

**NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

Discipline/Unit: BIO, HES, MIC

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

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

Contact Person: Monica Gutierrez

Due: April 20, 2016

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: March 2016

Norco College

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

Annual Instructional Program Review Update

Instructions

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

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

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

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

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

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. 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.

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: BIO/MIC/HES
Contact Person: M Gutierrez
Date: _____

Trends and Relevant Data

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

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? Currently in the process of splitting the Math and Science department into 2 separate departments. Our unit will become an independent science unit possibly in the Fall 2016.
- b. Have any new certificates or complete programs been created by your unit? The AS-T in biology was approved during the 2014-2015 academic calendar year on March 10th 2015 for Norco College. Currently, waiting on approval from State Chancellor’s office for Biology ADT.
- c. 3 new additional courses being offered by our unit: BIO-1 Honors, BIO-17 Human Biology, BIO-3 Field Botany (only college that is offering this course in the district)
- d. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. The STEM grant which was mentioned in the 2014-2015 program review was executed and as a result the biology department received its’ departments first mammalian cell incubator and the media with which to grow up cells for major’s level biology. This grant also allowed the department to obtain new slides for biology 12 and order supplies for biology 11. Our unit is also offering Supplemental Instruction (SI) for Biology 1. The SI instructor holds two hours of study sessions each week in addition to attending one lab section per week. This SI will last for the 2015 -2016 academic year. Currently data is being collected by the STEM employees who will correlate student attendance in these SI sections with student success. Hopefully, SI instruction will be able to continue beyond 2016 if a new 5 year grant is awarded.

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.

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 following table contains average % data of our unit’s efficiency, success and retention rates.

All 3 disciplines were nearly at or significantly above the college efficiency average of 622.06, with an average of the three being 779.53. Our unit exceeds the efficiency rates compared to other units.

2 out of our 3 discipline’s success and retention rates remain significantly lower than college average rates for all groups and disciplines. BIO success and retention rates are 55.9% and 72.2% respectively and MIC success and retention rates are 62.9% and 70.8% respectively compared to the college success and retention rates of 69.5% and 85.2% respectively for all groups and disciplines. HES success and retention rates exceed the college rates. BIO and MIC rates have remained relatively flat for the last 5 years despite our unit’s efforts to increase success and retention rates through supplemental instruction, course revamping, adding online comprehensive homework assignments.

Comparing the average success and retention rates among different groups in terms of gender, age and ethnicity to the average rates of all groups for each unit, some trends are observed. Asian and White students had higher average retention and success rates compared to all other ethnic groups for BIO, MIC, and HES. American Indian/Alaska Native, Black and Hispanic students had the lowest success and retention rates of other ethnic groups in BIO, HES, and MICRO.

No difference in success and retention rates between genders for all 3 disciplines was observed. Students who were 30+ years had higher success and retention rates for BIO and HES, but lower rates were seen for students 30+ in MIC.

However, it is important to note that the variation in sample size of each group will impact success and retention rates. The raw numbers for each of these groups vary from semester to semester. Data such as this cannot be compared or analyzed due to a small sample size; assigning whether the trends in the data are significant is not statistically meaningful.

Efficiency	College	622.061			Ave Suc	Ave Ret	
	BIO	704.122			69.5	85.2	For NOR College,
	MIC	590.724					all groups and disciplines
	HES	1043.755					

