

NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: **Computer Information Systems (CIS)** **Computer Science (CSC)**

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: Cathy Brotherton

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@norcollege.edu

If you are CTE: Kevin.Fleming@norcollege.edu



Form Last Revised: December 2014

Norco College

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

Annual Instructional Program Review Update Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted in draft every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

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

<http://www.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 with a request to format it appropriately.

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

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Annual Instructional Program Review Update

Unit: _____
Contact Person: _____
Date: _____

Trends and Relevant Data

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

a. Has your unit shifted departments?

No.

b. Have any new certificates or complete programs been created by your unit?

The new transfer model curriculum for CSC approved in fall 2013 still has some on-going work to align our course offerings to allow students to take 2 years at Norco College and transfer with the TMC to one of the accepting local 4 year colleges.

Seven new descriptors for Information Technology and Information Systems were finalized and are posted on the C-ID website. They are open for evaluation with our course offerings. We will look to align our offerings so that when this TMC is finalized we can add it to our offerings at Norco.

In fall 2014 department approval exclude the Computer Applications and Web Master certificates. A Program Discontinuance Task Force met with all CIS/CSC faculty in December.

Also, in fall 2014, we changed the title and course offerings for our Desktop Publishing program to better align with industry needs in the area of design. The new title is Graphic Design. It went through curriculum and will be in the fall 2015 catalog for students. We are excited to have this title and program change. We will use this as a springboard for the transfer model curriculum still in the development stage with the same title. This revised program is collaboration with Art and Applied Digital Media departments at Norco and Riverside.

c. Have activities in other units impacted your unit?

Our Mobile Application Development program is launched, but with only measured success. Enrollment has not met expectations, and we have tried a few methods to attract students, but have not yet seen student interest sufficient to meet our goals for the program.

Through the leadership of Dr. Kevin Fleming (Dean of Career and Technical Education), in fall 2015 we will be working with Corona Norco School District to bring high school students to our college CTE Pathway Initiative. This program allows concurrent enrollment for high school students. They can accelerate their high school experience, earn college credit and prepare for the workforce. We are interested in participating in any activities used to promote Mobile Applications at the local high schools, local business or at Norco College.

Lynda.com is a tool that has been a staple for our faculty for many years. The Technology committee worked hard to provide it for all faculty, staff and students. This allowed us to use it in our classrooms and as a lab activity. Students have access to online tutorials that enhance their college experience. Lynda.com is hands-down one of the best sources for online learning. For years, Lynda.com has put informative and clear video-based training in front of people who need it. The videos let you work at your own pace, and the website is designed extremely well to help you keep track of what you want to learn and what you have already learned. Additional resources, such as worksheets and templates, are often included. The site is exceptional at teaching technical skills and technique, such as software for video editing, photography, programming, and even animation. When you need skills training fast, Lynda.com is the go-to source for high quality results and a PC Magazine Editors' Choice. One drawback is that the method of informing students and allowing them to register is not easy. The committee is working on getting the work out earlier to students and more often. This will definitely increase the use of this wonderful resource.

In spring 2015 all of the CIS/CSC and GAM courses with TBA labs transitioned from weekly lab hours flexibly scheduled at a time chosen by the student on a week-to-week basis, to TBA lab hours completed weekly at specific time chosen by each student in the first week of the semester. In this transition we benefited from the experience of our English faculty colleagues, and the specific assistance of Dr. Sheryl Tschetter, whose department had successfully piloted this type of transition in the past. With Dr. Tschetter's help we provided students with a new orientation in the first week and arranged a weekly lab schedule for each student.

Although the new policy provided the students with a more structured schedule, and the assurance that no student would ever be turned away because the lab had reached capacity, feedback from students was not positive. Students expressed a preference for a more flexible schedule, which provided them with ability to meet with multiple lab instructor during the semester. In response to student requests we increased the number of computers available in the tutorial section of the LRC, which were available on a drop-in basis. At the direction of the Vice President of Academic Affairs, Dr. Kevin Fleming helped us organize a task force which included faculty and students representing the different disciplines of study. In May 2015, the task force met and reviewed the California Community College Chancellor's memoranda detailing the criteria for correct implementation of TBA labs. The task force learned that the new lab structure was necessary to conform to the letter and spirit of the state requirements, and that due to budget constraints the hours of operation of the LRC would be reduced.

Students provided input on the type of lab assignments and instruction they believed would be most effective under the new model. These recommendations were reasonable as well as insightful, and will be communicated to faculty as they receive their fall 2015 teaching assignments.

