time that we are given back the funding ($23,725) adopted in the 2010-2011 budget.	**Goal 1; Goal 2**	**no**
3. <u>Reason:</u>		
4. <u>Reason:</u>		

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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.

5. Reason:		
6. Reason:		

*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.

Unit Name: _____

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

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. Reason:					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					

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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.

6. Reason:					

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

Rubric for Annual Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. **Retention, success, and efficiency rates have been identified and reflected upon**	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. **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@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.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 *Initial Assessments* and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with *Improvements identified* (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 *Loop-Closing* assessment (state SLO and effect)
Writing Lab Assessment	Writing Lab is an extension of the SLOs for the parent course. At this time, the Lab will be working toward a variation of SAOs that would support the learning environment of the lab. Survey identifies the instructional component of the lab which would include assignments, instructor on duty, and impact of lab on learning in course. We considered other alternatives to	Previous assessments indicated students did not like the lab disconnected from the class. A pilot program for 8 week classes with labs imbedded. The students with labs attached, i.e. DE classes and 8 week classes will be surveyed with the other classes and look at the rate for "customer satisfaction".	The labs are more directed with the new room assignment. Students can now get a lab through webadvisor and that seems to be making them feel more in control of the choice. Fewer dissatisfied customers on the I	Discussed in District Discipline about the wide variety of needs for TBA labs. MoVal has all embedded labs. That approach is part of the reason for the pilot.

	assessing the learning in lab that is associated with the course but found that is more the prevue of the course. An end-of-semester survey on Survey Monkey in order to assess student perception of the Norco College Writing Lab. We have made some changes over the past two years in order to be compliant with state TBA lab requirements, and we would like to know if students feel the way labs are registered for and conducted are conducive to their overall learning experience in English courses requiring TBA lab hours. This assessment will inform our future plans for the writing lab as a discipline.		of I reports.	
60B assessment completed Fall 2014/ report published in spring 2015	• Identify, with intermediate-level skill, the main ideas in pre-collegiate-level texts and distinguish these from support. • Analyze such texts in light of audience, purpose, and rhetorical mode. • Recognize additional writing strategies, including coherence, organization,	• **Identify, with intermediate-level skill, the main ideas in pre-collegiate-level texts and distinguish these from support.** • **Analyze such texts in light of audience, purpose, and rhetorical mode.** • **Recognize additional writing strategies, including coherence, organization, and style, in such texts.** • **Write an accurate summary of**	The discipline has not met since the report has come out. We discussed the	The efficacy of the assessment and the SLO still remains in question. It is hoped that assessment projects on the active reading SLOs might be conducted at multiple course levels to gain further insight into the relationship between reading and writing

	and style, in such texts. • Write an accurate summary of such texts. Use discussion of texts to generate ideas for students' own compositions using a Pre-test/post-test	**such texts.** **Use discussion of texts to generate ideas for students' own compositions.**		and our efficacy in meeting the active reading SLOs. However, a reading SLO has been the topic of conversation in our assessments of other classes and is relevant to this assessment as well. (*Conversation excerpt via email attached*)
English 4	**English 4 Assessment Plan Spring 2015 – Nikki Capps, Writing Lab Coordinator, SLOs being assessed:** **Understand and utilize methods and theories of peer-tutoring writing;** **Analyze tutees' writing strengths and weaknesses;** **Apply and adapt tutoring strategies to the needs of individual students;** ************************** ************************** ************************** *************** ENG 4 is the Writing Tutor			

	Training course. I have created an assignment which involves a pre and post-assessment. Students in English 4, on the first day of class, were given an assignment in which they were asked to read a sample student paragraph and offer advice to the writer for improvement. Students were given a prompt and an actual 60A student paragraph to read and evaluate. Of the eleven students in class, only one student focused on higher-order concerns in the evaluation (which include main point, supporting details and evidence, organization, etc.). The remaining ten students focused on lower-order concerns of grammar, spelling, and punctuation. In addition to not recognizing higher-order concerns, none of the English 4 students recognized that the student writer did not even answer the question posed in the prompt directly and was writing in the wrong rhetorical mode. After reading The Longman Guide to Peer Tutoring together (the class presented each chapter in groups), working on mock-tutoring sessions in class, evaluating many prompts and sample essays in class, listening to student tutor guests in class,			

	and observing many real tutoring sessions, it is my hope that when given the post-assignment (which will be the same exact assignment with a new student sample), English 4 students will instead focus their evaluations and advice on higher-order concerns, including addressing the prompt and using the correct rhetorical mode, and will be able to offer tutoring advice that will build on the sample student's skills as a whole writer instead of lower-order concerns.			

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
	1 Link to Report Attached	1 GE-Information Competency In progress	

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
		Global Awareness GE PLO	

		assessment from 2013. The report is posted on the NAC website. Lead members in each discipline that participated in the assessment have been invited to NAC to engage in analysis, discussion, and planning for any future assessments (Loop-closing). This includes: English, sociology, psychology, health science, and guidance	

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.

Due to the ADT assessment, we have changed the rotation of area A classes to make World Literature ENG 40 and ENG 41 part of the rotation every three years.

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.

We shared the ENG 80 assessment data with the district discipline. There have been numerous email conversations (*sample attached*) about the types of SLOs now being written and revised including ENG 1A and other classes. The general feeling is that the more general SLOs that provide an overarching concept are preferable to the extended longer SLOs. Also there is a general feeling of reducing the total number of SLOs. A robust conversation is happening about that via email with the three colleges in the district.

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?

   Yes. We and Moreno Valley shared our assessments with the district for ENG 80 at a district discipline meeting. This has resulted in RCC initiating the curriculum approval for ENG 80 at their college. The student success rates are favorable and the success rates at MoVal and Norco are in the 80% range. These indicators are very favorable.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

   The district discipline would like to explore affective domain and would like to have further training this area of pedagogy.

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

   None.

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	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing)	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing)	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing)
	0	1	2	3
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided	No indication of any changes made to any courses and limited clarification regarding discipline standards	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear

	0	1	improvement is needed 2	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		

Report on Spring 2014 Assessment of English 60B's Active Reading SLOs

In spring of 2014, an English 60B assessment project was initiated and conducted by associate professors of English David Mills and Nicole Capps. The purpose of the assessment was to acquire data concerning how well English 60B is meeting the established student learning outcomes for active reading. Active reading SLOs are a feature of all of the English composition sequence Course Outlines of Record (CORs); to our knowledge, however, this is the first time they have been assessed.

METHODOLOGY

Mills and Capps met numerous times during 2014's winter session to determine an approach to assessing students' active-reading skills. Discussions were held during the 2014 fall semester with Professor Mitzi Sloniger, Norco College's full-time reading instructor, concerning methods by which reading ability is measured. The method settled upon was to provide students with reading material and have them complete a reading log whose questions would correspond to the active reading SLOs' desired skills set. It was determined most useful to devise pre-instruction and post-instruction instruments in order to identify students' abilities at the start and conclusion of the assessment project. Thinking that it was necessary to provide continuity of voice and level of difficulty in the reading that students would be required to do, and keeping in mind that we might see more buy-in and effort with subject matter aligned if possible with students' interests, we chose two excerpts from a general-interest book entitled *Traffic: Why We Drive the Way We Do (and What It Says About Us)* by journalist/sociologist Tom Vanderbilt. The reading for the pre-instruction portion was entitled "Objects in Traffic Are More Complicated Than They Appear: How Our Driving Eyes Deceive Us," and its title was not disclosed to students. The title of the post-instruction portion was entitled "How's My Driving? How the Hell Should I Know? Why Lack of Feedback Fails Us on the Road," and that title was disclosed.

Next, we turned out attention to English 60B's active reading SLOs:

- Identify, with intermediate-level skill, the main ideas in pre-collegiate-level texts and distinguish these from support.
- Analyze such texts in light of audience, purpose, and rhetorical mode.
- Recognize additional writing strategies, including coherence, organization, and style, in such texts.
- Write an accurate summary of such texts.
- Use discussion of texts to generate ideas for students' own compositions.

