

NORCO COLLEGE COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Unit: GUIDANCE

Please give the full title of the discipline or program.

Contact Person: Marissa Iliscupidez, Ladylyn Dominguez, Zina Chacon

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>

Comprehensive Instructional Program Review Update

Instructions

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

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

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

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx>

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

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

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

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

Educational Master Plan and Strategic Plan Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Comprehensive Instructional Program Review Update

Unit: Guidance

Contact Person: Marissa Iliscupidez, Ladylyn Dominguez, Zina Chacon

Date: May 14, 2015

Trends and Relevant Data

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

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No	As the Counseling/Guidance Department grows, we may explore the possibility of becoming our own department.
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT or if not, are you in the process?	No	No
Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT .	<p>Changes in General Education In 2013, GUI 47 was approved as one of the courses that can used to satisfy the area of emphasis in Social and Behavioral Studies (AA499). GUI 47 and GUI 48 also meet Area E for CSU General Education Breadth requirements.</p> <p>The Student Success Act of 2012</p>	Guidance and Counseling will be heavily impacted by the Student Success Act Mandates. Many of the duties under the core functions (Assessment, Orientation, and Counseling (Student Educational Plans) must be performed by Counselors. There is a need to hire additional counselors to meet the mandates as well as the student demand for counseling services. The Student Success Act also focuses on follow up services, especially to at-risk

Changes in California legislation has impacted Counseling. The mandates of the Student Success Act of 2012 touch upon the need for Counseling and Guidance Courses. The Student Success Act is changing how the community colleges are funded. 2015-2016 allocations will be based on 2014-2015 yearend data reported. Sixty percent of Student Success and Support Funding will be based on core matriculation services for the following:

- Orientation services
- Assessment
- Counseling, advising, and other educational planning services
- Assistance to students in the exploration of educational and career interests, etc.
- Provision of services through a broad array of delivery mechanisms, guided by sound counseling practices and principles
- Development of education plans leading to a course of study and guidance on course selection.

Of the 60% of Student Success and Support Funding mentioned above, **35%** of that funding will be based on **comprehensive student educational plans, 15%** based on **Counseling/Advising**, and **10%** based on **abbreviated student educational plans.**

CTE

A partnership between Norco College and International Rectifier Corporation (IR) has impacted the Counseling Department. The Counseling Department has provided IRC students counseling support and services to assist them with the completion of the degree in A.S. Digital Electronics. This required Counselor prep time,

students (basic skills, undecided educational goals, and academic/progress probation). Guidance courses can support the needs of these at risk populations (Example: Guidance 47- Career and Life Planning for Undecided Students, Guidance 48 – Student Success Strategies for Basic Skills and probation students).

Another college initiative that impacts Counseling is Summer Advantage. Each year the Summer Advantage Program serves more students.

As the CTE division develops more community partnerships like the one with the International Rectifier Corporation, Counseling will need to be provided to those students.

As Distance Education continues to expand, especially with the Online Education Initiative coming down the pipe, it will be critical to provide counseling (synchronous appointments and workshops) to students who may be cross enrolled with many colleges. Our department is looking to increase online and hybrid offerings of Guidance.

In addition to the many other types of articulation (assist.org campus manager, CSU Baccalaureate list, UC-TCA, CSU GE, IGETC, Private University) , the increase of ADTs and the state mandate that we have C-ID approval for many of the courses within these ADTs has significantly increased the Norco College articulation officer’s workload.

Special Programs and Services (VA Department, Financial Aid and CalWORKS) also impacts Counseling as they strive to serve more students.

travel time, and appointment time as counseling was provided to IRC student at their work site.

CTE and Counseling have been working together to make sure that Counseling is informed of curriculum changes that affect students. Counselors and CTE Leads have co-facilitated workshops to students in the Commercial Music Program and Gaming Program to discuss requirements and promote the development of a comprehensive educational plan. In 2014-2015, Counselor Liaisons will be assigned to CTE Faculty Leads to maintain communication regarding curriculum changes, pre-requisite/requisite challenges, substitutions, etc. SEP workshops were provided to 4 Construction Technology sections in Spring 2015.

Distance Education

A Distance Education Plan has been developed by the Distance Ed committee. There is a need to increase student services to our Distance ed students. There was a need to offer a more engaging platform for online counseling appointments and workshops. Counseling now facilitates online appointments and online workshops using PrepTalk.