MIC		Ave Suc	Ave Ret			
		62.1	70.8	*Average for all grps in MIC, Nor College		
	Amer Indian-Alaska	30	30			
	Black	46	67.6			
	Hispanic	58.6	67.9			
	Asian	64.6	72.1			
	White	67.4	73.7			
	19 or less	69.8	82.6			
	35-39	51.4	56.4			
	50+	33.3	33.3			
BIO		Ave Suc	Ave Ret			
		55.9	72.2	*Average for all grps in BIO, Nor College		
	Amer Indian-Alaska	41.3	61.3			
	Black	44.3	65.5			
	Hispanic	50.6	68.7			
	Asian	63.9	79.8			
	Native Hawaiian	60	90			
	White	63.1	76.7			
	2 or more	63.7	74.5			
	30-34	67.4	77.2			
	40-49	60.9	78.1			
	50+	50.8	69.2			
HES		Ave Suc	Ave Ret			
		73.5	90.5	*Average for all grps in HES, Nor College		
	Amer Indian-Alaska	65.4	94.3			
	Black	64.3	89.4			
	Asian	78.1	91.3			
	Native Hawaiian	66	90.3			

	White	80	91.2			
	19 or less	68.9	91			
	25-29	78.9	89.9			
	30-34	82.7	89			
	35-39	88.3	95			
	40-49	89	95.4			
	50+	86.5	90.6			
	Female	76.1	91			
	Male	70	89.7			

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?

Our unit requested additional mammalian cell culture supplies for existing equipment for our majors Biology courses and did not receive the necessary funds this past year to complete the cell culture project supply and equipment list. As a result our majors course was not able to offer hands on experience that would allow students to develop a majors level semester long project that would involve cloning efficiencies and mutation frequency coupled with DNA analysis. This type of intensive project would better prepare our transfer students for other science upper division courses at a 4 year university. We just received the remaining supplies/equipment needed for the tissue culture enhancement to the course which will greatly benefit the Fall 2016 Bio-11 course offering.

Our unit also requested additional plant presses for Bio-3 Field Botany and did not receive them this past year. This impacted the course as students had to share the few presses our unit currently has resulting in fewer plants collected and preserved during the semester. This results in decreased student preparation for advanced courses in botany and transfer readiness. We just received the additional plant presses which will benefit future field botany 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
Increase enrollment in Major's courses, BIO-11 and BIO 12	Our unit needs to develop student outreach and make students aware of these courses. This will involve collaboration with STEM and the counseling department.	Goal 1 , objective 1 in the college's Goals and Strategies	NO
Increase the diversity of Biological Sciences classes offered	Our unit needs to develop such courses for Norco College. The main constraint to this development is our units' current teaching requirements. In order to implement this we would require other instructors or we would need to offer less courses of biology 1. This would open the time slots and lab space necessary for other courses.	Goal 1, objective 1 in the college's Goals and Strategies	NO
Increase % of students getting an AST in Biology	After our unit discussed this matter we feel that increasing student awareness is the key. Our unit needs to meet with STEM and the counseling department in order to recruit more students into the biological sciences. Additionally our unit is discussing the development of a new summer outreach program which could increase student interest in the biological sciences. Several names have been discussed for	Goal 1, objective 5, in the college's Goals & Strategies	NO

	this program, such as JOBS (jobs of biological sciences) or SIS (Success in Science). The details of these programs are being worked out now and will be presented to the appropriate committees.		
Increased retention and success rates	Our unit is constantly revising course materials and introducing new technologies for the improvement of student success.	Goal , objective 6 in the college's Goals & Strategies	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: BIO/MIC/HES

Contact Person: M Gutierrez

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:

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)
BIOLOGY	3	3
MICROBIOLOGY	2 (BOTH ALSO IN BIO)	0
HEALTH SCIENCE	1 (FROM KIN)	6

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
Lab services technicians	4	0