As the last two seemed impractical for the direct assessment of students' reading skills, we focused on the first three, which, when distilled to their essences, yielded seven discrete, assessable skills grounded in the ability to identify

- main ideas
- supporting details
- audience
- purpose
- rhetorical modes
- organizational methods
- tone

These seven skills were assigned a number (1-4) on a rubric developed for the purpose. A quick overview of

the evaluation standards used for each number:

- "Identifying Main Idea"
    - 4 = identifies main idea accurately in original language
    - 3 = identifies main idea accurately but in "borrowed" language
    - 2 = inaccurately states main idea
    - 1 = fails to identify main idea and/or reflects a lack of understanding

- "Identifying Supporting Detail"
    - 4 = provides accurate examples of two details in own words
    - 3 = provides accurate examples of two details in "borrowed" language
    - 2 = provides one accurate example or two or more partially accurate ones
    - 1 = provides no accurate examples and/or reflects a lack of understanding

- "Identifying Audience"
    - 4 = identifies audience accurately and specifically
    - 3 = demonstrates basic understanding of text's intended audience
    - 2 = demonstrates some sense of the audience or the issue of audience
    - 1 = misidentifies the audience and/or reflects a lack of understanding

- "Identifying Purpose"
    - 4 = identifies the purpose correctly and as distinct from the main idea
    - 3 = shows some understanding of purpose and renders it distinct from main idea
    - 2 = identifies purpose indirectly and/or confuses it with the main idea
    - 1 = does not identify a purpose and/or reflects a lack of understanding

- "Identifying Rhetorical Mode"
    - 4 = uses the terminology of rhetorical mode to identify the overall and/or constituent modes accurately
    - 3 = more or less accurately identifies the overall and/or constituent modes in "layman's" terms
    - 2 = makes an inaccurate determination but shows some evidence of knowledge of modes
    - 1 = fails to identify modes and/or reflects a lack of understanding

- "Identifying Organizational Method"
    - 4 = identifies with accuracy the method of the piece's overall organization, employing terminology related to organization methods
    - 3 = identifies the overall organization accurately or parts of text accurately bu in "layman's" terms
    - 2 = inaccurately identifies the method but indicates some knowledge of methods
    - 1 = fails to identify the text's overall method of organization and/or reflects a lack of understanding

- "Identifying Tone"
    - 4 = identifies tone accurately and specifically
    - 3 = generally accurate and shows basic understanding of tone
    - 2 = partial accuracy but shows some understanding of tone

1 = fails to identify the tone and/or reflects a lack of understanding

In order to evaluate students' skills in these areas, Mills devised a questionnaire patterned on the sorts of reading logs commonly used in the lab but reflective of the 60B active-reading SLOs (Appendix A). Where possible, questions the assessors felt would be too leading or directive ("What is the author's purpose for writing this?") were rejected in favor of questions that would indirectly invoke the desired skill being assessed ("What is the author's reason for writing this?"). The questionnaire accompanied the excerpts disseminated at the beginning and end of the semester.

Late in the 2014 winter session, an email was sent to the six instructors teaching 60B in the upcoming spring semester. They were informed that an assessment focusing on English 60B's active reading SLOs was to be conducted and that the process required them to administer the pre-instruction and post-instruction assessment materials. The first of the two packets was distributed to instructors at the beginning of the semester along with a set of instructions for administering the assessment (Appendix B). We attempted to control the uniformity of the results by insisting that the instrument be given under time constraints and, preferably, some form of faculty oversight. In addition, to ensure the integrity of the assessment, it was crucial that the pre-instruction assessments be completed and returned to us in the first two weeks. Two instructors, however, failed to meet that deadline, and while we did press for and receive full instructor compliance on the post-instruction instrument, this early situation produced the circumstance seen in the results whereby the pre-assessment participant total is actually lower than that of the late semester.

A rubric was devised by Mills and Capps with significant input from Professor Kris Anderson (Appendix C). After a discussion of range-finders and the norming of evaluators' scoring, the students' questionnaire responses were collected and evaluated for the seven criteria on the rubric by two different readers (Mills and Anderson), each of whom was unaware of the other's score. In cases of significant discrepancy (two or more points) or scores that were split between 2 and 3 (where one reader saw inadequate evidence but the other reader saw barely adequate evidence that the outcome had been met), the responses went to a third reader (Capps). The scores for each category and each level within each category were then tabulated.

A total of 258 pre-instruction questionnaires were collected and read. A total of 316 post-instruction questionnaires were collected; among those, however, two that were next to each other in one packet were invalidated for having absolutely identical answers, resulting in a total of 314. Answers on the questionnaires that were left blank were given scores of "1" but because they suggested utter unfamiliarity with a concept, we kept track of the total number. The final tally of blank answers is as follows:

Answers Left Blank on Pre-, Post-Assessments

	Pre-	Post-
Main Idea	1	0
Support	1	1
Audience	1	1
Purpose	4	0
Rhetorical Mode	0	14
Organizational Method	25	2
Tone	15	7

The table is fascinating but, ultimately, untrustworthy because, ultimately, one cannot be sure of the reason a question was unanswered (although a causal connection can perhaps be inferred from the fact that forms with blanks generally performed poorly in most other areas as well). It does, however, present an exceedingly strange pattern of unanswered questions that itself creates unanswered questions.

RESULTS:

The following tables and charts summarize the results of the reading. The pre- and post- results are paired to allow for easier comparison. Percentages are rounded up/down where appropriate.

Table 1: Scores for "Identifying Main Idea"

PRE-

Score	4	3	2	1
Student Totals	20	52	140	46
Percentages	8%	20%	54%	46%

POST-

Score	4	3	2	1
Student Totals	35	23	152	104
Percentages	11%	7%	48%	33%

Chart 1: Comparative Scores for "Identifying Main Idea"
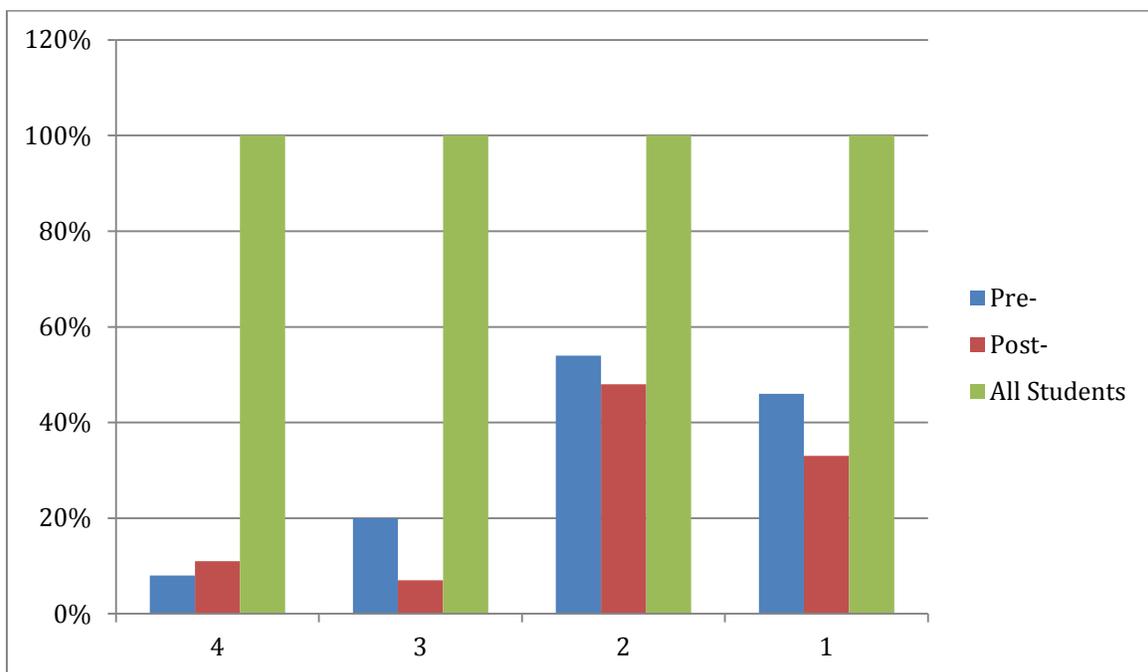
Table 2: Scores for "Identifying Supporting Detail"