Basic Skills Outreach

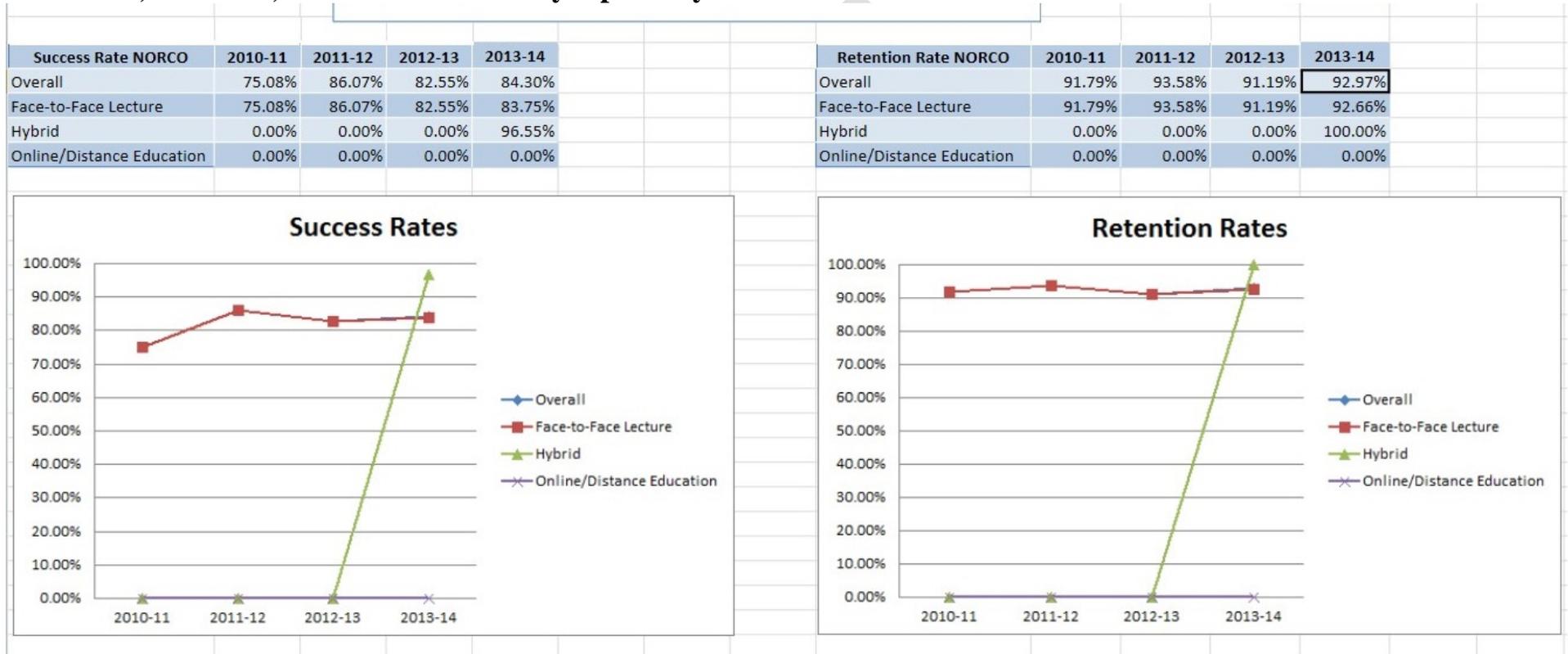
-In 2013-2014, Counseling conducted outreach/workshops in BSI classes to provide an overview of educational requirements and promote counseling services. These workshops will continue in summer of 2014 and will be encouraged for incoming new college students.

These students require a Student Educational Plan in order to receive their benefits/process their appeal. Students who participate in ASNC, Athletics, and/or campus clubs/organizations must also have a Student Educational Plan on file.

Many Instructional Faculty also require their students to complete their Student Educational Plan. Over the next 4 years, the Student Educational Plan is mandated to be electronic. Currently the district is implementing new educational planning software.

With the addition of Guidance sections and the expansion of Counseling services, on going training will need to be provided to Part-Time Guidance/Counseling Faculty.

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



Guidance Retention Rates

2010-2011: 91.79%
 2011-2012: 93.58%
 2012-2013: 91.19
 2013-2014: 92.66% (Face-to-Face); 100% (Hybrid)

Guidance Success Rates

2010-2011: 75.08%

2011-2012: 86.07%
 2012-2013: 82.55%
 2013-2014: 83.75% (Face-to-Face); 96.55% (Hybrid)

Guidance Efficiency Rates

Fall 2010: 574.842
 Spring 2011: 499.833
 Fall 2011: 612.384
 Spring 2012: 570.370
 Fall 2012: 511.868
 Spring 2013: 512.689
 Summer 2013: 521.700
 Fall 2013: 546.468
 Winter 2014: 589.000
 Spring 2014: 505.410

Fully-Online Norco College Guidance courses were not offered. The data shows that Guidance is very successful in retention, success, and efficiency.

