NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW

Discipline/Unit/Department: <u>English as a Second Language</u>

Program(s) or Certificate(s) Associated: _____

Contact Person: <u>M.Shirinian</u>
Due: April 20, 2016

Please send an electronic copy as a Word document (avoid PDF)
programreview@norcocollege.edu

Form Last Revised: December 2015

Norco College

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

Comprehensive Instructional Program/Unit Review Update
Instructions

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

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

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

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

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@norcocollege.edu with a request to format it appropriately.

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

Norco: VP Business Services   951-372-7157

Mission

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

Vision

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

Educational Master Plan and Strategic Plan Goals and 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 Comprehensive Instructional Program Review Update

Unit: ESL
Contact Person: M.Shirinian
Date: April 15, 2016

Trends and Relevant Data

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

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No	It is anticipated that ESL will stay in the same department.
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT? If not, discuss if you are in process or have future plans to do so.	In 2011, the Discipline proposed to create a locally approved certificate program for ESL students completing a series of ESL courses (12 courses). All three curriculum committees of the colleges approved the certificate proposal; however, the District Academic Senate did not, and the Discipline was never given the reasons for the refusal.	The ESL Discipline will continue working on the ESL Certificate of Merit since ESL faculty believe that student success for ESL will be improved because students will be more motivated to complete the ESL sequence and acquire documentation of the coursework completion for the workplace.
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	The ESL Discipline currently does not have a certificate.	Creating an ESL Certificate is one of the goals of the ESL Discipline.
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.	In response to state-mandated scheduling changes for all TBA hours at the community college level, the English discipline implemented a much more structured lab attendance policy. This new policy resulted in the creation of the lab courses which allow students to register for specific weekly lab sessions to comply with state regulations. Likewise, this change required a shift in how the ESL discipline assigned	The implementation of AB86 will need to be considered to create a pathway from Corona/Norco Adult School ESL classes to Norco College ESL courses. The details of implementation and the impact that this may have on the program are unknown at this time, but district offices have initiated discussions regarding the Adult Education Block Grant.

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	coursework in the WRC since now activities must be equally spaced throughout the semester.	

2. **List your retention and success rates as well as your efficiency for the previous four years.   Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.**

I.   To begin with, it is necessary to mention that ESL students' ideas of what constitutes "success" are multi-faceted.

1) Some students feel that success is attained not necessarily with course completion with an A or B, but with a solid job offer. When they do receive a job offer, they drop the course after speaking to the instructor and explaining that their schedule will change, and, therefore, attending school would be impossible.

2) Other students who are highly educated and hold degrees from other countries feel that they are successful if they are at the level of "functional" English language proficiency and can become bilingual hairstylists, medical assistants, and translators. Many who belong to this second group of ESL students are in the process of evaluating their foreign diplomas as well as taking TOEFL and other test preparation classes, and once their English skills have reached a higher level, they stop taking classes at Norco College and start preparing for their subject-matter tests. In recent years, the presence of medical doctors, teachers, pharmacists, lawyers, and computer scientists from the Middle Eastern countries as a result of tragic events in their home countries has greatly changed the "face" of an ESL class.

3) Another segment of the ESL population is academic transfer-minded individuals, who believe that the indications of success are completing the ESL sequence, transitioning into and passing regular English courses, and transferring to universities.

The overall **success** rate of ESL students has increased tremendously – from 56.3% in 2010-2011 to 78% in 2014-2015.

It is important to note that the success rate has increased for all three major ethnicities within the ESL population. For Asian students, it has risen from 60.8 % to 83.6%; for Hispanic/Latino students, it has changed from 51.2 % to 70.2%; and for White students it has gone up from 77.1% to 85.9%. It is important to note here that middle-eastern students as well as students from Iran, Iraq, and Afghanistan, fall under the category "White". Since they hold foreign degrees and are well-prepared for academic college work, they are highly successful in ESL classes, and the success rate number for that ethnic group captures the students' accomplishments in an excellent way – 85.9%!