PRE-

Score	4	3	2	1
Student Totals	22	38	140	58
Percentages	9%	15%	54%	23%

POST-

Score	4	3	2	1
Student Totals	51	15	182	66
Percentages	16%	5%	58%	21%

Chart 2: Comparative Scores for "Identifying Supporting Detail"
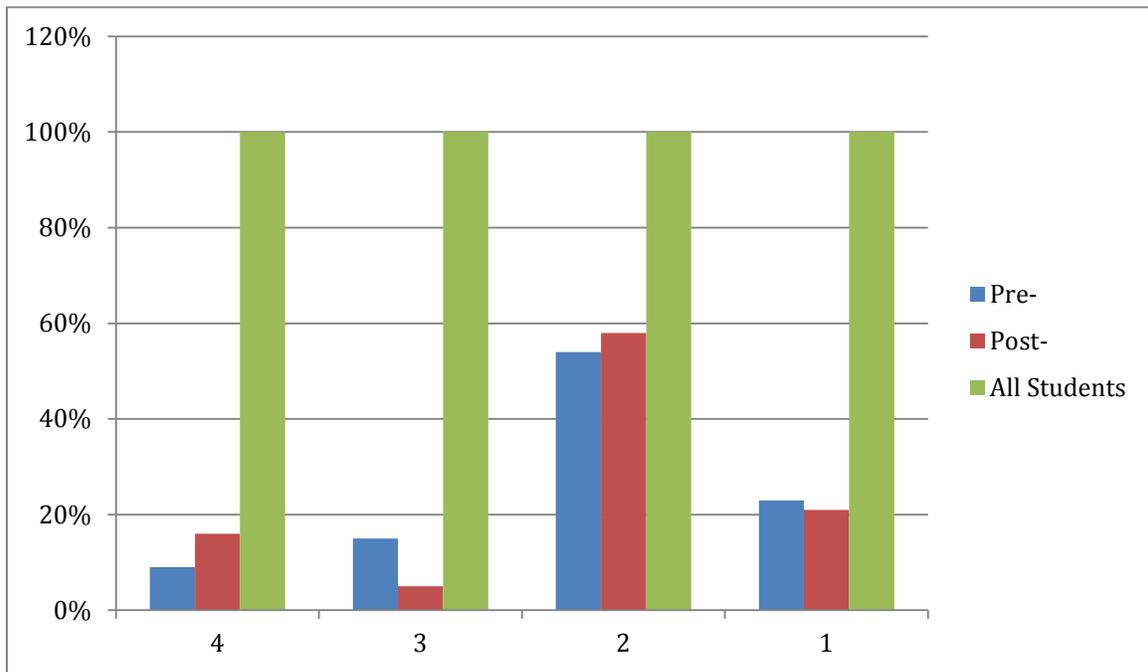
Table 3: Scores for "Identifying Audience"

PRE-

Score	4	3	2	1
Student Totals	50	90	46	72
Percentages	19%	35%	18%	28%

POST-

Score	4	3	2	1
Student Totals	59	95	75	85
Percentages	19%	30%	24%	27%

Chart 3: Comparative Scores for "Identifying Audience"
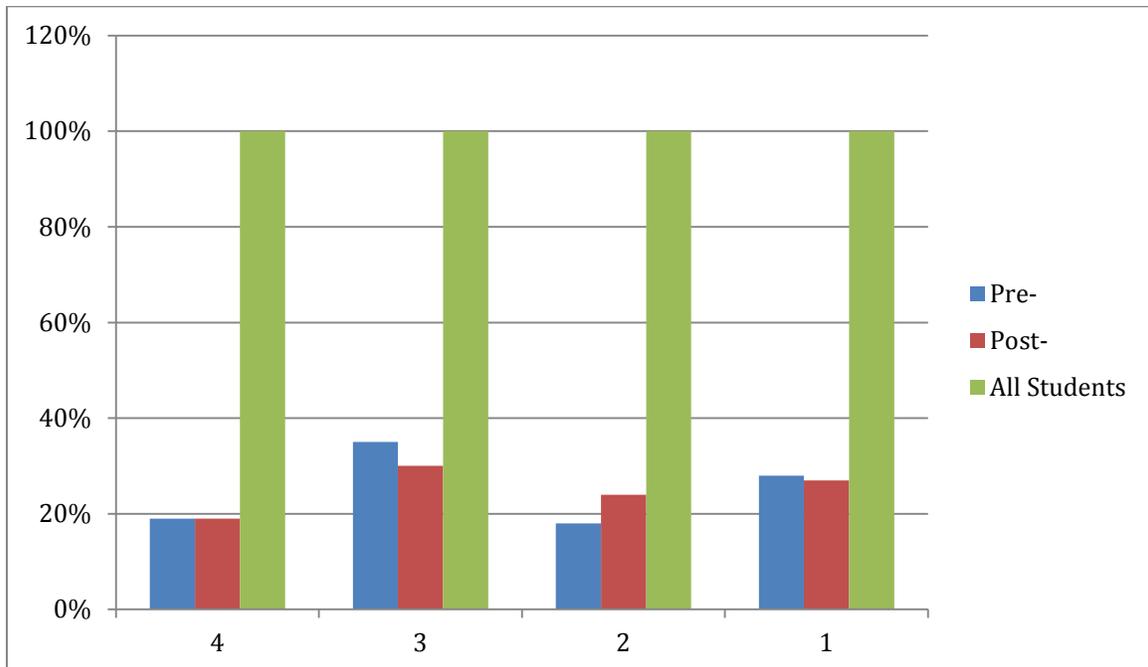
Table 4: Scores for "Identifying Purpose"

PRE-

Score	4	3	2	1
Student Totals	27	131	75	23
Percentages	11%	51%	29%	9%

POST-

Score	4	3	2	1
Student Totals	39	89	122	64
Percentages	12%	28%	39%	20%

Table 4: Comparative Scores for "Identifying Purpose"
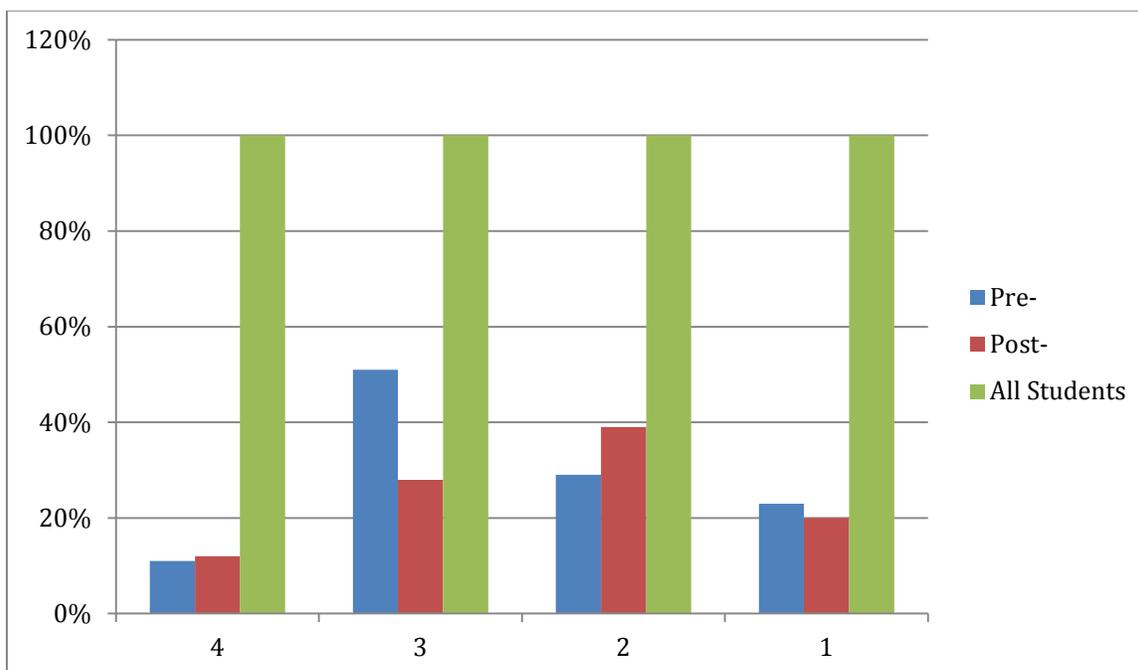
Table 5: Scores for "Identifying Rhetorical Mode"