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

** Guidance submitted its last comprehensive review as a **COUNSELING district discipline** in 2012 and many of the goals were counseling focused

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
Continue refinement of pre-enrollment processes including application, orientation, assessment and counseling	-Currently developing new Online Orientation for students -Leading several Counseling initiatives to promote counseling to students (SEP Marathons, BSI Outreach, Outreach to Distance Education	-In progress; Ongoing -Data is reported in Student Services Program Review	Goal 1, Goal 2, Goal 3	YES Online Orientation Online appointments available to DE students Online Student Success Workshops

	students) -SEP workshops in the classroom			
Develop effective pathways for student success by encouraging all students to use student services, and promoting the completion of a Student Educational Plan (SEP)	-Leading several Counseling initiatives to promote counseling to students (SEP Marathons, BSI Outreach, Outreach to Distance Education) -Developed electronic version of SEP -Counseling component as part of Student Advantage Program -SEP in the classroom	-In progress; Ongoing -Data is reported in Student Services Program Review	Goal 1, Goal 2, Goal 3	YES Online Orientation Online appointments available to DE students Online Student Success Workshops
Increase Transfer awareness, readiness and transfer rates.	-Leading several Counseling initiatives to promote counseling to students (SEP Marathons, BSI Outreach, Outreach to Distance Education) -Developed electronic version of SEP -Counseling component as part of Student Advantage Program -Targeted outreach to students who are almost transfer ready (Completion of ENG 50 and MAT 35, 30 units, 2.0 gpa) -Transfer Workshops -Counseling Appointments available in the Transfer Center -SEP in the classroom	-In progress; Ongoing -Data is reported in Student Services Program Review	Goal 1, Goal 2, Goal 3	YES- Online Counseling Available to students Online Student Success Workshops (transfer topics)

Increase Career Counseling Services	-Development of Career Decision Model to be included in Student Handbook -Career Assessments/Interpretation available in Counseling	-In progress; Ongoing	Goal 1, Goal 2, Goal 3	Yes Online Student Success Workshops (career topics)
Provide quality counseling services to all students including follow-up and referral of additional services based on student need	-Ongoing professional development -Provide adjunct training -Develop innovative counseling models	-In progress; Ongoing	Goal 1, Goal 2, Goal 3, Goal 7	YES
Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes	-Ongoing professional development -Provide adjunct training		Goal 1, Goal 2, Goal 3, Goal 5, Goal 7	NO
Continue to refine and stay abreast current technologies to improve effectiveness of instruction, services, and counseling practices	-Ongoing professional development -Investment in technology (Student Planner (SEP system) and PrepTalk (Online Counseling Platform))	-In progress; Ongoing -Student Planner is being implemented by RCCD (FALL implementation planned)	Goal 1, Goal 2, Goal 3, Goal 7	YES
Develop and enhance training opportunities for all faculty and staff in counseling to meet the mission of the district and discipline	-Ongoing professional development -Provide adjunct training	-In progress; Ongoing	Goal 1, Goal 2, Goal 3, Goal 5, Goal 7	YES

4. In the table below, please list your long term goals for your unit. How do your goals support the college mission and the goals of the Educational Master Plan/Strategic Plan? **Your unit may need assistance to reach its goals. Financial resources*

should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
Better Training within discipline (mandatory) for Adjuncts and New Full-time Counselors; Update for Full-time Counselors	<p>-Full-time/Part-Time Guidance instructors will participate in a counseling retreat every semester to review AA, transfer requirements and policies, as well as discuss best practices for teaching Guidance</p> <p>-Full-time Counselor retreat every fall and spring semester</p> <p>-Adjunct Training in Fall 2014, Winter 2015, Spring 2015</p>	Ongoing	Relates to Goal 1, 2, 3, 5, 7	No
<p>Professional Development regarding Counseling Services for Students</p> <p>-FLEX -On Course</p>	- Propose Flex Workshops on Counseling related updated to keep Instructional Faculty and Staff informed about initiatives/transfer policies that impact students	Ongoing	Relates to Goal 1, 2, 3, 5, 7	Yes, Prior Workshop on PrepTalk (Platform for online counseling and workshops). Would like to offer again to increase college wide use for PrepTalk.
Guidance Instructor Resource Website	Create a website to provide guidance instructors tools for effective teaching strategies	Started fall 2014 and is ongoing	Relates to Goal 1, 2, 3, 5, 7	Yes, possibly

Increase Guidance online/hybrid offerings	Offer more online/hybrid guidance classes to meet the needs of students who cannot take courses on campus	Ongoing		Yes
---	---	---------	--	-----

Course Outlines of Record (COR)

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

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
GUI-45	05/21/2013	Ellen Brown-Drinkwater, Nicholas Franco	Currently being updated and at Level 7, Updating GE-SLOs	Major Modification
GUI-46	05/21/2013	Ellen Brown-Drinkwater, Maria Pacheco	Currently being updated and at Level 7, Updating GE-SLOs	Major Modification
GUI-47	05/21/2013	Ellen Brown-Drinkwater, Jeanne Howard	Currently being updated and at Level 7, Updating GE-SLOs	Major Modification
GUI-48	05/21/2013	Ellen Brown-Drinkwater, Karyn Magno	Currently being updated and at Level 7, Updating GE-SLOs	Major Modification

