NORCO COLLEGE COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Unit: Wilfred J. Airey Library

Please give the full title of the discipline or program.

Contact Person: Celia Brockenbrough & Vivian Harris

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

Comprehensive Instructional Program Review Update
Instructions

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

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years. This document serves as a long-term strategic planning document This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.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.

Educational Master Plan and Strategic Plan 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 Comprehensive Instructional Program Review Update

Unit: Wilfred J. Airey Library
Contact Person: Brockenbrough/Harris
Date: April 29, 2015

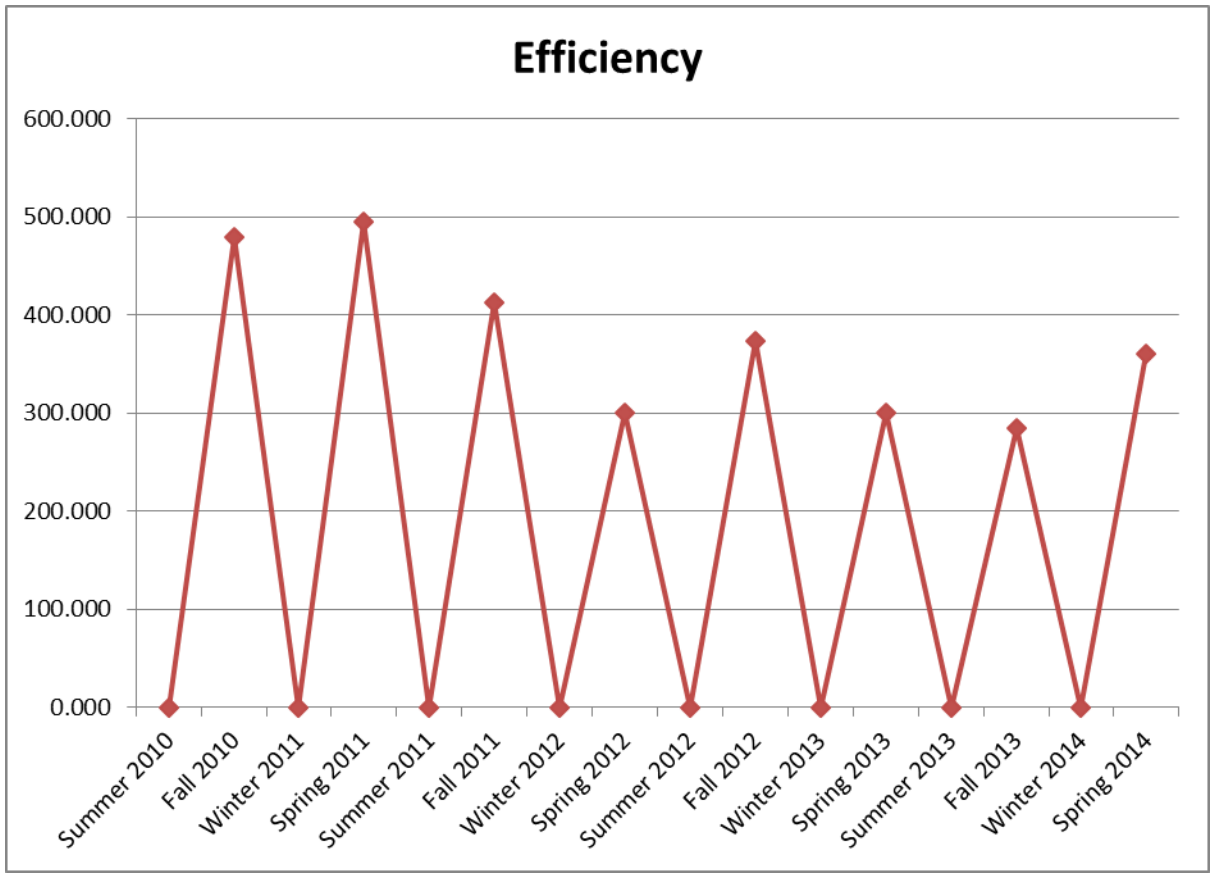
Trends and Relevant Data

1. **Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?**

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	Dean of Technology and Learning Resources assumed responsibility for learning support services provided by the Instructional Media Center (IMC), the Learning Resource Center (Mustang Tutoring; Computer Information Systems Lab (CIS); Game Lab), and the Writing Lab.	Dean of Technology and Learning Resources will assume responsibility for the Learning Resource Center (Mustang Tutoring; Computer Information Systems Lab (CIS); Game Lab) and the Instructional Media Center (IMC).