PRE-

Score	4	3	2	1
Student Totals	8	18	79	153
Percentages	3%	7%	31%	59%

POST-

Score	4	3	2	1
Student Totals	10	6	80	218
Percentages	3%	2%	26%	69%

Chart 5: Comparative Scores for "Identifying Rhetorical Mode"
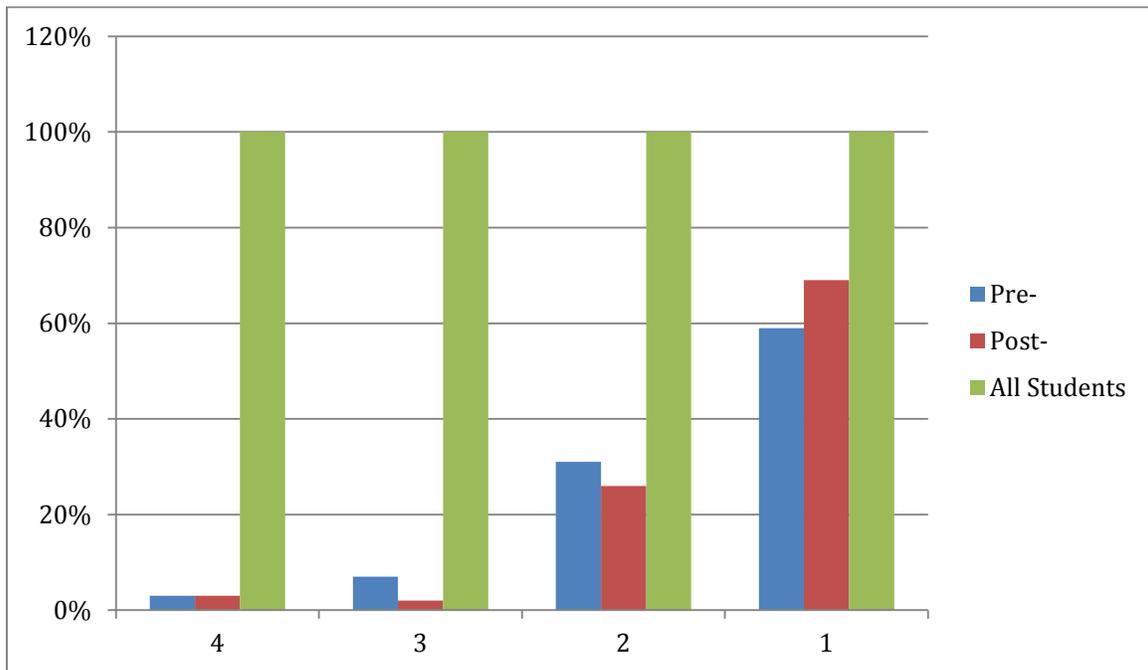
Table 6: Scores for "Identifying Organizational Method"

PRE-

Score	4	3	2	1
Student Totals	22	10	36	190
Percentages	9%	4%	14%	74%

POST-

Score	4	3	2	1
Student Totals	39	35	58	182
Percentages	12%	11%	18%	58%

Chart 6: Comparative Scores for "Identifying Organizational Method"
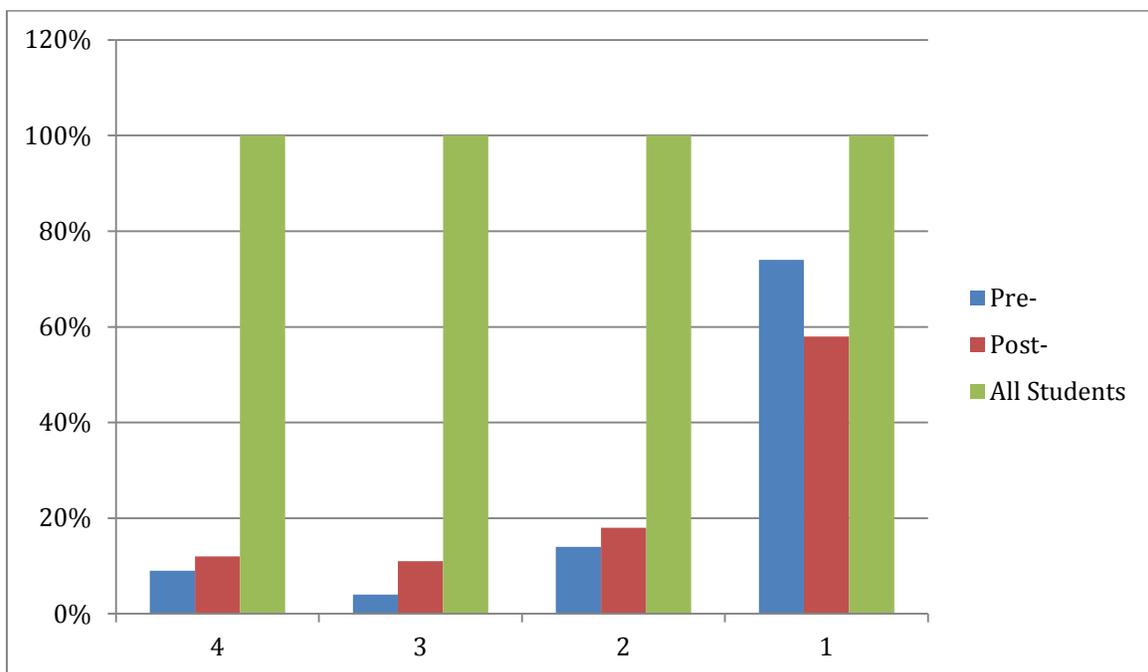
Table 7: Scores for "Identifying Tone"