Norco College Comprehensive Instructional Program Review Update

Unit: Guidance

Contact Person: Marissa Iliscupidez, Ladylyn Dominguez, Zina Chacon

Date: May 14, 2015

Current Human Resource Status

5. 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 or staff (give number)	Part-time faculty or staff (give number)	Distance Education
General Counseling/Puente Counselor/Guidance	David Payan – 1.0 0.50 General Counseling 0.50 Puente		Spring 2015- GUI 46 Hybrid
General Counseling/Assistant Chair/Guidance	Zina Chacon – 1.0 0.88 General Counseling 0.12 Assistant Chair		No
General Counseling/Articulation/Guidance	Nick Franco – 1.0 Fall 2014: 0.40 General Counseling 0.60 Articulation Spring 2015: 0.40 General Counseling 0.40 Norco College Articulation 0.20 RCCD Articulation		No
General Counseling/T3P/Guidance	John Moore – 1.0 Fall 2014: 0.10 General Counseling 0.30 T3P 0.60 Student Activities Coordinator		No

	Spring 2015: Reassigned 1.0 Student Activities Coordinator		
General Counseling/Honors/Guidance	Marissa Iliscupidez – 1.0 Fall 2014: 0.0667 Guidance Instruction 0.9333 General Counseling Spring 2015 1.0 General Counseling		No
General Counseling/Guidance	Ladylyn Dominguez – 1.0 Fall 2014: 0.80 General Counseling 0.20 Guidance Instruction Spring 2015: 0.0667 Guidance Instruction 0.9333 General Counseling		Spring 2015- GUI 46 Hybrid
Counseling/DRC (Categorical)	Kimberly Bell – 1.0* Categorically Funded, DRC Department		No
Counseling/SSPC (Categorical)	Mejghan Ahamadi- 1.0* 1.0 Categorically Funded, Temporary (SSSP) October 2014 start date		No
Guidance		Ricky Smith Fall 2014- .20 Spring 2015- .20	No
Guidance		Brenda Tarver Fall 2014- .40 Spring 2015- .20	No

Guidance		Ramiro Hernandez Fall 2014- .20	No
Guidance		Charles Lee-Johnson Fall 2014- .20	No
Guidance		Maria Maness Fall 2014- .20	No
Guidance		Nikki Thurston Fall 2014- .133	No
Guidance		Eric Betancourt Fall 2014- .133	No
Guidance		Eva Amezola Spring 2015- .20	No
Guidance		Joe Rubino Spring 2015- .20	No
Guidance		Robin Gonzalez Spring 2015- .133	No

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
IDS for SBS Dept	1		

Long Term Resource Planning

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

Unit Name: GUIDANCE

6. Staff Needs

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

List Staff Positions Needed Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*	Distanced Education	Short Term Goal (S) Long Term Goal (L)
<p>1. Articulation Officer (100%-- reassignment) <u>Reason:</u> In addition to the many other types of articulation (assist.org campus manager, CSU Baccalaureate list, UC-TCA, CSU GE, IGETC, Private University) , the increase of ADTs and the state mandate that we have C-ID approval for many of the courses within these ADTs has significantly increased the Norco College articulation officer’s workload. Currently, the Norco College articulation officer has a .4 re-assignment for Norco College articulation duties and has a .2 re-assignment for C-ID submission for the entire RCC district (all three colleges). A significant amount of time is required in working with discipline faculty in the development of ADTs and also in developing and updating course outlines of record to ensure they are C-ID compliant and can also fulfill other types of articulation requirements for the UC and CSU systems. Increasing the articulation officer’s re-assignment to 100% would allow enough time to be fully devoted to the college’s transfer curriculum.</p>	N- increase of reassigned time	\$129,436	No	L

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.

<p>2. EOPS/CARE Counselor (Categorically Funded Tenure Track)</p> <p><u>Reason:</u> The EOPS/CARE office serves over 320 students annually. In order to fully support the academic goals of these students, a full-time counselor dedicated to serving EOPS/CARE students is necessary to effectively respond to the various challenges our students face. While the program’s adjunct counselors have served our students well over the years, the growth of the program and the increasingly difficult life challenge students face requires a full-time, tenure-track counselor.</p> <p>This is a NEW position and the total cost of position (TCP) is: \$129,436</p>	N	\$129,436	No	L
<p>3. Career Counselor (Categorically Funded Tenure Track)</p> <p><u>Reason:</u> The need for a counselor (Generalist and career). According to the California Community College Chancellors office, more than 25 percent of the student population is undecided on their major and career. The component of career is strongly needed to help students explore majors, teach guidance 47, provide workshops in career, work with career pathways in Career and Technology Education, assessments and interpretation as well as development of career models to empower students in career make decisions toward their career at Norco College and choose a certificate, associate degree and/or transfer. Also a lead counselor in career exploration would provide collaboration with other departments, counselors, new programs and updates in curriculum.</p> <p>Career Pathway Initiative of 12.8 million grant award of the California career pathways trust grant is pending. Coordination and collaboration of a counselor working with career exploration skills, college readiness programs and future partnerships with Corona Norco Unified School district and current partnership with JFK middle college. The need for counseling to meet with students choosing a major in community college would support majority of students in first year programs, basic skills, continuing students with no program of study and students required to declare major for financial</p>	N	\$129,436	No	L