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT or if not, are you in the process?	The one-unit Library 1 Information Competency course was offered during the fall and spring semesters in either a 16-week face-to-face, web-enhanced format or as an 8-week hybrid course.	Two 8-week hybrid courses will continue to be offered during the fall and spring semesters.
Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.	-Perkins funds used to purchase specialized databases for CTE programs. - Barnes & Noble contract provided 36 reserve books per year. -In 2012 & 2014, ASNC Campus Project Support funds awarded to purchase reserve textbooks. -Despite funding challenges, supported new programs & purchased program review requests.	-The library will still depend on Perkins funds and Barnes & Noble contract. -After being denied award in 2015, will pursue advice of ASNC to have a line item placed in their budget for reserve books. - Despite funding challenges, continue to support new programs & purchase program review requests.

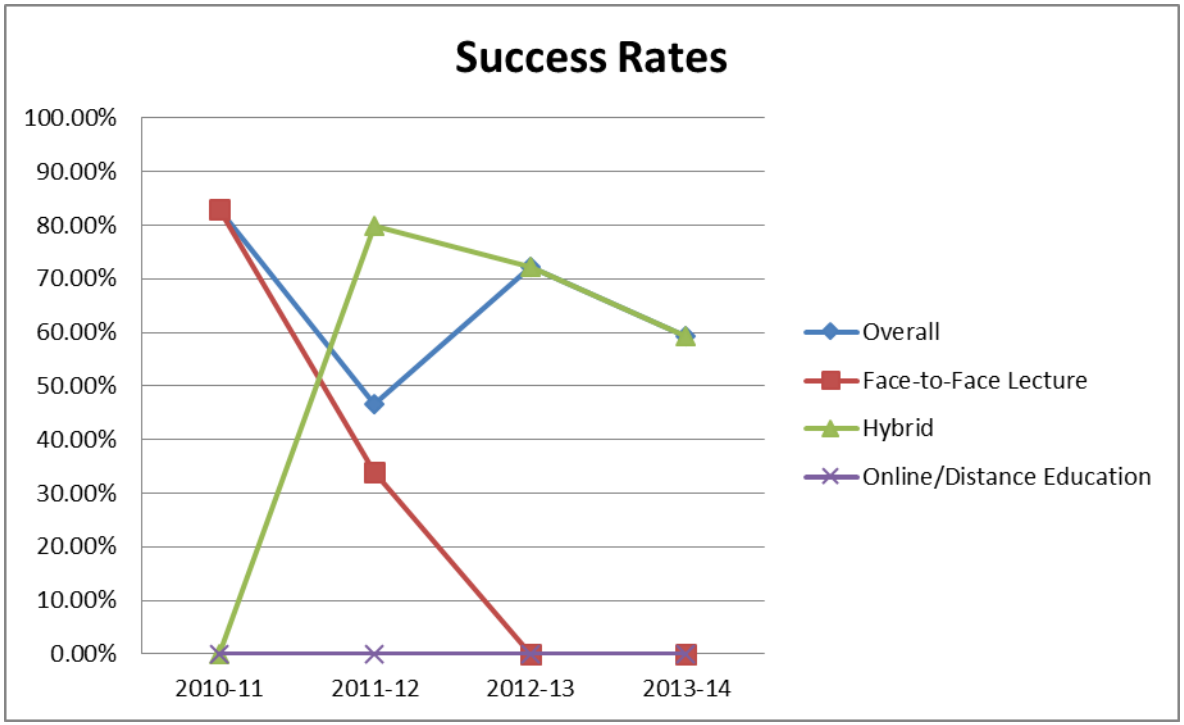
2. **List your retention and success rates as well as your efficiency for the previous four years. Have there been any**

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.