PRE-

Score	4	3	2	1
Student Totals	12	80	33	138
Percentages	5%	31%	13%	54%

POST-

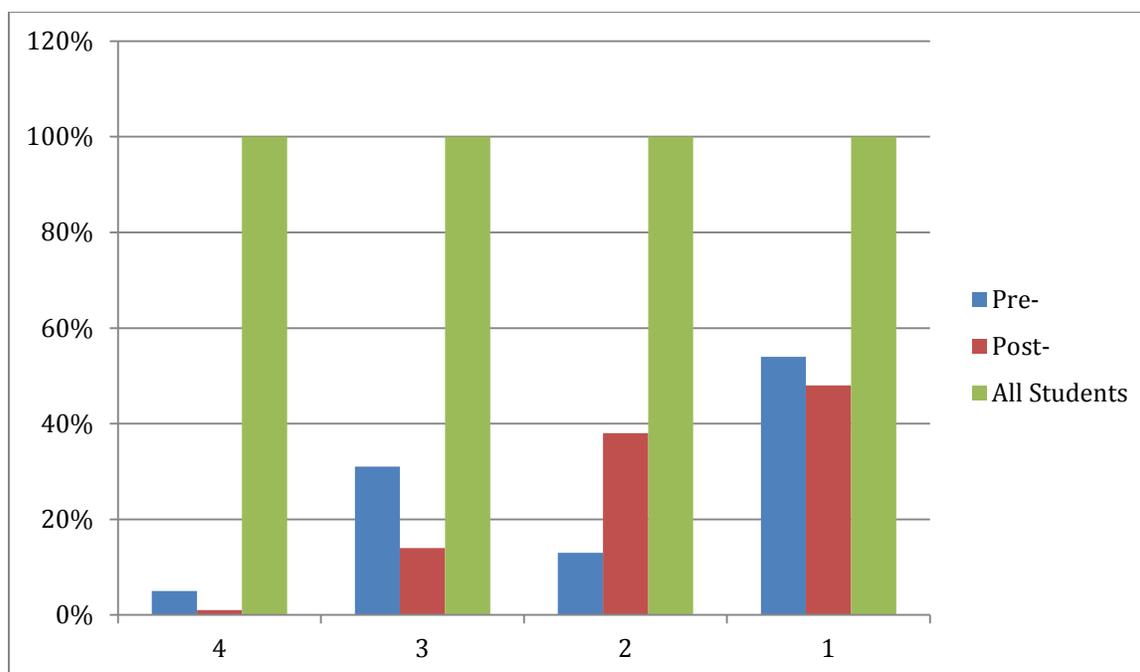| Score	4	3	2	1
Student Totals	2	44	118	150
Percentages	1%	14%	38%	48%

Chart 7: Comparison of Scores for "Identifying Tone"

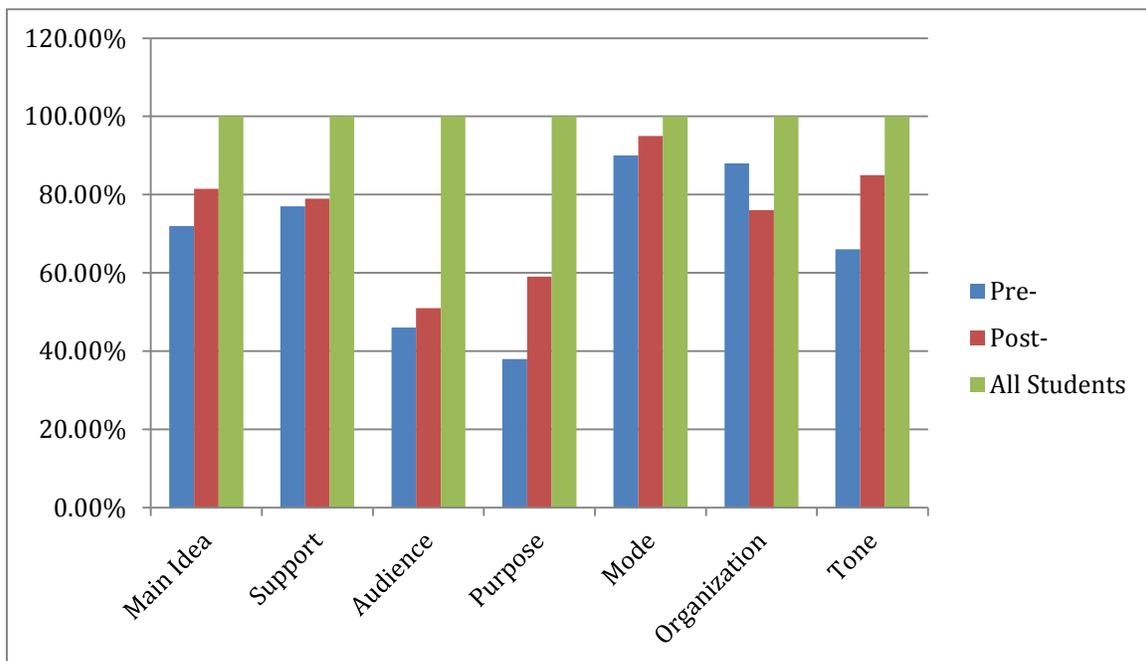**Chart 8: Percentages of Scores of 1 and 2 in Pre- and Post- Responses**

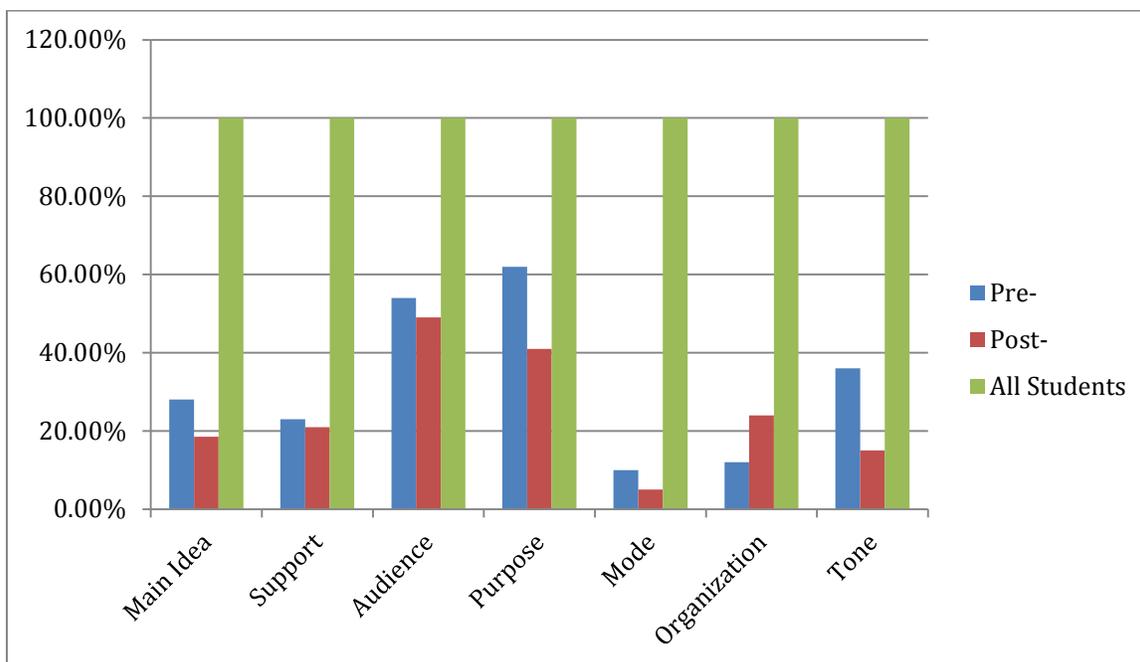**Chart 9: Percentages of Scores of 3 and 4 in Pre- and Post- Responses**

Table 8: Pre- and Post- Comparison of Percentages of Scores of 4

	Pre-	Post-	% Difference
Identifying Main Idea	8%	11%	+3%
Supporting Detail	9%	16%	+7%
Audience	19%	19%	no change
Purpose	11%	12%	-1%
Rhetorical Mode	10%	3%	-7%
Organizational Method	12%	12%	no change
Tone	36%	1%	-35%

Table 9: Pre- and Post- Comparison of Percentages of Scores of 3

	Pre-	Post-	% Difference
Identifying Main Idea	20%	7%	-13%
Supporting Detail	15%	5%	-10%
Audience	35%	30%	-5%
Purpose	51%	28%	-23%
Rhetorical Mode	7%	2%	-5%
Organizational Method	4%	11%	+7%
Tone	31%	14%	-17%

Table 10: Pre- and Post- Comparison of Percentages of Scores of 2

	Pre-	Post-	% Difference
Identifying Main Idea	54%	48%	-6%
Supporting Detail	54%	58%	+4%
Audience	18%	24%	+6%
Purpose	29%	39%	+10%
Rhetorical Mode	31%	26%	-5%
Organizational Method	14%	18%	+4%
Tone	13%	38%	+25%

Table 11: Pre- and Post- Comparison of Percentages of Scores of 1

	Pre-	Post-	% Difference
Identifying Main Idea	18%	33%	+15%
Supporting Detail	23%	21%	-2%
Audience	28%	27%	-1%
Purpose	9%	20%	+11%
Rhetorical Mode	59%	69%	+10%
Organizational Method	74%	58%	-16%
Tone	54%	48%	-6%

ANALYSIS

Ranking the post-assessment scores from high to low produced "pass rates" in the following percentages:

- Identifying audience (49%)
- Identifying purpose (41%)
- Identifying organization method (24%)
- Identifying main idea (19%)
- Identifying supporting details (16%)
- Identifying tone (15%)
- Identifying rhetorical mode (5%)

According to these figures, not one of the post-assessment 60B active reading SLOs was "passed" by a majority of students. In only one category—identifying audience—did more than half (54%) of the students' scores fall in the 3-4 range, but it occurred in the pre-assessment; in post-assessment, the figure dropped to 49%.