Students expressed a strong preference for having faculty support in the tutorial area of the LRC, to provide opportunities to meet with specialized part time faculty who not have office hours on campus. All of the courses in our 3 disciplines have a strong need for outside-of-class activities to facilitate their learning, and the GAM discipline in particular should have some form of faculty mentorship to help prepare students to work in the industry.

As the LRC lab completes its transition in fall 2015, CIS sections with a lab component will have the 18 hours of lab built into the scheduled hours of instruction, with the lecture instructor, either in the classroom or the LRC. (Some GAM courses will be have lab hours scheduled; about 12 GAM classes will have TBA lab hours in the LRC. Lab hours of operation will be reduced to 12 per week.).

In fall 2015, students who enroll in a course with a TBA lab hour component will co-enroll in a scheduled weekly hour of lab, selected during their regular enrollment using Web Advisor. This is the model used by the English Writing Center, and it has the benefit of providing students the opportunity to build their entire schedule, including TBA lab time, before the start of the semester.

LRC Reporting Issues

In spring 2015, our three disciplines had a high rate of success of documenting student completion of requisite TBA lab hours prior to census. In fall 2015, enrollment and attendance will be implemented completely in Web Advisor and CI-Trak, except in a few limited cases of student who add classes in the first week.

Career Fair and Industry Summit

This event is (made possible by the office of our Dean of Instruction, Career & Technical Education) brings together faculty, staff and local employers providing information to our students both in terms of real jobs and prospective career paths. We now offer this twice a year with our last fair including 42 employers and other potential contacts thus connecting local employers and current and alumni students. Each employer had an average of 39 students visit. Many were offering information on internships with their companies.

Each spring, we host our annual Industry Summit gathering with local business members. This is a method to improve our curriculum offering to meet the needs of those hiring our students. Because of the constant change in the information technology field we find that regular dialogue is important. This event is now a highlight of the year. We find that industry representatives have provided valuable information and shared important details in our curriculum development. On May 1, 2015 this summit will convene with representative from all CTE departments along with over 100 industry representatives. Student scribes participate and record notes. For the second time, we will host this at Norco College. It was a huge success last spring when we first offered it on our college campus. We want to provide those attending with a view of the facilities and programs that we offer our students. We continue to look for opportunities for internships, jobs and guidance from those who attend.

- 2. List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and**

efficiency separately.

As a discipline CIS and CSC strive to create authentic course assessment projects that lead to actionable assessment data. We do this through both direct and indirect assessment methods. In the courses we have previously used indirect assessment, our goal is to now use direct assessment for a more accurate measurement tool. We have always focused on improvement of success and retention in CIS and CSC courses. Transfer to one of the 4 year universities that we have established TMC partnerships with is important to our students, especially those in CSC. This high paying field of study is in demand. US News and World Report shows that Software Developer ranked #3 and Computer System Analyst ranked 7 of the top 100 best jobs in the U.S. This report also states “Most jobs in computer programming require a bachelor's degree, though you may be able to find some positions that will accept a two-year degree or even a certain certificate.” With this in mind we continue to encourage our students to begin with a 2 year degree and to transfer with the AS-T in either Information Technology or Computer Science.

Overall our success rate of 66.7% is good but it fell from 67.19% last year. Retention moved up slightly to 81%. We are slightly below the campus rates for both success and retention but feel that in an environment of constant change in the field of technology we are not surprised. We fight to stay current, to have hardware and software that match industry and class scheduling make student success a constant challenge. We continue to schedule CIS classes as face-to-face with only a limited number of courses offered online. Our students do poorly in hybrid courses with poor success and retention rate so we stopped offering them.

We continue with our conscious decision to offer only a few CIS courses in an online format. Some task-based subjects lend well to the online and hybrid format. But more of our courses are offered face-to-face and some with lab attached with the same instructor. Student success is our goal. We feel that our strong success and even higher retention scores are related to good instruction, pedagogical-based assignments and faculty interaction with our students. For the advanced programming courses, we are scheduling the TBA lab hours in the classroom with the instructor so that lab assignments which are important for building and master skills are completed with the guidance of the lecture instructor. We believe this is improving both success and retention rates in the programming courses.

