

# NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

**Discipline/Unit:** \_\_\_\_\_

*(If applicable)* **Program or Certificate** Norco College Honors Program

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

**Contact Person:** Ana-Marie Olaerts

**Due: April 20, 2016**

Please send an electronic copy in a word document to:

[programreview@norcollege.edu](mailto:programreview@norcollege.edu)



*Form Last Revised: March 2016*

**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 20<sup>th</sup> 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.norcollege.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@norcollege.edu](mailto:nicole.ramirez@norcollege.edu) with a request to format it appropriately.

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

**Norco:            VP Business Services            951-372-7157**

## **Mission**

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

## **Vision**

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

## **Strategic Plan: Goals and Objectives 2013-2018**

### **Goal 1: Increase Student Achievement and Success**

Objectives:

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

## **Goal 2: Improve the Quality of Student Life**

Objectives:

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

## **Goal 3: Increase Student Access**

Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

## **Goal 4: Create Effective Community Partnerships**

Objectives:

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

## **Goal 5: Strengthen Student Learning**

### Objectives:

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

## **Goal 6: Demonstrate Effective Planning Processes**

### Objectives:

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

## **Goal 7: Strengthen Our Commitment To Our Employees**

### Objectives:

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

# I. Norco College Annual Instructional Program Review Update

Unit: \_\_\_\_\_  
Contact Person: \_\_\_\_\_  
Date: \_\_\_\_\_

## Trends and Relevant Data

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

- The Honors Program at Norco College serves our students by providing educational opportunities (e.g., Academic Conferences), celebrates diversity by representing a diverse student group population, and promotes collaboration with Administration, Honors faculty, and Honors students. We encourage an inclusive and innovative approach to learning. Lastly, the Honors Program provides pathways to transfer (e.g., IGETC, TAP).
- Norco College Honors Mission Statement
  - The primary goal of the Norco College Honors Program is to provide an educational experience that allows students to stretch themselves intellectually and to actively work with fellow students and faculty to cultivate an awareness and understanding of the diverse points of view necessary for a rich and productive intellectual environment. The Honors Program is committed to drawing a diverse group of students and faculty together, one that is representative of our college community as a whole, and providing learning opportunities and services, which will prepare students to be competitive in reaching their future goals.

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

- a. Has your unit shifted departments?
  - No.
- b. Have any new certificates or complete programs been created by your unit?
  - No.
- c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

- The Norco Honors Program is a member of the Honors Transfer Council of California (HTCC). HTCC certifies the quality and rigor of Honors Programs at Community Colleges within the state. In addition, HTCC negotiates transfer agreements with 4-year partner institutions; each of the transfer agreements provides differing arrays of benefits to Norco students who successfully complete the Honors Program and meet the standards of the transfer institution; these may include priority consideration for admission, early enrollment considerations, library access, housing consideration, scholarship consideration, and more.
- The Norco Honors Program is also a member of the UCLA-Transfer Alliance Program (UCLA-TAP). As participants in the UCLA Transfer Alliance Program, Norco College students who complete our Honors Program and otherwise meet the rigorous admissions requirements receive priority consideration for admission to UCLA College of Letters and Science and other benefits.
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**3. List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.**

- **Retention and Success**
- Between fall 2010 and fall 2015, students enrolled in honors courses tended to remain enrolled in those courses (retention) and earned a passing grade (success) as compared to students enrolled in the comparable non-honors versions of offered courses. The retention rate for students in honors courses compiled over this time period averaged 89.7% versus an average of 85.6% in the comparable non-honors courses (figure 1). The students enrolled in honors level courses were more likely to successfully complete the course (average success rate: 83.4%) versus those enrolled in the comparable non-honors courses (average success rate: 71.1%) (figure 2). Fall 15 Honors courses yielded similar results and are on trend with retention and success rates of the past (figure 3).

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

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



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

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

Honors Courses	Retention	Success
MUS 89H	88	82
COM 1H	78	78
ENG 1AH	95	86
ENG 1BH	95	90
HUM 5H	88	88

- Figure 3: Fall 15 Honors retention and success rates

**What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?**

- The Honors Program has grown and represents a diverse group of students. In Spring 2015 there were 122 students in the Program and as of Spring 2016, we have 229 students flagged for the Honors program at Norco College.
- Secondly, we are offering several new honors courses this upcoming year (e.g., ECO-8H, COM-9H, and many more). Please see appendix A and B for honor’s course offering/rotation plan.
- Thirdly, spring 2015, the Honor’s program re-established the HAC (Honors Advisory Council) and HSC (Honors Student Council). Monthly meetings are occurring for both of these councils. This renewed participation and commitment strengthens the program and gives administration, faculty, and our honors students an opportunity to collaborate and discuss the program’s needs.