When one examines the percentages of scores in the 3-4 range on the post-assessment instrument, one discovers that, in six categories, they dropped in comparison to the pre-test scores and rose only once ("identifying organization method"). Conversely, in the 1-2 range, all the categories went up except organization method, which went down.

Furthermore, the English 60B COR states that, as an entry skill, students should be able to "identify main ideas in pre-collegiate texts and distinguish these from support," but according to the pre-test assessment results, only 28% did so at a level worthy of being scored a 3 or 4. It is not known what percentage of these students took English 60A (which has an identification-of-main-idea active reading SLO), but certainly it was higher than 28%. At the conclusion of English 60B, the number had dropped to 18%, a surprising fact given that, unlike the pre-assessment excerpt, the post-assessment excerpt inadvertently possessed a title that disclosed the piece's main idea fairly accurately.

RECOMMENDATIONS

It is hoped that this assessment project will initiate thoughtful, constructive, meaningful dialogue about the teaching of reading in English 60B (and the entire composition sequence) and the English instructor's role in that activity. Below are recommendations that the assessment seems to suggest; additional observations, suggestions, and reservations will be compiled as received and included in a future addendum to this report.

- The active reading SLOs should be revisited. For example, in designing this assessment project, it became clear just how squishy the COR's use of the term "pre-collegiate texts" can be. Despite our concerns that we choose the reading excerpts judiciously and with an eye toward an appropriate level of challenge, it remains a real possibility that the scores that we saw were the result of the wrong choice of source material. One might think (as we did) that a general-interest book written for the consumption of a non-academic, general audience can be considered "pre-collegiate," but at this stage in the culture's reading (in)abilities, perhaps a newspaper or magazine skewed to the level of a (speaking optimistically) fifth-grader would be a legitimate choice for a 60B-level reader. Our concern was that presenting the students with "dumbed-down" material would produce artificially skewed outcomes, whereas slightly more demanding material would cause us to aspire to grow students' abilities upward.

- This assessment project creates some mysteries about student placement worth taking a look at. As we're told, Accuplacer emphasizes students' reading skills in determining students' placement in English, so one might correctly anticipate the low abilities on display here. At the same time, many students' low placement occurs for other reasons—lack of effort on the Accuplacer, for example—and they do possess some writing ability or facility with spoken language, yet the crushing numbers of "non-passing" results indicate many if not most of these students lack reading skills as well. Perhaps the link we take as gospel that writers are readers (or must be readers) is not as firm as thought, for it appears that some students with low reading ability can still write well enough to communicate reasonably effectively (and, it should be noted, pass their classes despite their low reading ability). This all suggests that we look harder at the connection between reading and writing skills in students who possess one and not the other just to figure out what's actually happening there.

- One hesitates to say "all" when it comes to teachers in a classroom, but certainly most teachers of English—60B and otherwise—require reading in their classes. If the act of reading—or of assigning reading, for that matter—increased students' reading ability, one would expect to see improvement between the pre- and post- assessment instruments. No such improvement is to be found here; in fact, over the length of the semester, taking English 60B appears to have had a deleterious effect on the skills students had at the outset. Perhaps what skills they possessed (although the pre-assessment makes no case they had significant skills in their possession on arrival) were allowed to atrophy, or perhaps their skills were not grown. In either case, much has been made of late of the English teacher's place in reading instruction, but these results suggest that the acquisition of more expertise in the teaching of reading by English instructors is in order and should be made a professional-development priority.

- English instructors maintain a bedrock belief in the connection between reading and writing that's reflected in the active reading SLOs of the composition sequence's CORs. The degree to which instructors are actually incorporating reading and reading instruction in their courses was outside the parameters of this particular assessment project. However, the project's dispiriting results should engender a sustained inquiry into the selection and incorporation of texts into English 60B courses and, by extension, all courses in the sequence. To repeat what was stated at this report's outset, students' active reading skills have never been formally assessed until now at Norco College or, to the best of the assessors' knowledge, anywhere else in the district. It is hoped that assessment projects on the active reading SLOs might be conducted at multiple course levels to gain further insight into the relationship between reading and writing and our efficacy in meeting the active reading SLOs. In addition, the outcomes here suggest that an assessment of English 80's active reading SLOs in particular, given the centrality of reading to the course's pedagogical philosophy, is in order.

Appendix A
English 60B Spring Student Learning Outcomes Assessment

Directions: Read the excerpt you have been given. Answer the questions that follow.

1. In one sentence, tell what idea you think this piece of writing is mainly focused on.

2. What details does the author include that helps develop the idea and/or prove his point?

3. Who does the writing seem to be geared toward?

4. What's the author's reason for writing this? What is he attempting to do?

5. What mode of writing would you say this is?

6. What method does the author use to organize the piece?

7. How would you characterize the tone of this piece?

Appendix B

Dear 60B Instructors,
In this envelope, you will find all the documents necessary for completing the first stage of the 60B Spring SLO Assessment. The complete assessment will consist of this pre-assessment, to be completed within the first two weeks of the semester, and a post assessment, to be completed within the last two weeks of the semester. You will receive the materials for the post-assessment assignment during week fourteen. The SLO being assessed in this assignment is under **Active Reading** on the Course Outline of Record:

*   **Identify, with intermediate-level skill, the main ideas in pre-collegiate-level texts and distinguish these from support.**
*   **Analyze such texts in light of audience, purpose, and rhetorical mode.**

- **Recognize additional writing strategies, including coherence, organization, and style, in such texts.**

The intention of this first installment is to gauge student skill level of this SLO at the beginning of the semester and compare it to their skill-set at the end of the semester.

 Please remember the following:
*This assessment is not optional; assessment is a contractual obligation and necessary for accreditation.
*Please explain to your students that this is a Student Learning Outcomes assessment of the type that the English discipline uses to evaluate student learning.
*The assignment should **only be given as a lab assignment or an in-class assignment** so that a uniform time-frame is used by all students. It should not take longer than 45 minutes to complete both the reading and the writing portion.
***It is imperative that you <u>do not</u> spend time discussing the reading** before students complete the assignment in order to ensure that all students have the same starting point.
*Collect the completed Reading Assessment handouts from your class(es) and place them in this envelope. *You do not have to score them.* Return the envelope to **David Mills** or **Nicole Capps** via inter-campus mail as soon as they are completed.
About the Reading:
 In order to ensure that both the pre- and post-assessment are at the same level, we have selected two short excerpts from the same book, **<u>Traffic</u>**, by Tom Vanderbilt.
Thank you for your participation!

