

NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit: Psychology

(If applicable) **Program or Certificate** Psychology ADT

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

Contact Person: Laura Adams

Due: April 20, 2017

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: February 2017

Norco College

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

Annual Instructional Program Review Update

Instructions

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

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

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

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

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

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

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

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Annual Instructional Program Review Update

Unit: **Psychology**
Contact Person: **Laura Adams**
Date: **04.20.17**

Trends and Relevant Data

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

The psychology program and its associated ADT support the mission of the college directly by providing educational opportunities and pathways to transfer for Norco College students. Psychology offers many courses that serve as general survey courses, fulfilling either social science or non-lab natural science requirements for the IGETC and CSUGE curricular patterns. The psychology program also provides an associate's degree for transfer (ADT) within psychology, which creates additional transfer pathways for many students. This ADT is currently the fastest growing at Norco College. Finally, psychology courses are required or included as electives for many other degrees and programs offered at the college.

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

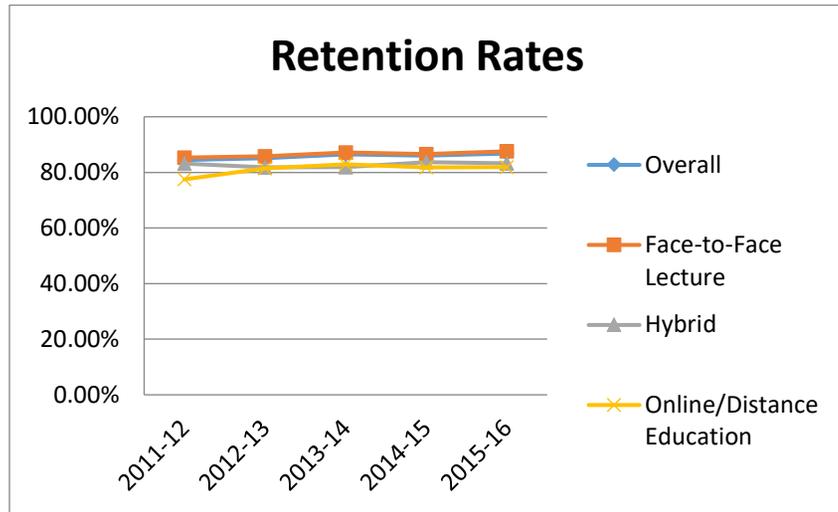
- a. Has your unit shifted departments? *N/A*
- b. Have any new certificates or complete programs been created by your unit? *N/A*
- c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. *N/A*

3. List and discuss your retention and success rates as well as your efficiency. If helpful, please note any differences between instruction delivery format (Online, Hybrid etc.)

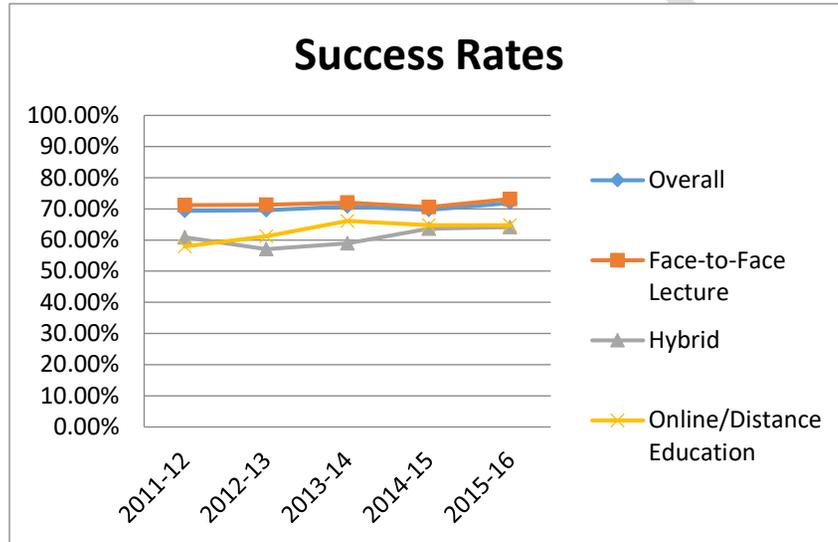
What are the changes or significant trends in the data? To what do you attribute these changes?