**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?**

- \$2,000 permanent transfer, \$2,000 gift from President
  - Up North University Tour – 12 honors students attended
  - CSUB Student Leadership Conference – 10 students attended
  - Art fieldtrip to Huntington Beach Library – 20 students, 1 faculty member attended
  - HTCC UCI Conference – 5 students presented, 4 faculty member and 3 students observed
  - Food for orientations and HSC
  - Food for finals Honors study session
- This new funding has enabled the Honors Program to truly begin acting as a Program. It reinforces the College Mission Statement as well as reinforces the Programs goals (refer to appendix C). **My hope is that we may have a permanent budget of \$7,000 dollars so that we may continue to offer these opportunities to our Honors Students.**

**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
<b>Increase academic and leadership opportunities to our</b>	Workshops (UCLA TAP, Leadership conference), Research	1, 2, 3, 4, 5,	

<b>Honors Students</b>	Conferences (RCCD, UCI HTCC), Spring up North University Tour		
<b>Re-establish excursions</b>	Offer one fieldtrip a semester	5	
<b>Increase communication with current students</b>	Meet regularly (once a month) with the HSC (Honors Student Council) and HAC (Honors Faculty Council)	1, 2, 3, 5	
<b>Increase visibility of program on campus</b>	Communicate with other Programs (e.g., Puente, TP3, EOPS), have more recruiting events (Norco Welcome Day, Recruit at Kennedy Middle School, offer two orientations a semester, publicize through the NC website and social media).	1, 2, 3, 4, 5	

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

# Norco College Annual Instructional Program Review Update

Unit: \_\_\_\_\_  
 Contact Person: \_\_\_\_\_  
 Date: \_\_\_\_\_

## Current Human Resource Status

**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:**

<b>Faculty Employed in the Unit</b>		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
History	1 (partial assignment)	
Music	1 (partial assignment)	
English	4 (partial assignment, 2 in the fall and 2 in the spring)	
Humanities	1 (partial assignment)	
Communication Studies	1 (partial assignment)	
Mathematics	1 (partial assignment)	
Biology	1 (partial assignment)	
Faculty Coordinator	1 (0.2 reassign time)	
Counselor	1 (partial assignment)	

<b>Classified Staff Employed in the Unit</b>		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
Administrative Secretary (Norco College)	1 (partial assignment)	
Administrative Assistant (District)	1 (partial assignment)	


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Unit Name: \_\_\_\_\_

## 7. Staff Needs

### NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>

<b>List Staff Positions Needed for Academic Year _____</b> <b>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.</b>	<b>Indicate (N) = New or (R) = Replacement</b>	<b>Number of years requested</b>	<b>Annual TCP*</b>
<b>1.</b> <u>Justification:</u>			
<b>2.</b> <u>Justification:</u>			
<b>3.</b> <u>Justification:</u>			
<b>4.</b> <u>Justification:</u>			
<b>5.</b> <u>Justification:</u>			
<b>6.</b> <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](#).

<sup>1</sup> 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.

Unit Name: \_\_\_\_\_

**8. Equipment (including technology) Not Covered by Current Budget<sup>2</sup>**

<b>List Equipment or Equipment Repair Needed for Academic Year _____</b> 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. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non- Instructional purposes	Annual TCO*				EMP GOALS
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	
1. <u>Justification:</u>						
2. <u>Justification:</u>						
3. <u>Justification:</u>						
4. <u>Justification:</u>						
5. <u>Justification:</u>						
6. <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).

<sup>2</sup> 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.