60B Assessment Active-Reading SLOs Rubric

Score	Identifying Main Idea	Identifying Supporting Detail	Identifying Audience	Identifying Purpose
4	• Accurately identifies text's main idea in original language	• Provides at least two accurate examples of supporting detail in original language	• Identifies text's intended audience with accuracy and specificity	• Articulates text's purpose accurately and distinct from the text's main idea
3	• Accurately identifies text's main idea but in language taken directly from the text.	• Provides at least two accurate examples of supporting detail but in language taken directly from the text	• Demonstrates basic and/or general understanding of text's intended audience	• Shows some understanding of text's purpose distinct from its main idea
2	• Identifies a main idea but does so inaccurately	• Provides one accurate example of supporting details or two or more partially accurate identifications of details	• Reflects partial or partially accurate understanding of text's audience	• Identifies the text's purpose inaccurately and/or confuses purpose with main idea
1	• Fails to identify the text's main idea and/or • Reflects no understanding of the question	• Provides no accurate examples of supporting details and/or • Reflects no understanding of the question	• Misidentifies text's audience and/or • Reflects no understanding of the question	• Fails to identify text's purpose and/or • Reflects no understanding of the question

*ANY QUESTIONS LEFT BLANK TO RECEIVE A SCORE OF ZERO

Score	Identifying Rhetorical Mode	Identifying Organizational Method	Identifying Tone	
4	• Identifies the overall mode of the text or identifies constituent modes accurately using the terminology of rhetorical modes	• Accurately identifies text's overall method of organization/structure • Employs terminologies relevant to organization methods	• Identifies text's tone with accuracy and specificity	
3	• Identifies the overall mode of the text or identifies constituent modes mostly accurately in "layman's terms"	• Identifies text's overall method of organization or parts of text's method of organization with general accuracy	• Demonstrates basic and/or general understanding of text's tone	
2	• Inaccurately identifies the overall mode of the text or constituent modes but may demonstrate some knowledge of modes	• Inaccurately identifies text's method of organization, demonstrating significant misunderstanding but indicating some knowledge of structure	• Reflects partial or partially accurate understanding of text's tone	
1	• Fails to identify modes and/or • Reflects no understanding of the question	• Fails to identify text's overall method of organization and/or • Reflects no understanding of the question	• Fails to identify text's tone and/or • Reflects no understanding of the question	

*ANY QUESTIONS LEFT BLANK TO RECEIVE A SCORE OF ZERO

Discipline Day agenda:

Colleagues,

We are on the schedule for Flex day Friday February 7th!
Yay!

Come to IT 211

Bring your ideas for closing the loop on your most recent assessment. We do a great job of assessing, but do we do much about it after?
How about some ideas!

Get ready to talk about Program Review!

How about some curriculum? Let's do that, too! We need a timeline for our new course creation if we are going to do that.

Acceleration is working AND so is EAP. I can show you fun data.
We need to review our MOU with CNUSD for EAP. That's a quick one.

Anything else?

See you Friday!

ADT assessment report
linkhttp://norcocollege.edu/employees/faculty/Documents/OutcomesAssessment/English%20ADT%20assessment%20report%202014.pdf

Copy of Email Discussion RE ENG 70 new class with Norco College and MoVal)
Hi All,

The proposed SLOs for English 70 are probably as good a place as any to begin discussing such a course.

Though I agree that it is a good idea to keep SLOs to a minimum (four may be a good number--providing one for each year of the assessment cycle, if I understand the current assessment requirements), and these four touch on the general reading and writing concepts for such a course, each SLO will need to provide more substantial guidance, I think. Of course, there needs to be a larger discussion of the course's structure and content as opposed to (or parallel to) English 60A and 60B.   But the conversation, if it's going to occur, has to start somewhere. (Thanks to Jeff Rhyne for putting these ideas on paper to get us talking.) For what it's worth, here are my initial responses:

An attempt at ENG 70 SLOs:

At the conclusion of the course, students should be able to:

1. Attempt reading strategies for active, critical reading. *How do we measure an "attempt"? Can we just say something about applying basic active- and critical-reading skills to understand pre-college-level texts?*
2. Employ a writing process. *Which does* what*? To what purpose?*
3. Compose source-based, multi-paragraph essays to develop a controlling idea. *"Source-based" should not be required. However, well-organized and unified multi-paragraph essays are important to prepare students for*

English 50.

4. Proofread and edit sentences for formal presentation and for general clarity. *–This wording captures the idea well, I think.*

Kris

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From: Bader, Melissa
Sent: Thursday, March 26, 2015 8:42 AM
To: Anderson, Kristine; Flick, Arend; Tschetter, Sheryl; Mills, David; Miter, Carol; Elizalde, Andres; Nelson, Lisa; Comstock, Tami; Capps, Nicole
Subject: FW: start to SLOs for potential ENG 70

Norco Colleagues,
Here are some SLO revisions for our classes as well as some suggested SLOs for ENG 70. Let's discuss.

M

From: <Rhyne>, Jeff <Jeff.Rhyne@mvc.edu>
Date: Tuesday, March 17, 2015 at 11:17 AM
To: Micro Support <melissa.bader@norcocollege.edu>, "Nelson, Lisa" <Lisa.Nelson@norcocollege.edu>, "Clark, Daniel" <Daniel.Clark@mvc.edu>, "Amezquita, AnnaMarie" <AnnaMarie.Amezquita@mvc.edu>
Subject: start to SLOs for potential ENG 70

Hi,

This is very rough shot at an idea for ENG 70 if it is considered a course students could take before taking 80 for low assessing students. I'll be honest: I'm not sure I'm in favor of any more than one single course below transfer level. But, it seems the district is going to keep 60A, 60B, 50 for a while, so I'm interested in providing an alternative the 60A and 60B sequence to get to a course one step below transfer level (like 50 or 80).

Generally, I'm also not in favor of too many courses...have you seen the number of options students have in math? It's dizzying how a student is supposed to understand how to get from developmental to transfer in math.

Anyway, I was going through 50 and 1A as well so I thought I'd take a stab at the potential for a new course. I'm also attaching my ideas for revisions to 50 and 1A. I'm really curious what you all think. I have never liked the language that students do things at "advanced" or "advanced intermediate level" in the SLOs for those courses. Plus, I thought the SLOs for those courses were too specific. My general philosophy on SLOs is to keep them simple and develop the content section so the SLOs are truly outcomes and the content directs faculty on ways to help students achieve those outcomes.

I relied heavily on the language from the CID descriptor for 1A and thought about the history of our course. And then I thought about what students should have to do in 50 to be ready for 1A. I was trying to align the courses. For example, I'm really proud of the language I found for showing how our expectations about student understanding of writing process advances from 50 and 80 to 1A. (I made the writing process SLO for 50 the same as the one we have for 80.) For those who teach 1A like it is taught at RCC, they might not like that I don't have an SLO about different genres, but again if we want to teach personal essay then maybe that should be in "content" or sample assignments sections of the COR.

Cheers,
Jeff

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Evidence of a Closing the Loop type conversation that directly addresses the Reading SLOs in English classes.

To my delight, all credit going to the great work of Kelly, Lani, and Thatcher in putting together a presentation based on the CAP conference last Friday, our department all but unanimously adopted to begin offering English 80 in the fall (if possible) and definitely in the spring. We're also in the process of applying to the California Acceleration Project's Community of Practice in Acceleration.

Again, we're a bit glacial at times, but we're moving in the right direction.

Now, about that Affective Domain Course Content ...?

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From: Rhyne, Jeff
Sent: Monday, March 23, 2015 9:38 PM
To: Bader, Melissa; Amidon, Tucker
Cc: Elizalde, Andres; Clark, Daniel; Williams, Edd
Subject: RE: English 80 COR revision

Hi, all,

I feel your frustration, Tucker. On the one hand, I want to help you all out. And, I get the fact that the content section looks like there is more emphasis on reading. The important thing to note, however, is that there is one SLO about reading; all of that stuff in course content is to help remind faculty what reading strategies there are for making meaning. Students are to practice ("employ") reading strategies. The rest of

the SLOs get at, as Dan likes to say, the big muscle groups of writing: On the other, the course's integration of reading with writing is what the course is about. I'd advocate we need to have all of that listed to remind new faculty teaching the course that helping students learn how to make meaning of a difficult text is essential to their development as writers.

In fact, as I write, I realize I'm at odds with the element in your department that does not like this COR; I'd like to see our other comp course CORs look more like 80 as opposed to making 80 more like the other courses.