As for the different age groups, all of them have increased their numbers since 2010-2011 and have performed at a rather high level with their success rates ranging from 73.6% (20 to 24) to 87.5% (19 or less) in 2014-2015. The only exception is the group "50+ ", whose success rate is at 44% in 2014-2015. This low number proves one more time that age is one of the key factors for successful second language acquisition, and that learning a second language becomes much more challenging as we get older.

The numbers in the "gender' category clearly reveal that women are more successful than men in ESL classes. In 2014-2015, the success rate for women is 82.1% versus 68.9% for men. Probably, the difference could be explained by the women's higher commitment level to their studies.

II.   The overall **retention** rate for the past four years has been consistently high in ESL classes.

In 2010-2011, it was at 81.4%; in 2014-2015, it reached 91.5%. For the major ethic groups, in 2014-2015, the numbers are the following: Asian students – 93.2%; Hispanic/Latino students – 89.3%, and White students – 94.1%. These high numbers could be explained by high motivation, self-discipline, and commitment of ESL students to the task of staying in school and mastering their new language.
The retention rates in all age groups are very high, ranging from 84.9% (20-24) to 97.5 (19 or less). Again, just as it was with the success rates, the age group that has the lowest retention rate – 72% in 2014-2015 - is the "50+" group. In the gender category, in 2014-2015, women are at 93.7%, while men are at 86.7%.

III.   The chart below shows numbers for **efficiency** for Spring 2011, 2012, 2013, 2014, and 2015. They are within the usual range for ESL classes.

Term	Efficiency
Spring 2011	421.809
Spring 2012	428.121
Spring 2013	418.895
Spring 2014	389.060
Spring 2015	466.372

Thus, the Norco College ESL efficiency numbers are below the CA state's target of 525. However, it is important to consider that ESL classes are capped at 30 students. This low number of enrolled students to one faculty member per course puts ESL at a disadvantage when the efficiency number is calculated. However, second language courses in order to be effective cannot be large in size. Therefore, the low efficiency numbers must be put in the context of second language learning.

No hybrid and/or online ESL classes are currently offered at Norco College.

3. **Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.**

The ESL discipline serves non-native speakers of English within the college. These can be divided into two categories: local-area residents and matriculating high-school students. Local-area residents generally place in the lowest levels of ESL (51, 52, and 53) unless they are matriculating directly from an adult school. Matriculating high-school students generally place in the higher-levels of ESL (54 or 55).

The ESL Discipline is unable to determine how many students starting in ESL complete degrees or certificates. Currently, RCCD does not offer a certificate of completion for ESL students. If this were offered, it would be possible to track "completion" in this way.

It is the hope of the ESL discipline that we will continue to serve ESL students once they have moved from ESL courses to English 50/1A and content-area courses through "special topics" ESL courses (ESL 90L and ESL 90M) and support ESL courses, the creation of which is included in our future plans.

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

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
Validate the PTESL	Establishing the cut scores and completing the cultural bias study	Completed PTESL has been deemed culturally appropriated and has been validated and is currently in use; hence, the ESL Discipline has met the State Requirement for PTESL	Increase Student Achievement and Success Strengthen Student Learning
Improve student-faculty interaction	Encourage instructors to solicit informal feedback from students.	Objective Status: Ongoing	Increase Student Achievement and Success Improve the Quality of Student Life
Maintain and/or adjust course offerings with the goals of meeting the requirements of the Student Success and Equity/Basic Skills Initiative	1. Offer all levels of grammar/writing courses every semester. 2. Offer communication skills and reading/vocabulary classes on a rotation basis.	Completed The rollover of courses reflects the desired schedule of class offerings.	Increase Student Achievement and Success Strengthen Student Learning Demonstrate Effective Planning Processes
Continue to assess courses and programs	Based on recent feedback from accreditation, the discipline plans to re-evaluate the rotation to ensure that all SLOs are assessed and to keep more detailed records on how the assessment informs	Objective Status: Ongoing	Increase Student Achievement and Success Strengthen Student Learning