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: \_\_\_\_\_

### 9. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>3</sup>

<b>List Professional Development Needs for Academic</b> <b>Year</b> _____ . 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.	<b>Annual TCO*</b>			
	<b>Cost per item</b>	<b>Number Requested</b>	<b>Total Cost of Request</b>	<b>EMP Goals</b>
<b>1. Membership in Honors Transfer Council of California</b> <u>Reason:</u> This membership provides the majority of our transfer agreements for our Honors Students.	<b>\$150</b>	<b>1</b>	<b>\$150</b>	<b>1, 4, 7</b>
<b>2. Attendance at HTCC Undergraduate Research Conference   Spring 2016</b> <u>Reason:</u> This is the major student conference opportunity of the year.	<b>\$ 50.00 Student/faculty</b>	<b>10 students 5 faculty</b>	<b>\$750</b>	<b>1, 2, 3</b>
<b>3. Attendance at UCLA-Transfer Alliance Program Fall Meeting</b> <u>Reason:</u> Meeting attendance is a necessary element of continued membership in the UCLA-TAP agreement. Both the Faculty Coordinator and the Program Counselor should attend. Cost includes estimated mileage cost and parking fees.	<b>\$50</b>	<b>2</b>	<b>\$100</b>	<b>1, 3, 4, 7</b>
<b>4. Western Regional Honors Council (WRHC) Membership</b> <u>Reason:</u> University Honors at UC Riverside is excited to host the 2016 Western Regional Honors Council (WRHC) Conference in Riverside, California, from Friday, April 8, to Sunday, April 10, 2016. The theme for the 2016 WRHC Conference is: "Diversifying Honors: Innovation, Contribution, &	<b>\$500</b>	<b>1</b>	<b>\$500</b>	<b>1, 7</b>

<sup>3</sup> 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>Global Citizenship.” UCR is well-known for its diverse community, and the three pillars of UCR Honors are based on Creativity &amp; Innovation, Culture of Contribution, and Diversity &amp; Global Citizenship. As the host for the 2016 WRHC Conference, UCR Honors hopes to encourage dialogue around diversifying honors education through the acknowledgement of its varied achievements and a celebration of its capacity to give back and engage with the world as global citizens. Membership is required.</p>				
<p><b>5.</b> <u>Justification:</u></p>				
<p><b>6.</b> <u>Justification:</u></p>				

\*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: \_\_\_\_\_

**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 college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs for Academic Year _____</b></p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.</p>	<p align="center"><b>EMP GOALS</b></p>
<p><b>1. Dedicated Counselor with reassign time and/or stipend</b></p> <p><u>Reason:</u> The counselor for this Program must be active and available to the students. He/she must attend meetings for the Honors Transfer Council of California (twice annually) and for the UCLA-Transfer Alliance Program (twice annually). The individual must be familiar with the ever changing transfer agreements negotiated with our partner institutions.</p> <p><u>Justification:</u></p>	<p align="center"><b>1,2,3</b></p>
<p><b>2.</b></p> <p><u>Justification:</u></p>	
<p><b>3.</b></p> <p><u>Justification:</u></p>	
<p><b>4.</b></p> <p><u>Justification:</u></p>	
<p><b>5.</b></p> <p><u>Justification:</u></p>	

<sup>4</sup> 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.**

Justification:

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

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

Unit Name: \_\_\_\_\_

**11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget<sup>5</sup>**

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

<p align="center"><b>List Other Needs that do not fit elsewhere.</b></p> <p align="center">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><b>1. Educational Field Trips</b></p> <p><u>Justification:</u> It supports the College Mission and the Program Goals (refer to appendix C)</p>	\$1,000	2 (1 excursion in fall and 1 in spring)	\$2,000	5
<p><b>2. Increase academic and leadership opportunities to our Honors Students</b></p> <p><u>Justification:</u> It supports the College Mission and the Program Goals (refer to appendix C)</p>	<p><b>Up North Tour: \$2,000</b></p> <p><b>Leadership Conference: \$500</b></p> <p><b>Student UCLA TAP tour (transportation): \$1,000</b></p>	1	\$3,500	1, 2, 3, 4, 5,

<sup>5</sup> 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.