<p>aid assistance. SSSP also has funding for follow up with at risk students, which includes at-risk students.</p> <p>The Senate Bill 1070 (CTE Education Pathways Initiative) has increased funding for CTE programs. As a result initiatives such as, California Career Pathways Trust (CCPT), Perkins Basic State Grant Program, IRC and TAACT Grant Project, have increased the need for additional counselors.</p>				
<p>4. Transfer Counselor/Coordinator (Categorically Funded Tenure Track)</p> <p>Reason: To support meet the goals of the student equity plan through SSSP, a designated Transfer Center Counselor is needed to work with students interested in Transfer. The majority of students at Norco College cite transfer as their goal. Goal 1 has objectives clearly linked to increasing the number of students who successfully transfer. The Transfer Center currently offers 10 Counseling hours (Appointments and Express) per week and hosts workshops that are facilitated by General Counselors (UC/UC TAG, CSU/ADT, and UC Personal Statement).</p>	R	\$129,436	No	L
<p>5. VA/General Counselor (Categorically Funded Tenure Track)</p> <p><u>Reason:</u> A VA General Counselor/Coordinator is needed to coordinate activities related to and develop services within the Veterans Education Services(VETS) Program.</p> <p><u>Duties include:</u> Provide functional supervision to the VETS Program and staff. Act as liaison with on and off campus partners who support Veterans, active duty military personnel, and dependents. Provide individual and group counseling for student veterans with academic, career, and personal concerns. Conduct student orientation and advisement sessions to help students in developing their individual educational plan. Assist students in defining personal and educational plans and goals. Create an environment for students that develop self-awareness and self-direction capabilities. Be proficient and maintain</p>	N	\$129,436	No	L

<p>competency in the use of computer applications used in counseling, teaching, and articulation related activities. May teach counseling courses and conduct counseling-related workshops. Participate in general faculty functions related to the educational process, in-service programs, and professional development, SLOs, program review, and other duties as assigned</p>				
<p>6. Financial Aid Counselor Reason: There is a need to hire a counselor who has specialized training in financial aid policies/procedures (changing BOG policies due to SB1456), review financial aid appeals, and who can develop approved class lists. Between 7/1/14 and 4/20/15 there have been 478 counseling appointments seen by the Part-Time Counselor in Financial Aid (only at Norco College two days a week). This is an increase from the numbers reported last year: Between 8/27/14 and 4/17/14, there have been 300 counseling appointment seen by the Part-Time Counseling Faculty in Financial Aid (only at Norco College two days a week) Delays in submitting and approving appeal affects disbursement date of a student's financial aid. Students must meet Satisfactory Academic Progress (SAP) requirements for the BOG. There are regulations that will limit subsidized loans once a student completes 150% of their program.</p>	<p>N</p>	<p>\$129,436</p>	<p>No</p>	<p>L</p>
<p>7. General Counselor- BSI/Equity (Categorically Funded Tenure Track) <u>Reason:</u> In order to meet the goals of the student equity plan through SSSP, a designated BSI/Equity Counselor is needed to work with at-risk and/or disadvantaged students. There is a high population of ESL/BSI students and our goal is to increase the number of ESL/BSI course completion. There is also a need to increase student access, certificate and degree completion, as well as transfer rate for the disadvantaged population.</p>	<p>N</p>	<p>\$129,436</p>	<p>No</p>	<p>L</p>
<p>7. T3P/General Counselor Reason: The purpose of T3p is to promote success academically, culturally, socially and within the community and to provide a support</p>	<p>N</p>	<p>\$129,436</p>	<p>No</p>	<p>L</p>

<p>network for students of African heritage attending Norco College. Statistics show that students who identify as being of African descent are among the lowest performing in community colleges when evaluated for persistence and retention. As an identified portion of the Norco College student population, T3p focuses on helping student to complete the English courses required for graduation and/or transfer as well as provide a support network whereby students receive resources including but not limited to Student Educational Plans, Individualized Personal Counseling, Guidance Instruction and Workshops designed to help foster leadership, study and mentorship skills.</p> <p>It is the role of the counselor to assist with and provide all of the above mentioned support to T3p students with the exception of English course instruction. Currently, a full-time counselor has a .2 FTE reassignment to provide SEP's, personal counseling and workshops. The counselor also teaches one Guidance course per semester dedicated to the T3p students as part of his or her contract.</p>				
<p>9. Puente/General Counselor Reason: The Puente Program is now in its 14th year and has had the benefit of two counselors who have rotated, on the average, every three years. The current counselor will be rotating out of the program at the end of spring, 2016 and there will be a need for a new counselor to be hired to continue the program. Since all current full-time counseling faculty have special assignments, the counseling department must look outside for a committed and interested individual. The current Puente counselors will continue to provide veteran's and general counseling and department chair leadership.</p>	N	\$129,436	No	L
<p>10. General Counselor/JFK Lead (Categorically Funded) Reason: Currently there is 575 students enrolled at JFK. There are 403 (70%) enrolled at Norco College with at least one class. 80% enroll in 1-6 units, 20% enroll in 7-11 units, 83% completed up to 19 units and 17%</p>	N	\$129,436	No	L