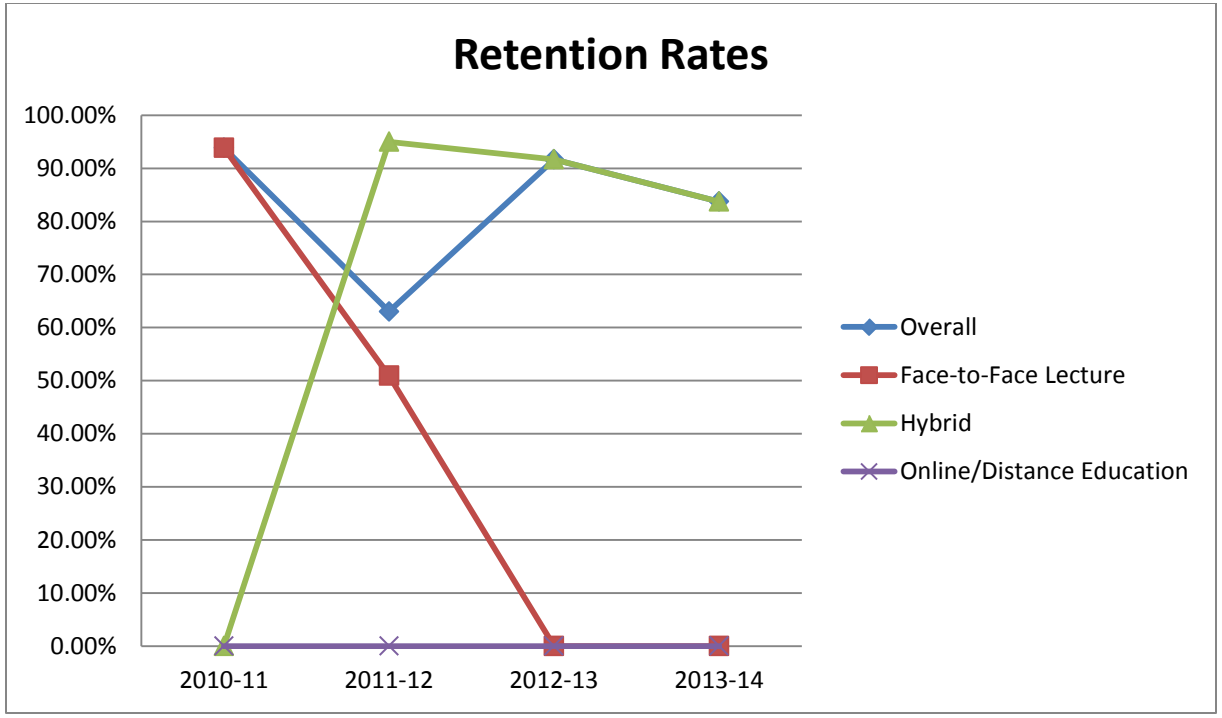


Term	Efficiency
Summer 2010	0.000
Fall 2010	479.760
Winter 2011	0.000
Spring 2011	494.753
Summer 2011	0.000
Fall 2011	412.294
Winter 2012	0.000
Spring 2012	299.850
Summer 2012	0.000

Fall 2012	373.163
Winter 2013	0.000
Spring 2013	300.675
Summer 2013	0.000
Fall 2013	284.858
Winter 2014	0.000
Spring 2014	359.820
Total	363.568



Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	83.08%	46.58%	72.22%	59.30%
Face-to-Face Lecture	83.08%	33.96%	0.00%	0.00%
Hybrid	0.00%	80.00%	72.22%	59.30%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%



Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	93.85%	63.01%	91.67%	83.72%
Face-to-Face Lecture	93.85%	50.94%	0.00%	0.00%
Hybrid	0.00%	95.00%	91.67%	83.72%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%

3. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
Increase student success	Secured subscriptions to live chat 24/7 reference service, additional databases, & more ebooks. Plus face-to-face reference during open library hours.	The library holds over 50 databases and over 100,000 ebooks. Offers library skills instruction workshops year-round.	Increase student access achievement & success; strengthen student achievement.	Yes
Increase quantifiable data to support the value of the library	Annual library assessments	Assessment data gathered over two academic years supported higher success and retention rates for students who used face-to-face reference services	Increase student retention, persistence, & success.	No
Increase library faculty	Statistical data presented to APC about Wilfred J Airey Library & CCC Libraries with similar FTES	Librarian position made it to top of ranking list. Additional librarian hired 2011.	The library is able to provide more services to students/community and more collaboration on student success.	Yes
Increase library space	Continuous campaigning at all college committee meetings to regain original study rooms that had been reassigned to DRC, IMC, & IS	Rooms were refurbished summer 2013 & returned to the library fall 2013.	Increase student access, improve quality of student life, & enhance the learning environment. This all contributes to student success.	No

4. **In the table below, please list your long term goals for your unit. How do your goals support the college mission and the goals of the <u>Educational Master Plan/Strategic Plan</u>?** **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."*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
Acquire more library space	Continue to demonstrate the need for a new library building as stated in the Facilities Master Plan (FMP).	2020	Acquiring additional library space will improve the quality of student life, increase student achievement and success, increase student access, & strengthen student learning.	Yes
Increase the number of library instruction skills workshops & sections of Library 1 courses each semester	Continue to demonstrate the need for additional library workshops and Library 1 course sections.	2017	Increasing the number of library instruction skills workshops & sections of Library 1 courses will increase student achievement and success, increase student access, & strengthen student learning.	Yes
Secure permanent funding for reserve textbook collection	Lobby ASNC to create a line item in the library budget for reserve textbooks. Continue to remind faculty to place textbooks on reserve.	2016	The reserve textbook collection increases student achievement, success, access, and learning. Reserve textbooks also help to meet the needs of students who are financially challenged.	No

Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the Norco College Catalog and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR.

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
LIB 1	Spring 2015	Discipline Librarians	Waiting to be uploaded	Major

Norco College Comprehensive Instructional Program Review Update

Unit: Wilfred J. Airey Library
Contact Person: Brockenbrough/Harris
Date: April 29, 2015

Current Human Resource Status

5. 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
Library	2 Librarians	5 Part-Time Librarians	

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
Library Clerk	2		
Administrative Assistant	1		

Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

Unit Name: Wilfred J. Airey Library @ Norco College

6. Staff Needs

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

List Staff Positions Needed **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***	**Distance Education**	**Short Term Goal (S) Long Term Goal (L)**
1. Additional Part-Time Librarian Hours Reason: Additional part-time hours would allow a reference librarian to be available while the full-time librarians are teaching, attending committee meetings, and attending conferences. Also, to expand the number of Library 1 courses offered and increase library instruction workshop sessions.	**(N)**	**$75,000**	**Y**	**S**
2. Network Multimedia Librarian Reason: To oversee the library's website and manage all library technology-related issues (Facebook, Twitter, LibGuides, GoogleDocs).	**(N)**	**Contact Office of the Vice President of Business Services**	**Y**	**L**

* 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.

[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.

Unit Name: Wilfred J. Airey Library @ Norco College

7. Equipment (including technology) Not Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year 2014-2015 **Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.** Place items on list in order (rank) or importance.	***Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes**	**Annual TCO***				
		Cost per item	**Number Requested**	**Total Cost of Request**	**EMP GOALS**	**Distance Education**
1. Office furniture for Network Multimedia Librarian Reason: Position is new and will require standard office furniture.	**(I)**	$7,000	**1**	$7,000	Strengthen our commitment to our employees	**N/A**
2. Proposed library platform Reason: The district libraries share one Integrated Library System (ILS). Migrating to this platform provides a one-stop search feature integrating books, articles, and multimedia.	**(I)**	$125,000 Price will increase annually	**1**	$125,000	Increase student achievement, success, access, and learning	ILS provides access to library materials for on-site and distance education students
3. Instructional Materials (Electronic & Print) Reason: These instructional library resources are needed in order to support instruction on campus as well as teach students information competency skills. $175,000 for online databases; $150,000 for print books; $125,000 for multimedia materials (DVDs, videos, CDs, etc)	**(I)**	$175,000 $150,000 $125,000	N/A	$450,000	Increase student achievement, success, access, and learning	Funds to purchase electronic resources & ebooks are mandatory for 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.