CIS

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	68.13%	69.23%	67.19%	66.71%
Face-to-Face Lecture	69.00%	69.13%	68.71%	68.59%
Hybrid	57.89%	65.31%	77.78%	81.48%
Online/Distance Education	65.76%	70.31%	64.27%	60.48%

CIS

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
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Overall	84.61%	84.02%	80.89%	81.07%
Face-to-Face Lecture	85.95%	84.84%	81.77%	83.86%
Hybrid	82.46%	79.59%	77.78%	81.48%
Online/Distance Education	78.80%	81.23%	79.90%	73.39%

Computer Science is still a new program at Norco College and aligns with standard computer science degrees at 4 year colleges. Traditionally, the national average for success rates in entry level Computer Science courses hovers around 50%. Norco CSC continues to improve the student success rate. At one point the success was 59% and now it is at 79%. We have had the benefit of through strategically scheduling only face to face classes, scheduling the TBA lab hours in class with the instructor. In addition we have provided resources outside of the classroom such as Perkins funded faculty led workshops, student led Supplemental Instruction, student Classroom Assisted Tutors (CATs). Tutors through Tutorial Services has also benefited our students and improved overall success. CSC courses are only offered face-to-face which we believe is a strong contributor to both success and retention rates. Retention improved also and now at 84% for Computer Science courses.

The AS-T is complete for this program. Several Math and Physics courses were just approved. We look forward to seeing students graduate and transfer with this AS-T by Spring 2016.

CSC

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	59.49%	72.92%	0.00%	79.49%
Face-to-Face Lecture	59.21%	72.92%	0.00%	79.49%
Hybrid	66.67%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%

CSC

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	79.75%	80.21%	0.00%	84.62%
Face-to-Face Lecture	78.95%	80.21%	0.00%	84.62%
Hybrid	100.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%

As a discipline CIS/CS faculty strive to provide foundational skills and pathways to transfer, career and technical education, certificates and degrees. With the direction of our dean of CTE, the dean of instruction and grant source funding our faculty are encouraged and allowed to participate in training, seminars, and bring in industry experts that we feel contribute to the increased success and

improvement of our programs.

3. What annual goals does your unit have for 2014-2015 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Educational Master Plan](#)?

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
AS-T degrees	We continue to modify our curriculum to match the courses approved at the 4 year colleges that accept our AS-T.	This is directly related to the mission of “provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.” It also is tied to goal 1 and 5.	No.
Mobile Applications CREST concurrent enrollment program with CNUSD	We are going to offer courses for high school students from the Corona Norco Unified School District. The courses will allow them the opportunity to complete 4 courses during 2 years of high school. They will enter Norco College already ½ done with the Mobile Applications program certificate.	This is tied to the Norco College mission statement where we strive to have “an innovative approach to learning.” It also helps provide a pathway into Norco from a local high school district. It also is tied to goal 1, 4 and 5.	No.
CA Career Pathway Trust	We will work with Kevin Fleming to further the development of the career pathway programs that connect schools, community colleges and businesses. The goal of the CCPT grant is to build robust partnerships between employers, schools, and community colleges in order to better prepare students	This is tied to the Norco College mission statement where we strive to have “an innovative approach to learning.” It also helps provide a pathway into Norco from a local high school district. It also is tied to goal 1, 4 and 5.	No.

	for the 21st century workplace and improve student transition into postsecondary education, training and employment.		

**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."*

2015

Norco College Annual Instructional Program Review Update

Unit: _____
 Contact Person: _____
 Date: _____

Current Human Resource Status

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

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
CIS	3	12	3
CSC		3	0

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
Instructional Development Specialist	1	0	0

Unit Name: _____

5. Staff Needs

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

<p>List Staff Positions Needed for Academic Year _____ 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.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Annual TCP*</p>	<p>Distanced Education</p>
<p>1. CIS/Game Lab Aides - Student Workers <u>Reason:</u> The LRC Lab, is an open lab environment where students work on both required instructional lab assignments and supplemental instruction designed to build skill mastery. We sometimes have two Lab Instructors is on duty and sometimes only one instructor on duty to assist students with hardware and software use as well as in techniques taught in classes which must be mastered through skill building. Since the lab aide budget was removed 3 years ago, the Perkins grant has been funding the lab aides. However, this is a temporary solution as we are not guaranteed continued funding and Perkins is designed to be a temporary solution until the institution can provide support. This request is for the institution to restore the support for student lab aides in the Learning Labs to directly support student learning which will positively impact both student success, retention and persistence.</p>	<p>R</p>	<p>\$10,200</p>	<p>N/A</p>
<p>2. Faculty mentorship – part time faculty meeting with students <u>Reason:</u> With the restructuring of the LRC labs, students have expressed concern that they will be losing the opportunity to meet with part time faculty outside the classroom. This concern seems reasonable, because in CTE disciplines such as the GAM program, our part time faculty are actively working in the industry, and are specialized in very specific skills and tools. Continual faculty mentoring of students has been an important component of the GAM program; many of our students do not have a family background which is able to support them in meeting the unique challenges of industry. With the LRC reducing its hours of operation, we propose that some of the savings be invested in a special project or other mechanism to employ part-time faculty on a scheduled, hourly basis to mentor students seeking technical or creative critiques of their work, assistance with portfolio development,</p>	<p>N</p>	<p>\$6,000</p>	<p>N/A</p>