<p>completed 20 or more units. Their success rate is steady at 79%. Students attending John F Kennedy middle College here directly across Norco college. Recruitment needs to be strengthened for students attending Norco college and attend orientations, registration procedures, and meeting with a college counselor. Many students do not seek out counseling and progress, retention, grade point average is essential to JFK students participating in concurrent enrollment. JFK students tend to struggle with program completion due to lack of immediate counseling. Graduation rates have been dismal in the past 9 year with a no more than 5 students per year completing their degrees. Adding a counselor would increase our overall graduation rates.</p> <p>Implementation of a dedicated full time counselor to serve the JFK high school population in enrollment and academic progress is needed to support student success and lead the students effectively toward their educational goal of certificate, associate degree and transfer. Assessment and recommendation of courses, monitor progress, lead contact for case management, degree auditing and meeting graduation requirements is needed. Also collaboration with High school counselor and stakeholders when available to work with students, faculty and administration to support the JFK student population. Meetings regularly with students and parents to establish high school course plans and Norco college course selection and planning. Continue and monitor the use of college courses to fulfill high school graduation requirements. Participation in events, workshops, orientations, and a direct communication for Norco Counseling and JFK. Increase the number of students who establish a comprehensive student education plan to 100% after establishing a baseline. Currently a grant initiative has been applied for to cover a JFK counselor part time, however a full time counselor with JFK and general counseling is required for case management and success of concurrent enrollment population.</p>				
<p>11. CTE Counselor (Categorically Funded- SSSP) <u>Reason:</u> There has been an increase in requests to meet with CTE faculty to discuss curriculum changes and how the changes affect the write-up of SEPs for CTE students. There has also been an increase in requests to present to</p>	N	\$129,436	No	L

<p>CTE programs/students about Norco College programs, Transfer Programs, and the importance of developing an SEP. Partnerships between CTE and outside organizations (ie. International Rectifier Corporation) must include counseling to ensure that students are accurately advised and student educational plans developed (on site). Many CTE courses are scheduled in the evening and currently the Counseling Department's service hours are not convenient for the evening student. Counseling would like to reach out to evening students and provide them with counseling services such as workshops, SEPs, and academic counseling. The Senate Bill 1070 (CTE Education Pathways Initiative) has increased funding for CTE programs. As a result initiatives such as, California Career Pathways Trust (CCPT), Perkins Basic State Grant Program, IRC and TAACT Grant Project, have increased the need for additional counselors.</p> <p>As demand for CTE program grows, there will be an increase in need to work with CTE students when matriculate and throughout their time at Norco College.</p>				
<p>12. Student Activities Counselor (Categorically Funded Tenure Track) ASNC/General Counselor</p> <p>Reason: During the 2014 – 2015 academic year, a full-time was moved over to the area previously known as Student Activities to assume the duties and responsibilities of a Student Activities Coordinator. This move was done due to a vacancy as well as a desire to evaluate opportunities for expanded counseling access by students. As of spring semester 2015, it is estimated that an average of 8 – 10 students per week are seeking counseling through the ASNC office, heretofore known as Student Activities.</p> <p>With the inclusion of a counselor into the ASNC area, a determination was made and resolutions passed by the student government to require henceforth that all members of student government meet with a counselor and obtain a Student Educational Plan. In addition, resolutions are also being examined to require the same of any and all students who become members of clubs and/or organizations at Norco College.</p> <p>It does not appear viable that the counselor can also act as the coordinator for the ASNC office. The reason is that the coordinator position which oversees</p>	N	\$129,436	No	L

<p>all staff in ASNC, all events that take place at Norco College, all vendors who wish to solicit at Norco College, all club activities, field trips and fundraising events and also is part of the shared governance process is <u>more</u> than a full-time position.</p> <p>It is recommended that a full-time counselor or adjunct be assigned a .5 FTE as the ASNC Counselor, primarily responsible for ensuring that student government leaders and club members all have a current SEP. It would also be the duty of this counselor to work with ASNC and Clubs providing counsel, advisement, and resource information, being a regular presence in the 'student flow' located inside and around the CSS building.</p>				
---	--	--	--	--

- TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, 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](#).