<b>3. Food for Honors recruiting, orientations, and workshops</b> <u>Justification:</u> Encourages participation	<b>\$2,000</b>	<b>1</b>	<b>\$2,000</b>	<b>2</b>
<b>4.</b> <u>Justification:</u>				

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

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## 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
<b>1. Retention, success, and efficiency rates have been identified and reflected upon.</b>	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
<b>2. Previous recourse requests stated and impact discussed.</b>	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.
<b>3. There are annual goals for refining and improving program practices.</b>	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
<b>4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.</b>	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)
<b>5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.</b>	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
<b>6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.</b>	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
<b>7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.</b>	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
<b>Column scores</b>				

Additional comments:

## II. Norco College - Annual Assessment Update

### USE ASSESSMENT DATA FROM fall 2014-spr 15

**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@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.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 2014 - spring 2015. 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	Semester assessed	Entered into TracDat fields	SLOs with Changes Made to course	Plan for completing identified Changes	SLOs not needing Changes (assumed loop-closed)	SLOs involved in Loop-Closing assessment
	Indicate which specific SLOs were assessed in the identified course		Yes or No	Identify which SLOs for had Changes Made identified, & simple reasoning	Identify semester & basic plan of action	Provide clear reasoning as to why loop closed	Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? 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 2014-15:  
 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

- b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? 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

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.	
	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)

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.

<b>Resources</b> State the resources identified to support student learning and/or faculty development	<b>Assessment</b> Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	<b>Reasoning</b> Briefly explain what you learned in the assessment that indicates the resource might be beneficial

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



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

Assessment Unit Name: \_\_\_\_\_ Average score \_\_\_\_\_

	0	1	2	3	Comments
<b>Initial SLO assessments</b>	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	
<b>Loop Closing Assessments</b>	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	
<b>Assessment input into TracDAT</b>	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	
<b>Attempts to improve student learning</b>	No indication of any changes made to any courses, and no clarification provided  0	No attempts to change any courses, teaching approaches, and <b>no</b> clarification or reasoning as to why not  1	Evidence of an attempt to implement a change in a course or teaching approach provided, <b>or</b> simple clarifying statement regarding why no specific improvement is needed  2	Multiple attempts made to implement changes to courses or teaching approaches, <b>or</b> clear and supported clarification why no improvement is needed  3	
<b>Dialogue across the discipline</b>	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	
<b>Participation in PLO assessment (bonus points averaged into total score)</b>		Engagement in at least 1 initial PLO assessment <b>and/or</b> Engagement in at least 1 PLO closing-the-loop assessment fall ‘14-spr ‘15  1			
<b>Total for Each Column</b>					

Appendix A

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

Appendix B

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

## Appendix C

### Norco Honors Program Outcomes

#### *Honors Program Learning Outcomes*

Through successful completion of RCCD Honors Program, students will be able to:

1. Increase intellectual confidence to communicate effectively in academic conversations
  - a. Linked to Communication GESLO
2. Create sound and unique academic arguments, using original research, primary texts, analysis, and the synthesis of diverse points of view.
  - a. Linked to Critical Thinking GESLO
3. Develop goals and implement strategies for success at transfer institutions and in the workplace

#### *Topics*

- a. Pursue a challenging topic in the classroom, solve a complex problem
- b. Present at an academic conference
- c. Demonstrate mastery of library databases or other sources
- d. Locate, evaluate, and use information effectively to create new ideas
- e. Complete a “real” experiment in the lab
- f. Speak publicly in the classroom or academic event.
- g. Debate in the classroom with aplomb

- h. Present at an academic conference and answer audience questions
- i. Identify appropriate mentors and politely request their time for guidance and advice
- j. Set goals and devise strategies for personal and academic development
- k. Participate in constructive social interaction with faculty and/or staff
- l. Fill out the SEP form every year
- m. Meet with counselors and faculty advisors twice a year
- n. Set goals and devise strategies for personal and professional development
- o. Serve as a class advocate and/or help lead a student initiative
- p. Serve on the Honors Advisory Council and successfully complete a year-long goal
- q. Demonstrate leadership through opportunities on campus or in the community
- r. Demonstrate appreciation for civic responsibility and ethical behavior

#### *Honors Program Service Outcomes*

In alignment with its mission statement, the Norco Honors Program will:

1. Maintain diverse demographic makeup of the Honors Program by reaching out to the college, district, and community
2. Create and maintain a viable and efficient pathway of transferable honors courses with a sufficient number of sections for all honors students to complete the Honors Program in two years
3. Provide every honors student with a clear and updated student pathway for transfer through advising, workshops, and transfer agreements
4. Create opportunities for leadership roles as well as intellectual and social interactions for honors students and faculty
5. Increase program completion rates and the number of students who take advantage of TAP certifications, honors to honors agreements, and HTCC transfer agreements