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.

and similar activities. Mentorship could be scheduled in the LRC and through activities organized by the Student Game Creation Club.			
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* 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](#).

Unit Name : _____

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

List Equipment or Equipment Repair Needed for Academic Year _____ 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. Lynda.com subscription is an essential tool used for keeping up-to-date for training of staff. <u>Reason:</u> This cost has been covered for both CIS and GAM through Perkins grant funds and this last year was covered by Norco College. During 2014/2015 Norco College provided this tool for all staff and students. There is no assurance it will be covered next year. This tool is a must-have for faculty to need to stay abreast of changes that are on-going in software.	I	\$375	5	\$1,875	Goal 1	
2. SchoolVue is an essential tool used for used in our Learning Lab and classrooms. It allows us to direct and monitor student terminals in both lecture and lab environment. <u>Reason:</u>				\$3,000	Goal 1, 5	

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.

<p>3. Camtasia/SnagIt is a tool provided for faculty to enhance their lecture and course tool preparation.</p> <p><u>Reason:</u></p>				\$175	Goal 1	
<p>4. 2 Desktop computers for CIS faculty offices in ATEC building <u>Reason:</u> Computers in the offices of Cathy Brotherton and John Coverdale are older than, and significantly below the performance of, computers in the CIS labs and LRC. Lack of hard drive space and power make these computers ineffective for the combined use of Microsoft Office and Adobe Creative Cloud applications. Possibly more recent computers may be available in current inventory as a result of upgrades to the LRC and ATEC 118.</p>		\$2,500	2	\$5,000	Goal 1	
<p>5. Upgrades to computers in LRC In the meeting of the LRC Transition Task Force, it was agreed that with reduced lab hours, it would be desirable to maximize the use of the LRC for independent student work, peer tutoring and group activities. To most effectively use this space, the 32 computers on the CIS side of the lab will need to be upgraded to parity with the newer computers in the GAM lab. Notwithstanding the LRC transition this upgrade that would need to happen in the not-distant future during the ordinary technology replacement cycle. Moving this upgrade forward would enable the LRC to be more responsive to student requests and needs, and the existing computers could be used to provide instructional or staff upgrades in environments where Microsoft Office is the primary requirement.</p>		\$2,500	32	\$80,000	Goal 1, 2, 3, 5	

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** These requests are sent to the [Business and Facilities Planning Council](#).

Unit Name : _____

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

List Professional Development Needs for Academic Year _____ . 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. <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</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.

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 : _____

8. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include 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 _____</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.</p>	<p align="center">EMP GOALS</p>	<p align="center">Distance Education</p>
<p>1. Lab Aides and CAT student support <u>Reason:</u> Currently funding for these essential pieces of our success is funded by Perkins. As stated in section 7 Perkins is entering a 6th extended year of the original 5 year plan. There is no assurance whether Perkins will continue to offer funding. Cost \$10,240 for 2 semesters. <u>Reason:</u></p>	<p align="center">Goal 1</p>	
<p>2. <u>Reason:</u></p>		
<p>3. <u>Reason:</u></p>		

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

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

Unit Name : _____

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

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

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.