General Counseling has 7 General Counselors but taking into account reassigned time (Articulation, Puente, Assistant Chair, T3P, and Guidance Instruction) and reassignment of one counselor to Interim Student Activities Coordinator we are operating as 4.713 FTE (Spring 2015)

The Student Success and Support Program (SSSP or 3SP) is a categorically funded program that is expected to continue as it has since 1986 previously under the title of Matriculation

- SSSP funds must support the core functions of *assessment, orientation, counseling, and follow-up for at-risk students*.
- Student Success Act mandates that **all students have comprehensive Student Education Plans**.
 - Counseling faculty provide this service to students; however we currently do not have enough counselors to come close to meeting this mandate

SSSP budget increased from \$448,391 (2013-2014) to \$1,014,440 (2014-2015)

- The state is projecting an additional \$100m for SSSP in 2015-2016
- 60% of the SSSP funding formula is based on the following counseling components:
 - 35% for comprehensive student educational plans
 - 15% on Counseling/Advising

- 10% on abbreviated student educational plans
- Remainder from other core services

Support for hiring long-term (tenure track positions):

- Categorically funded programs like SSSP can be used to hire tenure track counseling positions. DRC is a recent example in which a tenure track position was hired to replace a vacated position.
- There is substantial support statewide for funding to meet the requirements of the Student Success Act
- The 2014-15 Program Review includes requests for categorically funded, tenure track counseling positions to ensure they go through our college's strategic planning and resource allocation processes
- With the increased demand for counselors across the state, hiring tenure track faculty ensures our competitiveness with highly qualified candidates
- Adding tenure track counseling faculty at Norco College increases participation in our shared governance and strategic planning processes makes us a stronger college

Full-Time Counselors- Norco College vs. Like Sized California Community Colleges

	By total # of Counselors	General Counselors	DSPS Counselors	EOPS Counselors	TOTAL:
Shasta	12,465	15 Counselors	2 Counselors	3 Counselors	20
Evergreen Valley	13,662	14 Counselors	1 Counselors	2 Counselors	17
Las Positas	11,627	10 Counselors	1 Counselor/Coordinator 1 Counselor, 1 LD Specialist	1 Counselor/Coordinator	14
San Jose City	13,376	10 Counselors	1 Counselor	3 Counselors	14
Cuyamaca	13,382	9 Counselors, 1 Counselor/Transfer Center Coordinator	1 Counselor	1 Counselor	12
Hartnell	13,481	7 Counselors	1 Counselor, 2 Counselor/LD Specialists	2 Counselors	12
Los Medanos	12,323	9 Counselors	1Counselor/Coordinator/LD Specialist	1 Counselor	11
Compton	12,651	7 Counselors	1 Counselor	3 Counselors	11
Desert	13,481	8 Counselors	1 Counselor	2 Counselors	11
Moreno Valley	12,688	7 Counselors	1 Counselor/LD Specialist	1 Counselor/Coordinator	9
Norco College	13,014	7 Counselors	1 Counselor/LD Specialist	none	8

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

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.	*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
<p>1. Camtasia Software <u>Reason:</u> To enhance online class “lecture” and develop slides/presentation for various Counseling topics</p>	I	\$129.35 one time cost + \$32.34 every year.	1	\$161.69	Goal 5	Yes

* 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](#).

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

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

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.

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.

<p>1. Curriculum Institute <u>Reason:</u> To learn about curriculum and to keep abreast on standards and regulations</p>	\$495.00	2	\$990.00	Goal 1, Goal 2, Goal 3, Goal 5, Goal 7	No
<p>2. On Course Reason: Enhance counseling and Guidance teaching skills. On Course focuses on “providing “ a model for transforming a traditional student success program focused primarily on study skills into one that empowers students to become active, responsible learners”</p>	\$860.00	8	\$6880.00	GOAL 1, 2, 3, 7	No

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

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

Unit Name: Guidance

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

<p style="text-align: center;">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.</p>	EMP GOALS	Distance Education
<p>1. N/A Reason:</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](#).

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.

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

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

<p>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.</p>	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
<p>1. Office space for Adjuncts and SSSP-FT Counselors <u>Reason:</u> Counseling is at capacity and there are no open offices on the 2nd floor of the Student Services Building. Counselors need offices for appointments due to the need for confidentiality.</p>	0	7	0	Goal 1, Goal 2, Goal 3, Goal 7	No
<p>2. Computer lab classrooms for Guidance courses <u>Reason:</u> Due the nature of the content covered in Guidance courses, it would be beneficial for students for Guidance courses to be offered in a classroom with computer/internet access</p>	0	7	0	Goal 1, Goal 2, Goal 3, Goal 5, Goal 7	No

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

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

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior or next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth
4. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline

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

Additional comments:

II. Comprehensive Program Review Assessment Update

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

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

Section 1: Discipline Evaluation of Assessment Process

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

2011-2012- Class project (initial loop) in Guidance 47 assessed in three GUI 47 sections (3 different faculty members)

2012-2013- Class project (closing the loop) in Guidance 47 assessed in two GUI 47 sections (2 different faculty members)

2013-2014- Embedded test questions (initial loop) in Guidance 45 designed by two faculty members (only two sections of GUI 45 offered in Fall 2014)

2014-2015- Embedded test questions in Guidance 45 designed by individual faculty to close the loop (only one section of GUI 45 offered in Fall 2014)

2013-2014 PLO Assessment Project – GUI 48 (4 sections of GUI 48 in Fall 2014; 4 Faculty members)

Instructors determined an assessment method to be used to assess a GE SLO and students were scored on a 4-point scale according to how well they demonstrated competency in the area assessed by the assignment. Instructors administered an anonymous learning gains survey to their students toward the end of the semester

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

2011-2012- Class project (initial loop) in Guidance 47 assessed in three GUI 47 sections (3 different faculty members)

2012-2013- Class project (closing the loop) in Guidance 47 assessed in two GUI 47 sections (2 different faculty members)

Modification: The amount of in-class time offered to practice (interview skills) with other classmates was increased. Instructors gave more active feedback during the practice sessions and asked reflective questions during the practice session which helped students think through their responses more.