4. Reserve textbook collection Reason: Reserve textbook statistics show that there is a need to provide this service to all students, particularly those who are financially challenged. From January 2012 – April 2014, a total of 42,107 reserve textbooks were checked out by students.	**(I)**	$150	100	$15,000	Increase student achievement, success, access, and learning	Electronic reserve textbook collection is needed for distance education students
5. Faculty book requests Reason: This is an ongoing EMP goal.	**(I)**	Cost dependent upon faculty response	Cost dependent upon faculty response	Cost dependent upon faculty response	Increase student achievement, success, access, and learning	Current ebook collection is greater and more current than the print collection
6. Program review requests Reason: Funding is required to address discipline specific library needs identified in annual instruction program reviews and submitted to the library for purchase.	**(I)**	Cost dependent upon discipline requests	Cost dependent upon discipline requests	Cost dependent upon discipline requests	Enhance academic programs and the learning environment to meet student and community needs. Increase student retention, persistence, and success	Distance education needs are also addressed in program review requests

*** 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: Wilfred J. Airey Library @ Norco College

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

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. California Academic & Research Libraries (CARL) Reason: The library would like to send the librarians to this statewide conference in Costa Mesa, CA in March 2016 to maintain currency in the field and learn of new trends that could be implemented in the library to enhance student learning. The theme is valuing academic librarianship and will focus on answering the question, "How does the library advance the missions of the institution?"	**$1300**	**2**	**$2600**	**Goal 7**	**Y**
2. American Library Association (ALA) Reason: The library would like to send the librarians to this nationwide conference in Orlando in June 2016 to maintain currency in the field and learn of new trends that could be implemented in the library to enhance student learning.	**$500 + airfare, room & board**	**2**	**$1000 + airfare, room & board**	**Goal 7**	**Y**

*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.

[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.

Unit Name: Wilfred J. Airey Library @ Norco College

9. 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[4]

List Student Support Services Needs 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. Reason:		
2. Reason:		
3. Reason:		
4. Reason:		
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.

[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.

Unit Name: Wilfred J. Airey Library @ Norco College

10. 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. Safety of Library Faculty & Staff in the Event of an Active Shooter Reason: The architectural design of Wilfred J Airey Library doesn't provide any protection of library faculty & staff. When designing the new library, security of library faculty & staff should be considered.	**Contact Office of the Vice President of Business Services**	**Contact Office of the Vice President of Business Services**	**Contact Office of the Vice President of Business Services**	**Goal 7**	**N/A**

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

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

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive 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. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior **or** next four years completed, not both		Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth
4. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline

5. Long term goals aligned to mission and EMP	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
6. Course Outline of Record section is completed	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
7. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)	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	Substantial connection made between resource requests and EMP/SPG
Column scores				

Additional comments:

II. Comprehensive Program Review Assessment Update

Purpose –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends or indicators from the assessments you have conducted over the past four years. Consider it a type of meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to look forward to determine a plan of action for assessment for the next four years. Your Annual Program Reviews and the Norco Assessment Rotation Plan are all stored on the Norco website in the Program Review section. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

Please take some time to review your Annual Program Review assessment updates and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

a. Please identify the modes of assessments (embedded tests, assignments with rubrics, class projects etc.) you have conducted as a unit since your last comprehensive program review. Please indicate if the assessments were designed by individual faculty or if there was a collaborative group that planned and executed the assessments.