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<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	Distance Education
<p>1. <u>Reason:</u></p>					
<p>2. <u>Reason:</u></p>					

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

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

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

Column scores				
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Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit’s accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren’t even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year (*fall 2013 - spring 2014*). Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven’t yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO Initial Assessments and completed Reports (State each SLO e.g., SLO 1)	SLOs with Improvements identified (Identify the SLO with # of improvements in () e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in Loop-Closing assessment (state SLO and effect)
CIS 17A	SLO 1, 2 3, 4	SLO 3(2) Inconsistencies with teaching methods may contribute to decreased achievement in this SLO.	SLO 1, 2 – We are satisfied with the final exam results (overall percentage of 85%).	
CIS 78A	SLO 3, 4	SLO 3 (1) SLO 4 (1)		

		I created a more comprehensive project with more components measured this semester. The higher difficulty may have contributed to a lower overall score. I will try to make the directions clearer and use in-class checks points to ensure students understand the various pieces of this final project.		
CIS 79	SLO 1 - Comprehend and apply the techniques used to create and modify artwork using a vector-based program.	SLO 1 (1)	SLO 1 - A project was assigned in the course to measure the achievement of this SLO. 19/19 students enrolled in the course successfully achieved the SLO.	

2. a) How many Program Level Outcome *initial* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
	1		2

- b) How many Program Level Outcome *loop-closing* assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

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

1. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

We are moving toward a direct assessment as a method of measuring SLO achievement. All faculty are encouraged to use direct assessment in the form of a project or test. We feel this is a better method of testing student achievement. In the past, use of indirect assessment has not enabled us to correctly determine what areas of the course or assignment was not being met. With direct assessment in the form of a final project or final exam, we are able to pinpoint problem areas and highlight success based on the results of the direct assessment. This involves preparation of good assessment tools early in the semester and review of the results along with discussion and decisions made for future improvement or closing of the loop.

2. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

During the past year we did not find we needed to modify any course outlines or student learning outcomes. We review courses yearly and again during the semester when each course is assessed. We will continue to do this with the specific goal of providing our students with industry-standard skills to allow them employment opportunities in our disciplines.

3. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?

Yes, we regularly discuss our assessment methods and modify curriculum based on findings from our student learning outcome and program level assessments. We discuss curriculum and assessment plans along with assessment results at each of the monthly BEIT department meetings. In addition, the CIS/CSC faculty meet separately to further discuss and evaluate results of student and program level outcome measurement. Meetings are usually done two times a semester, once at the beginning and again near the end.

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

We have been able to provide the needed resources primarily through Title V grants in past years. We anticipate more needs as these

Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment and/or Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14 1		
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2015

Norco College Course Assessment Report

Course: _____

Instructor: _____

Semester: _____

Is this the initial assessment or follow-up (closing the loop)? Initial Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success?
Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.
2. **If this is an initial assessment**, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?
3. **If this is a follow-up (closing the loop)**, did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?
4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

Norco College Course Assessment Report

Course: _____

Instructor: _____

Semester: _____

Is this the initial assessment or follow-up (closing the loop)? Initial Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success?
Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.
2. **If this is an initial assessment**, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?
3. **If this is a follow-up (closing the loop)**, did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?
4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

Norco College Program Assessment

Course Assessed Brotherton, Class Code - 372031 - CIS-78A

Describe, analyze, and demonstrate the process of image creation for a print and web page and apply it to a finished product.

PLO measured

Most popular responses are shown in bold and italics				
RESULTS	1	2	3	4
	7%	7%	18%	68%

Scoring Rubric

- 4 = strong evidence of achievement (they really got it)
- 3= adequate evidence of achievement (they mostly got it)
- 2=inadequate evidence of achievement (they struggled and barely got it)
- 1= little or no evidence of achievement (they didn't get it at all)

Data Collection Item Analysis Report

Form

PLO Write medium to large Java programs in

Session Name: Ruiz Jessiah - CIS-18B 371871

Session Date: Monday, March 03, 2014

Most popular responses are shown in bold and italics

RESULTS	1 (0, 0.00%)	2 (1, 9.09%)	<i>3 (5, 45.45%)</i>	4 (4, 36.36%)
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ms Scanned: 11



Data Collection Item Analysis Report

Form

PLO Apply practical business processes, theo

Session Name: Soriano Marc - CIS-17C F13

Session Date: Monday, March 03, 2014

Most popular responses are shown in bold and italics

Results	1 (0, 0.00%)	2 (4, 26.67%)	3 (1, 6.67%)	<i>4 (10, 66.67%)</i>
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ms Scanned: 15



Norco College Program Assessment Report (for initial assessment)

Name of Program: **Computer Information Systems – Desktop Publishing Program**

Number of units: 18

Number of graduates in the program, 2012:

Lead Person: **Cathy Brotherton**

Semester/year: **Fall 2013**

Program Curriculum Mapping (SLO-PLO matrix is attached)

1. In examining your matrix, did you identify any gaps that might make it possible for a student to complete the program without having been exposed (or exposed sufficiently) to a particular PLO? If so, how might the program be modified to eliminate gaps and create better alignment between course SLOs and the PLOs?