7. Staff Needs

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

<p>List Staff Positions Needed for Academic Year <u>2016-2017</u> 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.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Number of years requested</p>	<p>Annual TCP*</p>
<p>1. Biology Instructor <u>Justification:</u> In order to offer more course diversity and expand course offerings into zoology, marine biology, and natural history. :</p>	<p>N</p>	<p>15 YRS</p>	<p>45-75K</p>
<p>2. Chemistry Instructor <u>Justification:</u> Chemistry 1A is a prerequisite for the Biology majors' sequence. Chemistry courses in general highly impacted courses. Students are having difficulty completing the necessary requirements necessary to move forward with their majors courses. Additionally, multiple chemistry courses are required for most science majors and our college needs to offer more sections of these courses.</p>	<p>N</p>	<p>15 YRS</p>	<p>45-75K</p>
<p>3. Health Instructor <u>Justification:</u> Our unit has only one full time health instructor from the KIN unit and the rest of the courses are taught by part-time instructors</p>	<p>N</p>	<p>15 YRS</p>	<p>45-75K</p>
<p>4. <u>Justification:</u></p>			
<p>5. <u>Justification:</u></p>			
<p>6. <u>Justification:</u></p>			

* 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,

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.

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](#).

Unit Name: BIO/HES/MIC

8. Equipment (including technology) Not Covered by Current Budget²

<p>List Equipment or Equipment Repair Needed for Academic Year <u>2016-2017</u> 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.</p>	<p>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	<p>Annual TCO*</p>				<p>EMP GOALS</p>
		<p>Number of years requested</p>	<p>Cost per item</p>	<p>Number Requested</p>	<p>Total Cost of Request</p>	
<p>1. CONTINUOUS AIR FLOW HOOD IN BIO PREP ROOM IT-128A <u>Justification:</u> needed for safe preparation of carcinogenic chemicals for Bio labs</p>	N	1	10,000	1	10,000	Safety concern for staff
<p>2. GREENHOUSE RETRACTABLE SHADES AND UPGRADE <u>Justification:</u> Our unit offers major’s level biology, botany, ecology, and field botany. The greenhouse for this unit is NOT USABLE in its current condition and the institution does not allow this greenhouse to be whitewashed. The climate of our area limits the use of this greenhouse space. This institution must obtain shades for the greenhouse or allow whitewashing. Additional tables, plant press cabinets, window screens, and watering system is requested in the upgrade and are included in</p>	I	1	40,000	1	40,000	Goal 1, objective 1 and Goal 2, objective 1

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.

the cost. Failure to obtain this equipment wastes a valuable learning resource.						
3. NEW AND REPLACEMENT SUPPLIES FOR MICROBIOLOGY <u>Justification:</u> Our unit needs an increased supply budget for microbiology in order to allow students to perform the biochemical test used during the analysis of microbial unknowns. Our unit would also like to perform new biotechnology labs. These labs would include but are not limited to PCR, ELISA, Gel electrophoresis, and DNA sequencing	I	1	\$5000	1	\$5000	Goal 1, objective 1 and Goal 2, objective 1
4. ADDITIONAL SUPPLIES TO INCREASE MICROBIOLOGY SECTIONS <u>Justification:</u> Our MIC unit is expanding, increase course offerings , one new section per semester	I	1 per year	\$2500	1	\$2500	Goal 1, objective 1 and Goal 2, objective 1
5. ADDITIONAL SUPPLIES FOR NEW BIO COURSE <u>Justification:</u> With the addition of Bio-17, new and additional supplies are needed	I	1 per year	\$1000	1	\$750	Goal 1, objective 1 and Goal 2, objective 1
6. COMMUNITY SCIENCE OUTREACH <u>Justification:</u> funding for this program was received from STEM grant which ends June 2016. Our unit would like to continue this as it promotes both the college and the sciences in the community in local elementary school children	N	1 per year	\$750	1	\$750	Goal 4, objective 6
7. LARGE CORK BOARD DISPLAY CASE WITH LOCK IN ST 201 SUITE WALL <u>Justification:</u> provide valuable information for students	N	1	\$450	1	\$450	Goal 2, objective 1, Goal 1, objective 1