   The discipline faculty met to discuss assessment and decided that assessment of the library 1 course should be designed by individual faculty. Previous assessments have included research logs, annotated bibliographies, and final exams which are directly linked to course SLOs.

b. Please provide an overview of the types of changes or modifications (updated test questions, revised PowerPoints, redesigned assignments, new assignments) that were made in a course or a program in response to your assessments.

   Based on the results of the assessment, in lieu of the research log, the assignment was redesigned to include an annotated bibliography.

c. Please identify any elements or approaches that seem to garner greater success, or have led to permanent modifications in any courses. Please speak to changes that did not seem to make any impact and provide a reasoned argument as to why you think this occurred. Please consider any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline.

   Library 1 is a one-unit course. Based on analysis of assessments, students are more successful when the assignments are directly connected to the final project. Students were previously tasked with completing 2 research logs when the class was offered in face-to-face format over the course of 16 weeks. However, the class is now offered in 8-week hybrid format; the final project is an annotated bibliography; and student response to this

format has increased student success.

d. Please identify any teaching approaches (pedagogy) that as a discipline you perceive to have had a positive impact on your student's ability to engage in the learning process. This might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers). This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective.

   Student feedback and input is highly encouraged because it engages the students, enhances the course, and increases their success. Interaction via email and the discussion board (on Blackboard) is beneficial because it provides insight to the instructor as to whether or not students are comprehending and retaining course content. Even though the course is offered in hybrid format, electronic communication has led to face-to-face communication between students and the instructor.

e. On reflection, can you identify any specific resources, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain.

   In order to provide on-going support for student learning, the library needs to acquire more part-time hours so that full-time library faculty can participate in off-campus library professional development activities included training, conferences, webinars, and library affiliations/associations.

Section 2: Overview of Completed Assessment

Using your Annual Program Reviews from the past four years please fill in the following data ***for each of the courses and programs your discipline offers*** at Norco College. Please list courses first and then programs. *Examples are provided on the first three lines in italics*. Your Annual Program Reviews and the Norco Assessment Rotation Plan are all stored on the Norco website in the Program Review section.

Course Number and Name and/or Program	**Total number of initial assessments conducted**	**Total Number of Improvements/changes made to courses as a result of assessment**	**Total number of loop-closing assessments conducted**	**Total of all assessment activity for each course/program (all columns combined)**
LIB 1 Information Competency (Spring 2011-Fall 2014)	*12*	*3*	*1*	*16*

Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Include plans **for all course and program level assessment** (certificate programs or ADTs.) The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for program level assessment. If you have an existing rotation plan please attach it to this document and indicate such in the table. Feel free to insert the dates aligned to each year.

Plan for the next 4 years	Courses and Programs to be assessed
Plan for Year 1	Library 1 Introduction to Information Literacy (previously Information Competency)
Plan for Year 2	Library 1 Introduction to Information Literacy (previously Information Competency)
Plan for Year 3	Library 1 Introduction to Information Literacy (previously Information Competency)
Plan for Year 4	Library 1 Introduction to Information Literacy (previously Information Competency)

The library 1 course is a stand-alone course. At Norco College, in the future, this course will be taught by the Associate Library Faculty. Future assessments may include research logs, annotated bibliographies, oral reports, written reports, presentations, quizzes, and/or exams which are directly linked to course SLOs.

Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

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

	0	1	2	3
Section 1 • **Modes of assessment** • **Modifications to courses** • **Success indicators** • **Teaching approaches** • **Resources**	No attempt made to provide responses to any of the questions (1-4) 0	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase ***understanding*** of student success and learning in the classroom 1	Clear and consistent responses to each question, indication the discipline has attempted to use discipline based assessment results to increase ***understanding*** of student success and learning in the classroom 2	Clear and robust responses to each question, strong indication the discipline has utilized assessment as a tool to increase ***understanding*** of student success and learning in the classroom 3
Section 2 • **# of initial, improvements, loop-closing activities for course and program**	Chart is blank 0	Does not include all courses or programs 1		All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate "nothing") 3
Section 3 **Plan for assessment in the coming 4 years** • **Courses** • **Programs**	Chart is blank 0	Does not include all courses or programs 1		All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate "nothing") 3