No gaps exist with the PLO's. Each of the CIS courses easily align to the PLO's. Included in the program are two ART courses. They also align with two of the PLO's. In evaluating the SLOs to PLOs we found that one of the courses in CIS was not correctly aligned. This will be corrected for next time.

2. Does your list of PLOs require modification in any way, either by addition, subtraction, or alteration in wording? If so, when do you expect to complete that modification?

Currently the PLOs are properly identified and aligned. An AS-T degree in Graphic Design is in its final stage of creation. We hope to modify our program to meet this transfer degree. This will require major changes in this program.

3. Should any courses be added or subtracted from the list or elective courses for the program? Should any particular courses be required or removed from required status? (please explain.)

Yes, if we can adopt the Graphic Design AS-T we will need to add some courses and possibly modify several existing courses.

Program Assessment Report

1. Which PLO(s) did you assess?

PLO #1: Demonstrate the knowledge of workflow process in the creation of real-world projects.
This PLO mapped to the following SLOs:

CIS78A SLO #1: Identify and analyze human relations the manager's responsibility in human resource management.

CIS78A SLO #2: Apply college-level methods of critical analysis and synthesis in creating a camera-ready project using Photoshop's methods of photo correction and retouching along with color management.

CIS78A SLO #3: Design and create images used for printed media in advertising.

CIS78A SLO #4: Describe, analyze, and demonstrate the process of image creation for a print and web page and apply it to a finished product.

2. What method(s) did you use to assess it/them? (Please provide a brief description and attach instruments, rubrics, etc. in the appendix)

A final project was used to assess this PLO/SLO along with the results of an instructor-scored survey indicating student's achievement of the desired outcome. See the appendix below for details and grading rubric on the assignment.

3. Who besides yourself was involved in this work? (e.g., by providing sample student work, evaluating student work; assisting in the interpretation of data, etc.?) Describe and provide for any dialogue you had on assessment data and results.

One instructor use a learning gains survey to measure this PLO. Then the CIS instructors gathered to discuss the results. We were pleased that students were able to show evidence of mastery of the measured PLO.

4. Provide a short summary/overview of the data you collected (attach any detailed data sets in the appendix, being careful not to include names of students). Were you generally satisfied with the results? Why or why not? If you assessed multiple PLO's , which one(s) did students do best and worst with?

The results of the final project and the learning gains survey indicated that the majority of the students who completed the assignment understood the assignment. They demonstrated their knowledge of workflow process in the creation of real-world projects.

5. Based on these results, what suggestions do you have for the program improvement?

We will look closely at the completed AS-T when it is complete and see where we need to make changes to align to this. The Desktop Publishing program will most likely be discontinued when we make this change.

6. What timeline do you propose for implementing changes in the program?

We hope to make these changes during 2014/2015 school year.

Appendix/Evidence:

Students were assigned the following final project:

Digital Booklet Project Creation

Create a digital booklet applying college-level methods of critical analysis and synthesis in creating a camera-ready project using Photoshop’s methods of photo correction and retouching along with color management. Students will demonstrate the ability to describe, analyze, and demonstrate the process of image creation for a print and web page and apply it to a finished product.

You will make the

- Front cover
- Back cover
- One page of song lyrics
- CD cover (round CD)

Your **documentation** needs to be in the form of a **BEFORE and AFTER** of each image you modify. Tell me what you did to each picture to accomplish the change.

- Modifications can be image corrections like clone stamp, healing or patch tool or content aware fill or move.
- Modifications can also include color correction done thru adjustment layer or correction with camera raw.
- Modifications can also be the use of filters and layer style changes
- Make sure you include screen prints of dialog boxes that verify your changes and explain clearly what you did to change or improve the images.

Norco College Program Assessment				
Course	Brotherton, Class Code - 372031 - CIS-78A			
Assessed	<i>Describe, analyze, and demonstrate the process of image creation for a print and web page and apply it to a finished product.</i>			
PLO measured	<i>web page and apply it to a finished product.</i>			
Most popular responses are shown in bold and italics				
RESULTS	1	2	3	4
	7%	7%	18%	68%
Scoring Rubric				
4 = strong evidence of achievement (they really got it)				
3= adequate evidence of achievement (they mostly got it)				
2=inadequate evidence of achievement (they struggled and barely got it)				
1= little or no evidence of achievement (they didn't get it at all)				