Psychology has success & retention rates that are comparable with the college as a whole. We observed an improvement in success and retention rates in our hybrid offerings, which are now nearly identical to our face-to-face classes for the first time ever. The hybrid success rate actually outpaced the college average for hybrid classes. We are very pleased to have closed this gap. We are retaining more hybrid students than ever before

and those students are more likely to be successful. On the other hand, while our online success and retention rates continue to improve, we still have work to do to achieve parity.



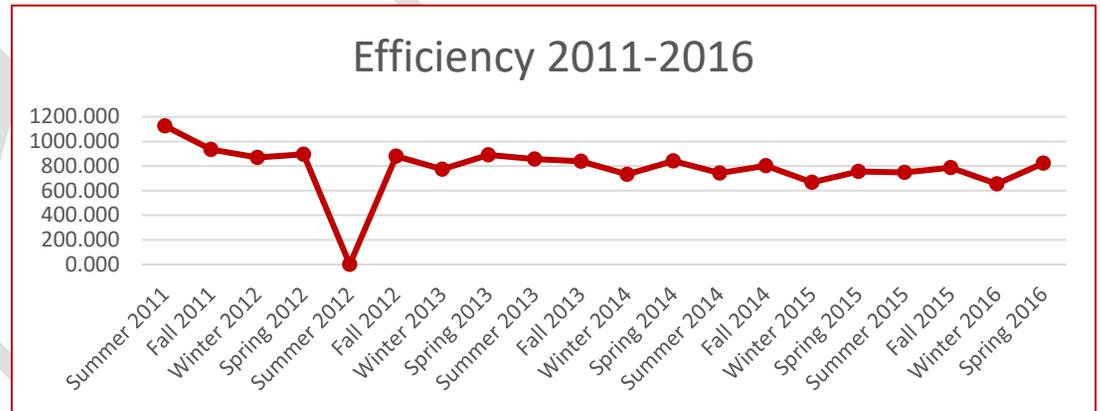
Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	82.10%	83.07%	85.61%	84.56%	87.52%
Face-to-Face Lecture	82.29%	83.64%	86.70%	85.79%	87.88%
Hybrid	80.43%	79.79%	76.97%	76.05%	87.84%
Online/Distance Education	0.00%	0.00%	92.94%	80.49%	80.73%



Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	70.81%	65.95%	69.74%	67.68%	71.68%
Face-to-Face Lecture	71.58%	67.92%	72.15%	68.91%	72.35%
Hybrid	64.26%	54.45%	52.30%	58.40%	69.26%
Online/Distance Education	0.00%	0.00%	80.00%	65.85%	66.97%

Psychology has maintained very high efficiency scores overall, consistently scoring higher efficiency ratings than the institution as a whole and increasing over the last academic year. In comparison to other disciplines in the Social & Behavioral Science department, our efficiency scores are the highest. Although these high efficiency rates are admirable, they may represent a need for additional sections in some courses, a situation that should be closely monitored going forward. Although making sections larger and over-enrolling students increases our efficiency it may come at a sacrifice in the quality of the classroom experience and could threaten the success of our students. As a student-centered institution, we must ensure that we aren't boosting the institutions efficiency rating at the cost of our psychology students.

Term	Efficiency
Summer 2011	1126.400
Fall 2011	933.987
Winter 2012	869.822
Spring 2012	894.912
Summer 2012	0.000
Fall 2012	880.108
Winter 2013	773.000
Spring 2013	890.553
Summer 2013	856.100
Fall 2013	837.442
Winter 2014	732.933
Spring 2014	840.034
Summer 2014	742.500
Fall 2014	802.800
Winter 2015	668.650
Spring 2015	756.420
Summer 2015	749.275
Fall 2015	786.579
Winter 2016	655.483
Spring 2016	824.155
Total	845.754



4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?

No resources were requested in the 2016 annual program review.

5. What annual goals does your unit have for 2017-2018 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Strategic Plan/Educational Master Plan](#)?