2013-2014- Embedded test questions (initial loop) in Guidance 45 designed by two faculty members (only two sections of GUI 45 offered in Fall 2014)

2014-2015- Embedded test questions in Guidance 45 designed by individual faculty to close the loop (only one section of GUI 45 offered in Fall 2014)

Modification: As described in the COR, Guidance 45 is a course designed to introduce academic and occupational programs, college resources, and personal factors that contribute to the success of a college student.

Embedded testing of knowledge

As part of the surveys and quizzes done during the course, students had to know and retain the knowledge of what steps they needed to take in order to access important forms through the college's website, primarily those found under the Admissions and Records section. In addition, students also received hands-on instruction in a computer lab on the process of verifying and/or changing their Program of Study found on WebAdvisor as well as updating their personal information when needed.

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

Closing the loop: 2014-2015

Modification in Fall 2014-Changes that did not seem to work

Due to the size of the class, a sign-in clipboard was created. However, it became quickly apparent that there was some level of dishonesty in the group when the clipboard showed students had attended but no other evidence was provided (i.e. participation points, handouts and quizzes returned, etc.) Because this course is a P/NP grade and does not have much in the way of written assignments or tests, some students quickly realized the value of being in class for participation points and thought they could bypass the system by having a friend sign them in on the clipboard.

- d. Please identify any teaching approaches (pedagogy) that as a discipline you perceive to have had a positive impact on your student's ability to engage in the learning process. This might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based

learning). It might include the manner in which you gain feedback from students (journals, or clickers). This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective.

Since the majority of Guidance courses are taught by Adjunct Faculty, the Counseling department has hosted Guidance Instruction Best Practices Training each year.

In general, best practices used by Guidance Instructors include:

- Group presentations
- Professional guest speakers
- 1-minute papers
- Journals
- Hands-on computer lab activities
- Case studies
- Scavenger hunt for academic resources
- Ice breakers and small group activities

- 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.

-Another TrackDat in-person training session

-Program Review/Assessment Workshop (similar to the workshops facilitated by Arend Flick/Greg Aycocock)— Another faculty member will be taking the lead on Program Review and is new to the process. This would also be a great workshop for new Part-Time Faculty that have been recently hired.

Section 2: Overview of Completed Assessment

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

Course Number and Name and/or Program	Total number of initial assessments conducted	Total Number of Improvements/changes made to courses as a result of assessment	Total number of loop-closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
GUI 47	3 sections	2	2 sections	7
GUI 45	2 sections	1	1 section	4
GUI 48 (PLO Assessment Project in 2013-2014)	4 sections	0	0	4

Section 3: Plan for Assessment

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

Plan for the next 4 years	Courses and Programs to be assessed
Plan for Year 1	GUI 47 Initial
Plan for Year 2	GUI 47 Closing GUI 46 Initial
Plan for Year 3	GUI 46 Closing GUI 48 Initial GUI 45 Initial
Plan for Year 4	GUI 48 Closing GUI 45 Closing

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

Assessment Unit Name: _____

Average score _____

	0	1	2	3
<p style="text-align: center;">Section 1</p> <ul style="list-style-type: none"> • Modes of assessment • Modifications to courses • Success indicators • Teaching approaches • Resources 	<p>No attempt made to provide responses to any of the questions (1-4)</p> <p style="text-align: center;">0</p>	<p>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 <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">1</p>	<p>Clear and consistent responses to each question, indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">2</p>	<p>Clear and robust responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">3</p>
<p style="text-align: center;">Section 2</p> <ul style="list-style-type: none"> • # of initial, improvements, loop-closing activities for course and program 	<p>Chart is blank</p> <p style="text-align: center;">0</p>	<p>Does not include all courses or programs</p> <p style="text-align: center;">1</p>	/	<p>All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate “nothing”)</p> <p style="text-align: center;">3</p>
<p style="text-align: center;">Section 3</p> <p>Plan for assessment in the coming 4 years</p> <ul style="list-style-type: none"> • Courses • Programs 	<p>Chart is blank</p> <p style="text-align: center;">0</p>	<p>Does not include all courses or programs</p> <p style="text-align: center;">1</p>	/	<p>All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate “nothing”)</p> <p style="text-align: center;">3</p>