	teaching		
Increase collaboration with outreach through ongoing participation in ESL-focused activities	Deliver presentations about Norco ESL program to high school students and adult school students during their visits to Norco College	Objective Status: Ongoing	Increase Student Achievement and Success Strengthen Student Learning Create Community Partnerships
Participate in ABout Students Consortium (AB86) at district and college levels by collaborating in ESL work groups and working with administration and adult schools to implement the strategies from the Plan.	Meet with ESL colleagues from adult schools to address the gaps and align the process of student transitioning from adult school to college	The first part of the goal has been met.	Increase Student Achievement and Success Strengthen Student Learning Create Community Partnerships
Maintain communication with adjunct faculty	1. Include adjunct faculty in decision-making process. 2. Invite adjunct faculty to all ESL meetings, book fair presentations, and grading/assessment sessions.	Objective status: Ongoing	Strengthen Our Commitment To Our Employees

5. **Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A**

    N/A

6. **In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the <u>Educational Master Plan/Strategic Plan</u>?** *Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Maintain effective communication with ESL faculty district-wide	Common projects such as Block Grant initiatives, and curriculum decisions discussed and completed at the ESL faculty meetings and workgroups	Ongoing	Increasing student achievement and success; strengthening our commitment to our employees
Create a pathway from Corona/Norco Adult School ESL to Norco College ESL	Aligning curriculum between the local adult school ESL classes and NC ESL courses	Fall 2017	Increasing student achievement and success; increasing student access
Create support ESL courses leading to CTE courses, especially those with local-area certificates (ex. Early Child Education and Construction Technology)	Meetings with CTE faculty to discuss the needs	Fall 2018	Providing pathways to career and technical education; increasing student achievement and success; increasing student access
Create ESL Certificate to provide students with documentation of their success in ESL courses	Exploring and examining ESL Certificate programs at other colleges; designing a program for ESL Certificate that meets the needs of students	Fall 2019	Increasing student achievement and success; increasing student access
Continual Analysis of Assessment Data	ESL district-wide assessment dialogues	Ongoing	Strengthening student learning; increasing student achievement and success.

Course Outlines of Record (COR)

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

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
ESL 51	Updated, Winter 2015	RCCD faculty		Minor
ESL 52	Updated, Winter 2015	RCCD faculty		Major
ESL 53	Updated, Winter 2015	RCCD faculty		Major
ESL 54	Updated, Winter 2015	RCCD faculty		Major
ESL 55	Updated, Winter 2015	RCCD faculty		Major
ESL 71	Updated, Fall 1015	RCCD faculty		Major
ESL 72	Updated, Fall 2015	RCCD faculty		Major
ESL 73	Updated, Fall 2015	RCCD faculty		Major
ESL 91	Updated, Fall 2015	RCCD faculty		Major
ESL 92	Updated, Fall 2015	RCCD faculty		Major

ESL 93	Updated, Fall 2015	RCCD faculty		Major
ESL 95	Updated, Fall 2015	RCCD faculty		Major
ESL 90C	Deleted, Fall 2015			
ESL 90D	Updated, Fall 2015	RCCD faculty		Major
ESL 90G	Deleted, Fall 2015			
ESL 90H	Deleted, Fall 2015			
ESL 90I	Deleted, Fall 2015			
ESL 90J	Deleted, Fall 2015			
ESL 90L—(Combination of ESL 90 H and I)	Created, Fall 2013			
ESL 90M—(Combination of ESL 90 G and C)	Created, Fall 2013			

Norco College Comprehensive Instructional Program Review Update

Unit: ESL
Contact Person: M.Shirinian
Date: April 15, 2016

Current Human Resource Status

7. **Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. 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 (give number)	Part-time faculty (give number)
English as a Second language	1	3

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
IDS (Communications Department)	1	N/A

Long Term Resource Planning

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

8. Staff Needs

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

List Staff Positions Needed **Please justify and explain each faculty request as they pertain to the goals listed in item #6.** Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	**Indicate (N) = New or (R) = Replacement**	**Number of years request has been made**	**Annual TCP***	**EMP Goals**	**Short Term Goal (S) Long Term Goal (L)**
1. 　　　　　　　　　**N/A** Justification					
2. Justification					
3. Justification					
4. Justification					
5. Justification					

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff <u>must</u> be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the Business and Facilities Planning Council. Requests for faculty will be sent to the Academic Planning Council.