List the goals of your unit for 2017-2018	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Ed
<p>Maintain success & retention rates in hybrid & web-enhanced classes while also improving those rates in online classes.</p> <p>This goal is directly related to the 2015 CPR for Psychology.</p>	<ul style="list-style-type: none"> Hire a new FT-faculty – ensure that all of our required classes for the major are taught by FT psychologists with expertise in that subject matter. Many of the required courses for our program must be taught by someone with specialized knowledge in a particular subfield of psychology. We have historically had a hard time finding coverage for those classes, including PSY-50, PSY-2, PSY-8, PSY-33, PSY-35. This problem will get worse once we begin to offer PSY-48 Behavioral Statistics, which will attract students from other SBS majors in addition to psychology majors. Continue to refine online course offerings to achieve parity with traditional classes in success and retention rates. Complete authentic assessments in all online classes, ideally linked to an identical assessment in hybrid or face-to-face classes. 	<p><i>Goal 1: Increase Student Achievement and Success</i></p> <ol style="list-style-type: none"> 1. Improve transfer preparedness. 2. Improve transfer rate. 4. Improve persistence rates. 5. Increase completion rate of degrees and certificates. 6. Increase success and retention rates 7. Increase percentage of students who complete 15 units, 30 units, 60 units. 9. Decrease the success gap of students in online courses as compared to face-to-face instruction. <p><i>Goal 2: Improve the Quality of Student Life</i></p> <ol style="list-style-type: none"> 1. Increase student engagement (faculty & student interaction). 	No
Establish &	<ul style="list-style-type: none"> This goal is carried over from our last APR because we are waiting on the Norco 	<i>Goal 6: Strengthen Student Learning</i>	No

<p>implement an assessment cycle.</p> <p>This goal is directly related to the 2015 CPR for Psychology.</p>	<p>Assessment & Program Review Committees to finalize changes in the process.</p>	<p>2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.</p> <p>3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.</p>	
<p>Continue to build a community of communication & collaboration within the Psychology Program at Norco College.</p> <p>This goal is directly related to the 2015 CPR for Psychology.</p>	<p>We will continue the efforts initiated in the last year to :</p> <ul style="list-style-type: none"> • Create opportunities for regular dialogue • Support and train adjunct faculty in the collection of SLO and PLO data. • Solicit dialogue and feedback from PT faculty about assessment procedures, pedagogy, and discipline related matters. 	<p><i>Goal 6: Strengthen Student Learning</i></p> <p>2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.</p> <p>3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.</p> <p><i>Goal 7: Strengthen Our Commitment to Our Employees</i></p> <p>1. Provide professional development activities for all employees.</p> <p>2. Increase the percentage of employees who consider the college environment to be inclusive.</p>	No
<p>Increase course offerings and access for Psychology students.</p> <p>This goal is directly related to the 2015 CPR for Psychology.</p> <p>1.</p>	<ul style="list-style-type: none"> • Continue to work with discipline colleagues to develop additional psychology courses, such as Human Sexuality and Cognitive Psychology, as appropriate. • PSY-48 Behavioral Science Statistics has been approved by curriculum and should be ready to offer in Spring 2018. • PSY-1 Honors has been approved and is now being offered. Development has begun on a PSY-2 Honors course. • Continue to develop multiple delivery formats of existing courses to increase accessibility for students, as needed. 	<p>The Norco College mission includes a commitment to providing "... foundational skills and pathways to transfer, career and technical education, certificates and degrees." Psychology is integral to meeting that commitment and also addresses the EMP in the following ways:</p> <p><i>Goal 1: Increase Student Achievement and Success</i></p> <p>1. Improve transfer preparedness.</p> <p>2. Improve transfer rate.</p> <p>5. Increase completion rate of degrees and certificates.</p> <p>6. Increase success and retention rates</p> <p>7. Increase percentage of students who complete 15 units, 30 units, 60 units.</p> <p><i>Goal 2: Improve the Quality of Student Life</i></p>	No