* 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: BIO/HES/MIC

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

List Professional Development Needs for Academic Year <u>2016-2017</u> . Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. Environmental Mutagens and Genomics Society Justification: In order to keep current in our field of study scientific conferences are an important resource. The theme of the EMGS 46th Annual Meeting is “Research, Education, and Policy in Concert,” emphasizing the synergistic relationships enabled through EMGS. Sep 26-30 th .	\$2000.	2	\$4000.	1
2. Ecological Society of America Justification: Keep current on the most exciting ecological issues and discoveries. The need for sound ecological science is critical and this conference is Aug 9-14 th .	\$2000.	2	\$4000.	1
3. American Association of Immunologist Justification: See above. There are many specific conferences that would be of value to our unit and the students it serves.	\$2000.	2	\$4000.	1
4. OTHER SCIENTIFIC CONFERENCES Justification: See above. There are many specific conferences that would be of value to our unit and the students it serves.	\$2000.	2	\$4000.	1

³ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

5. <u>Justification:</u>				
6. <u>Justification:</u>				

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the [Professional Development Committee](#) for review.



Unit Name: _____ BIO/MIC/HES _____

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

<p align="center">List Student Support Services Needs for Academic Year <u>2016-2017</u></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">EMP GOALS</p>
<p>1. Supplemental instruction for microbiology, and biology 1. <u>Justification:</u> Our unit serves approximately 600 students in biology 1. Our unit needs instructional support and much better tutoring services for these courses. Our unit also completely lacks tutoring or any kind of instructional support for microbiology. If we are committed to student success then tutoring services is required. However, often our instructors do not know the tutors or in the case that we do know the SI instructors they change from one semester to the next. This rotation does not allow for a fully developed supplemental instruction program. To solve this problem our unit may require additional funds for tutors.</p>	<p align="center">Goal 1</p>
<p>2. <u>Justification:</u></p>	
<p>3. <u>Justification:</u></p>	
<p>4. <u>Justification:</u></p>	
<p>5. <u>Justification:</u></p>	

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.

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: BIO/HES/MIC

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

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

<p align="center">List Other Needs that do not fit elsewhere.</p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. CONTINUOUS AIR FLOW HOOD IN BIO PREP ROOM IT-128A <u>Justification:</u> needed for safe preparation of carcinogenic chemicals for Bio labs</p>	10,000	1	10,000	Goal 1
<p>2. Repairs to Microbiology Lab <u>Reason:</u> This lab is not holding up well through student use continues. Students sometimes spill stains onto the new tiles and when this occurs (usually one a year) the tiles are permanently stained. The counter tops in this room face similar wear and tear issues.</p>	Unknown	NA	NA	Goal 1
<p>3. NEW PRINTER AND STAND-ALONE SCANNER FOR 2 FACULTY IN ST 201A AND ST 201B <u>Justification:</u> printers are at least 10 years old and scanners are necessary for our web enhanced courses</p>	\$1000	2	\$2000	N/A

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.

4. New hardbound photographic biology atlas for Bio courses <u>Justification:</u> current atlases provided through STEM grant are soft/spiral bound and are falling apart due to student use.	75.00	40	\$3000	Goal 1
5. Computer upgrade for Biology lab courses <u>Justification:</u> Biology lab student use lab tops for many lab assignments and currently 10 laptops are 10+ years old.	1000	10	10,000	Goal 1
6. <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.

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

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

Additional comments:

II. Norco College - Annual Assessment Update

USE ASSESSMENT DATA FROM fall 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 Yes or No	SLOs with Changes Made to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified Changes Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in Loop-Closing assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
	No assessment data entered on TracDat from Fall 2014-Spring 2015*						
	Bio-7 Marine Bio	Summer 2015	Yes				

Bio-3, Bio-1H, Bio-10, Bio-17 (new course offerings to be assessed in Spring 2016							

* There is assessment data available onTracDat from semesters before this time period and after to review.

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.

NONE

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.

NONE

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)

N/A

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.	

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.

N/A

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)

N/A

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.

N/A

Resources	Assessment	Reasoning
State the resources identified to support student learning and/or faculty development	Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	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?

N/A

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

Assessment Unit Name: _____ Average score _____

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