Finally, I realize that we should probably actually add some "course content" on attending to students' affective domain. It's in "methods of instruction" but I'd like to see it in content too. We all start the semester at MVC with focus on developing growth mindsets, grit, and academic behaviors (like completing the readings) that are necessary for success.

just some thoughts.

JR

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From: Bader, Melissa
Sent: Monday, March 23, 2015 3:26 PM
To: Amidon, Tucker
Cc: Elizalde, Andres; Rhyne, Jeff; Clark, Daniel; Williams, Edd; Bader, Melissa
Subject: Re: English 80 COR revision

I really think that the reading part of the course is essential. I was just doing some pre-reading predicting strategies with my class today.

I would be ok with taking out some of of the more specific course content (miscue analysis) or looking at modifying them to really demonstrate what we are doing in the class.

However, this is truly an integrated readings and writing class. English 80 is about that relationship and the critical thinking behind that. I would encourage you to get a copy of Reading Rhetorically from the Pearson rep. That's the student textbook that I use and it is aimed at teaching students to read in preparation for writing.

Sent from my iPhone

On Mar 23, 2015, at 2:54 PM, Amidon, Tucker <Tucker.Amidon@rcc.edu> wrote:

Hi everyone,

At the 3CSN CAP presentation last Friday at Moreno Valley College, I was talking with Dan about perhaps softening the Reading SLO and/or the "Strategies for Reading" Course Content descriptors, which have been a real sticking point for a number of faculty here at RCC.

Now, please know that I'm not asking you all to cater to RCC's whims; in fact, there's a growing, vocal group that is pushing for English 80 to get into our course offerings, and we are working to get our application in to 3CSN's California Acceleration Project's Community of Practice in Acceleration, with the end goal of offering English 80 here next spring. Better late than never, we want to fly this course, but our department has real hesitancy. There is some serious concern that we are being asked to be Reading faculty when we are not trained to do what Reading faculty do. Several of us have argued that we do teach reading, just not to the level or specificity of Reading faculty, but that's not been a convincing argument.

I don't want to take away the importance of reading to the COR and the course or the overall value of that SLO and Course Content area, but is there any way we can condense the Course Content some so that the COR itself better matches the descriptions of our other composition SLO's? Not to shave them down into nonexistence, but just to soften them up.

If this is possible, thanks. If not, I understand completely. I'm walking a fine line between what I want to do with the COR (teach it) and what my discipline body is asking me to do to the COR (revise it before it can be taught here).

Thanks,

Tucker

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QD 222A

-----Original Message-----
From: Elizalde, Andres
Sent: Tuesday, March 17, 2015 3:49 PM
To: Rhyne, Jeff; Clark, Daniel; Amidon, Tucker; Williams, Edd; Bader, Melissa
Cc: Kearn, Tammy
Subject: RE: English 80 COR revision

Hello,
I agree that SLO #2 is problematic. When we wrote SLO's for English 80, we knew we wanted a critical thinking SLO. If you look at our course outline of record for basic skills English courses, the SLO is missing. This is part of the problem in basic skills English courses.

Nevertheless, I agree with Jeff's comments on this one.

There are several possibilities. One, embed this critical thinking SLO in both the reading and writing section, or only in one of the sections (critical reading is mentioned in the reading SLO). Third, leave it as a stand-alone SLO, but revise it.

In the interest of time (I have to leave), this a suggestion:

Upon successful completion of the course, students should be able to:

Evaluate assumptions and reason from alternative points of view Interpret evidence to establish validity Support own claims with adequate and varied evidence Analyze and synthesize ideas and information to generate a controlling idea

Andres

-----Original Message-----
From: Rhyne, Jeff
Sent: Tuesday, March 17, 2015 10:49 AM
To: Clark, Daniel; Elizalde, Andres; Amidon, Tucker; Williams, Edd; Bader, Melissa
Cc: Kearn, Tammy
Subject: RE: English 80 COR revision

Hi, all,

Having said I love the SLOs for 80, I am attaching a document with an attempt to revise them a bit. I've included some notes as well. If we keep them as is, except for the possible exclusions of the words "beauty" in the sentence craft SLO and "effective" in the reading strategies SLO, I'm fine.
I just wanted to initiate some self-reflective conversation about possible revisions. The attempt is just to foster discussion.

JR

Jeff Rhyne, Ph.D.
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-----Original Message-----
From: Clark, Daniel
Sent: Thursday, March 12, 2015 12:48 PM
To: Elizalde, Andres; Rhyne, Jeff; Amidon, Tucker; Williams, Edd; Bader, Melissa

I like the word "craft" if "beauty" is too impressionistic.

-----Original Message-----
From: Elizalde, Andres
Sent: Tuesday, March 10, 2015 1:09 PM
To: Rhyne, Jeff; Amidon, Tucker; Clark, Daniel; Williams, Edd; Bader, Melissa
Cc: Kearn, Tammy
Subject: RE: English 80 COR revision

Hi Jeff,
I'm not opposed to your suggestion: it makes sense to me. We have not assessed that particular SLO. We assessed the reading SLO a few years ago.
Andres

-----Original Message-----
From: Rhyne, Jeff
Sent: Tuesday, March 10, 2015 9:56 AM
To: Elizalde, Andres; Amidon, Tucker; Clark, Daniel; Williams, Edd; Bader, Melissa
Cc: Kearn, Tammy
Subject: RE: English 80 COR revision

Hi, Andres,

Generally, I agree. But, I remember we debated the use of the term "beauty" in the fifth SLO when we wrote the COR, so I thought it might be good to reopen that discussion. Have you guys assessed that SLO at Norco? I love the intent behind the word in the SLO, but it may not belong in an SLO because it seems difficult to assess. Maybe we should add that word to item 2.d in the "Course Content" section? On the other hand, is it any more subjective than "effective"?

Otherwise, I think the SLOs are well-defined and clear.

Jeff Rhyne, Ph.D.
Moreno Valley College
X6254

-----Original Message-----
From: Elizalde, Andres
Sent: Tuesday, March 10, 2015 8:04 AM
To: Amidon, Tucker; Clark, Daniel; Rhyne, Jeff; Williams, Edd; Bader, Melissa
Cc: Kearn, Tammy
Subject: RE: English 80 COR revision

Hi everyone,
Does anyone think current SLO's need a substantive revision? Do we have any reason to significantly modify SLO's at this point? This is a relatively new course.
Andres

-----Original Message-----
From: Amidon, Tucker
Sent: Monday, March 09, 2015 9:54 PM
To: Clark, Daniel; Rhyne, Jeff; Williams, Edd; Bader, Melissa; Elizalde, Andres; Amidon, Tucker
Cc: Kearn, Tammy
Subject: English 80 COR revision

Greetings everyone,

At the district English discipline meeting in February, the district body decided to revise/update the composition course outlines of record since they are, at minimum, three years old, if not four. I've volunteered to facilitate the course committees in their work, which basically means getting the committees started and helping them along the way. As you may ave guessed, you folks constitute the English 80 Course Committee. To help you get rolling, I've attached the current English 80 COR (taken directly from CurriUNET). Your primary focus should be

revising the SLO's. We've been told to keep the SLO's under control--the more we have, the more complicated our assessments can be. But other areas are also viable revision targets. (However, the district discipline did decide to keep the current lab requirement in place.)

Kelly Douglass, the curriculum representative for RCC's Department of English & Media Studies, has made herself available to answer any questions that come up. If any do pop up, just pass the questions on to me or Kelly.

There is a bit of a time clock on this committee's work. What we decided at the February district meeting was that the course committees would have COR revisions available for a vote (in a meeting or via email) by May. That way, we can move the revised/updated CORs through the curriculum process early in the fall.

So let's get the discussion going. A few questions to consider:
   - Which SLO's are useful as they currently are written?
   - Which ones feel limiting or problematic?
   - Are there any pedagogical or course emphasis gaps in the SLO's that need to be filled?

Thanks,

Tucker

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