	<ul style="list-style-type: none"> • Hire a new full-time faculty member. We currently have great difficulty covering the “specialty” courses in our discipline with FT faculty. It will be impossible to do so once we add in PSY-48. PSY-50 & PSY-48 are nearly impossible to staff with PT Faculty because they are so specialized. Just covering these classes alone is a FT position. The classes were created with the addition of our ADT and represent a significant NEW need for our discipline. We cannot serve our students’ needs and meet the demand for the psychology ADT with only two full-time faculty members. Additionally, PSY-48 Behavioral Statistics will serve students from all majors in SBS, not only psychology, which will increase demand for the course. 	<p>1. Increase student engagement (faculty & student interaction).</p>	
<p>5. Increase student engagement by creating opportunities for Norco College students to gain experience in and exposure to psychological science.</p>	<ul style="list-style-type: none"> • Work with interested students to create Psychology Club. This will increase the ability of psychology students to collaborate, network, and create a schedule of outings and events that are related to psychological science. A Psychology Club will also increase the visibility of the Psychology Program on campus. This should attract more students to the program. Finally, a club would allow PT and FT faculty members to work with students on issues related to career options and transfer opportunities – information that is of high value to student success. • Establish a chapter of Psi Beta (the national honor society for psychology students at the community college level). A Psi Beta chapter will allow Norco College students to compete for scholarships and grants. This honor society is nationally recognized – membership will increase the competitiveness of student transfer applications. 	<p>The Norco College mission includes a commitment to providing “... foundational skills and pathways to transfer, career and technical education, certificates and degrees.” Psychology is integral to meeting that commitment and also addresses the EMP in the following ways:</p> <p><i>Goal 1: Increase Student Achievement and Success</i></p> <ol style="list-style-type: none"> 1. Improve transfer preparedness. 2. Improve transfer rate. 5. Increase completion rate of degrees and certificates. 6. Increase success and retention rates 7. Increase percentage of students who complete 15 units, 30 units, 60 units. <p><i>Goal 2: Improve the Quality of Student Life</i></p> <ol style="list-style-type: none"> 1. Increase student engagement (faculty & student interaction). 	<p>No</p>

	<ul style="list-style-type: none"> • Create an annual mini-conference or poster session to showcase the work of PSY-50 students. PSY-50 is a core component of the Psychology ADT and serves as a capstone course for the degree. Students will complete research projects during the semester and will benefit from the opportunity to present their work publicly. This event can also serve as recruitment tool for the ADT, by increasing the visibility of the skills developed by students. • Encourage PSY-50 students to attend and present at regional and national conferences for both undergraduate research and for professional organizations. • Hire a third full-time faculty member. Every other activity listed in relation to this goal is time intensive. With only two full-time faculty members responsible for administering the Psychology Program (including assessment, committee work, program review, etc.), it will be unrealistic to offer these opportunities, which will be of great benefit to our students. 		
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**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”*

Norco College Annual Instructional Program Review Update

Unit: **Psychology**
 Contact Person: **Laura Adams**
 Date: **04.20.17**

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
Psychology	2	8

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
Shared IDS	1	

7. Staff Needs

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

<p>List Staff Positions Needed for Academic Year _____ Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Number of years requested</p>	<p>Annual TCP*</p>
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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.