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

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

List Equipment or Equipment Repair Needed. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. **N/A** Justification					
2. Justification					
3. Justification					
4. Justification					
5. Justification					
6. Justification					

* 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 <u>Business and Facilities Planning Council</u>.

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[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.

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

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. **N/A** Justification				
2. Justification				
3. Justification				
4. Justification				
5. Justification				
6. Justification				

*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.

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

11. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include <u>specific</u> titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college[4]

List Student Support Services Needs Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.	**EMP GOALS**	**Distance Education**
1. Visits from counselors to all ESL classes <u>Reason:</u> ESL students are in need of more focused attention. It would be effective to have counselors come to the classes to provide information about the existing programs, such as Puente, and answer students' questions.	**Goal # 1** **Goal # 3** **Goal # 5**	
2. Visits from financial aid personnel to all ESL classes <u>Reason:</u> ESL students are usually unaware of different types of financial aid, which is available to them. It would be helpful if financial aid experts could come to the classes to provide info and answer questions.	**Goal # 1** **Goal # 3** **Goal # 5**	
3. <u>Justification</u>		
4. <u>Justification</u>		
5. <u>Justification</u>		
6. <u>Justification</u>		

*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.

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

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

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

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

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. **Trends and status change, prior and next four years identified**	Trends and status change section is blank	Only prior **or** next four years completed, not both		Prior and next four years section completed with clear information in both, or identified as N/A
2. **Retention, success, and efficiency rates have been identified and reflected upon**	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. **(If Applicable) Specific program/certificate data are included and discussed**	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. **Goals from prior comprehensive identified, activities linked to the goal, progress stated**	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

5.	**Long term goals identified, activities and timeline stated**	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6.	**Long term goals aligned to mission and EMP**	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
7.	**Course Outline of Record section is completed**	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
8.	**Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)**	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
Column scores **(If no programs of study are applicable, do not average in points from item #3)**					

Additional comments:

II. Comprehensive Program Review Assessment Update

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

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
ESL 51	I	End-of-semester in class 90-minute reading, grammar, and writing assessment utilizing the Simple Past Tense	ESL 51 is a beginning grammar/writing class, and it is important to assess the students' grammar, writing, and reading skills to evaluate the students' foundational knowledge in these aspects of the second language for their further development.
ESL 52	I	End-of-semester in class 90-minute writing and grammar assessment utilizing four of the six past tenses	ESL 52 is a low-intermediate grammar/writing class, and it is necessary to assess grammar skills not in isolation, but in combination with writing skills since the goal of learning grammar is the ability to apply it in the context of writing.

ESL 53	I	End-of-semester in class 90-minute writing assessment	ESL 53 is an intermediate grammar/writing class. Even though an intensive study of grammatical structures continues, it becomes absolutely crucial to emphasize the importance of being able to produce a well-structured and meaningful paragraph in preparation for the next level of ESL.
ESL 54	I	An in-class writing assignment	ESL 54 is a high-intermediate grammar/writing class that focuses on the development of paragraphs and essays in various organizational methods and styles. A lot of emphasis is placed on teaching a basic essay structure to prepare students for the last class in the ESL sequence; consequently, assessing their ability to write an essay is crucial.
ESL 55	I	Spring 2013 Common Final Exam	ESL 55 is an advanced grammar/writing class, and ESL 55 Common Final Exam is an excellent way to evaluate the students' knowledge of complicated grammar rules and structures and the ability to produce a well-developed and well-structured essay under the pressure of time. English 50 is next!!!
ESL 91	I	Quiz on idioms	ESL 91 is a beginning oral skills class, in which the emphasis is on developing speaking/listening skills and learning idioms, which comprise an amazingly rich and at the same time a very difficult part of any second language. Learning idioms, recognizing them in other people's speech, and using idioms with confidence definitely help ESL students to enhance their speaking/listening.
ESL 92	I	Oral presentation	ESL 92 is an intermediate oral skills class. Besides the focus on listening/speaking and idioms, a lot of attention is paid in class to teaching ESL students to prepare

			presentations and speak in front of a group of people in preparation for Communication Studies courses and workplace situations. Therefore, selecting an oral presentation as a mode of assessment seems rather natural and pedagogically reasonable in ESL 92.

b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment Yes or No
ESL 51	Some test questions have been rewritten to remove the idioms	Since idioms are very challenging for beginning ESL students, the change had a positive impact on students' comprehension of the questions, and, therefore, success.	Yes
ESL 52	More homework practice has been assigned, in which students had to write sentences in specific tenses, based on "real world" situations	Since all grammar skills require a great amount of practice, more practice definitely resulted in better results. Consequently, the impact of the change was positive.	Yes
ESL 53	New assignments have been created with the focus on developing strong supporting sentences in a paragraph	The impact was positive because students had more opportunities to practice writing examples, explanations, and reasons in support of controlling ideas in a paragraph and were able to provide sufficient support in their future paragraphs.	Yes
ESL 54	More sample essays have been discussed, and more practice assignments have been created to improve students' ability to write	The impact of the change was positive. Students demonstrated more understanding and ability to write good introductions and conclusions in their essays.	Yes

	introductory and concluding paragraphs in an essay		
ESL 55	More in-class writing assignments have been added; some grammar questions in the multiple choice section have been rewritten for clarity	The impact was positive. The students learned to manage their time better when writing under the pressure of time, and they did better on grammar multiple choice section	Yes
ESL 91	Some assignments have been modified to include more practice in using idioms in a semantic and grammatical context	The impact of the change was positive. The students had more opportunities to use idioms contextually instead of memorizing their meanings.	Yes
ESL 92	Another, group presentation has been added as a mandatory assignment	The impact of the change was positive. The students felt much more comfortable and confident presenting individually after they have presented in groups.	Yes

c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
	N/A

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

The most effective teaching approach that works for me is to get to know well each one of my students and their life story and be understanding and caring so that the students feel comfortable in my classroom. With the increase of middle-aged educated students from the Middle East, who had to abandon not only their homeland but also their established way of life and favorite jobs to build a new life in a new country, this old teaching method has gained a deeper meaning.

e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.

Sarah Burnett's workshops and e-mails with attachments have been extremely useful.

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop-closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
ESL 51	1	1	0	2
ESL 52	1	1	1	3
ESL 53	1	1	1	3
ESL 54	1	2	0	3
ESL 55	1	2	0	3
ESL 71	0		0	0
ESL 72	Initial assessment will be done in Summer 2016			0
ESL 73	0		0	0
ESL 91	1	1	0	2
ESL 92	1	1	0	2
ESL 93	Initial assessment will be done this semester			
ESL 95	Hasn't been offered for the past four years			
ESL 90C	Deleted, Fall 2015			

ESL 90D	Hasn't been offered for the past four years			
ESL 90G	Deleted, Fall 2015			
ESL 90H	Deleted, Fall 2015			
ESL 90I	Deleted, Fall 2015			
ESL 90J	Deleted, Fall 2015			
ESL 801	Deleted, Fall 2015			
ESL 90L— (Combination of ESL 90 H and I)	Created, Fall 2013 Hasn't been offered yet			
ESL 90M— (Combination of ESL 90 G and C)	Created, Fall 2013 Hasn't been offered yet			

Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

Plan for ESL Assessment

ESL 51 (Fall 2017) all SLOs – loop-closing assessment

ESL 52 (Spring 2019) all SLOs

ESL 53 (Fall 2016) all SLOs

ESL 54 (Fall 2016) all SLOs

ESL 55 (Spring 2017) all SLOs

ESL 71 (when it is offered) all SLOs

ESL 72 (Summer 2016) all SLOs

ESL 73 (Winter 2017) all SLOs

ESL 91 (Spring 2019) all SLOs

ESL 92 (Spring 2018) all SLOs

ESL 93 SLO # 4 Demonstrate awareness and appropriate use of a variety of idiomatic expressions

ESL 95 (Fall 2016) all SLOs

ESL 90D (when it is offered) all SLOs

ESL 90L (when it is offered for the first time) all SLOs

ESL 90M (when it is offered for the first time) all SLOs

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

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

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