<p>1. Full-time Assistant Professor in Psychology</p> <p>Although a second full-time psychologist was recently hired, we remain understaffed, particularly relative to our large and growing ADT program. It is not possible for current full-time staff to provide course coverage for the large number of psychology-specific course preps (PSY 35, PSY 33, PSY 8, PSY-48, & PSY 50) offered by this discipline while also contributing to courses offerings more typically found as general education transfer options (PSY 1, PSY 2 & PSY 9). Additionally, PSY-48 Behavioral Statistics, once introduced, will attract students from all majors in SBS, not just psychology. A third full-time faculty member who is able to teach PSY48/PSY50 would allow course preps to be divided up, resulting in more equitable and reasonable workloads. These are the courses which are typically taken by students who are planning to pursue the ADT in psychology and must be covered by someone with experience and expertise in the special topics. These characteristics are typically not found in the PT faculty pool, which primarily consists of non-research degrees such as the MFT (Masters in Marriage and Family Therapy).</p> <p>Another factor that has significantly contributed to our need for another FT faculty member is the incredible growth of the Psychology ADT program. In the 2014-2015 academic year, only 2 students graduated with this degree. In the 2015-2016 academic year that number increased to 29. Our best projection for this academic year is tremendous growth, based on the need to increase our offerings of PSY-50, often at the last minute, to meet student demand. Because PSY-48 is a prerequisite for PSY-50, increased demand is expected over time for this course, as well. The majority of our classes have waiting lists and we have typically overenrolled our classes by as many 10-15 students, when space is available. During the 2015-2016 academic year, 50% of our total course offerings were taught by PT faculty. In the Fall 2017 semester, that number will rise to nearly 60%. In the 2015-2016 academic year, there were 46 sections of psychology taught, which is a ratio of 11.5 classes per 1 full-time instructor per semester. If another instructor were added, the ratio would still be 7.67 per 1 full-time instructor per semester.</p> <p>In addition, a new Full Time psychology faculty member is necessary for the Psychology</p>	<p>N</p>	<p>1</p>	<p>\$142,271</p>
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Program to meet the program goals set forth in this document, and to contribute to the Mission, Vision, EMP, and Strategic Goals of Norco College. Finally, this new hire would help to assure compliance with SB 1440 and Transfer Model Curriculum requirements.			
2. Shared IDS <u>Justification:</u> Norco currently staffs 3 IDS positions. However, despite the admirable efforts of these staff members, the number of departments and faculty each IDS serves is simply too high. To ease this burden a fourth shared IDS is needed. As a result, our professional staff are stretched too thin, making it impossible for them to proactively address issues affecting students and faculty. This problem that has only been worsened by the fact that one IDS has been on leave for an extensive period of time. Even with temporary assistance, it is not possible for our IDS staff to perform their duties as fully as they would like to. We are also risking long-term burnout among our current staff members, who may be feeling overwhelmed and overworked.	N	1	\$98,942
3. <u>Justification:</u>			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

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

Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

Unit Name: _____

8. Equipment & Technology Not Covered by Current Budget²

<p>List Equipment, Technology, Software or Equipment Repair Needed for Academic Year _____</p> <p>Please list/summarize the needs of your unit on your college below.</p> <p>Please be as specific and as brief as possible.</p> <p>Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department’s goals, and if it assists in remaining competitive with comparable institutions (if applicable).</p> <p>Please state if the request impacts Distance Education.</p>	<p>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	<p>How many students/Staff/ departments will directly benefit from this equipment/ technology?</p>	<p><u>Use this link for Annual TCO*</u></p>				
			<p>Number of years requested</p>	<p>Cost per item</p>	<p>Number Requested</p>	<p>Total Cost of Request</p>	<p>EMP GOALS</p>
<p>1. Poll Everywhere</p> <p><u>Justification:</u> PollEverywhere.com is a live interactive audience participation tool that allows professors to engage students in class in real time. Using this tool allows professors to create questions for live interaction in class, invite students to respond using any web enabled device, and display the results in real time. This encourages student participation and enriches the classroom experience. Students can get immediate feedback about their understanding of concepts and engage in retrieval practice during class.</p>	I	All PSY students and faculty.	1	\$649 per academic year	1	\$649 per academic year	1, 2, 3, & 5
<p>2. New FT Faculty Equipment Allocation</p> <p><u>Justification:</u> See above justification for Full-time Assistant Professor in Psychology</p>	I	1 Faculty member, all PSY students who can take classes with the new faculty member	1	\$4,000	1	\$4,000	1, 2, 3, 5

² If your SLO assessment results make clear that particular resources are needed to more effectively serve students, please be sure to note that in the “reason” section of this form.

3. <u>Justification:</u>							
4. <u>Justification:</u>							
5. <u>Justification:</u>							

* 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). ** Total Cost of Ownership requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: _____



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

List Professional Development Needs for Academic Year _____ . Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. None <u>Justification:</u>				
2. <u>Justification:</u>				
3. <u>Justification:</u>				
4. <u>Justification:</u>				
5. <u>Justification:</u>				
6. <u>Justification:</u>				

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

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

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

Unit Name: _____

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

<p align="center">List Student Support Services Needs for Academic Year _____</p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.</p>	<p align="center">EMP GOALS</p>
<p>1. None <u>Justification:</u></p>	
<p>2. <u>Justification:</u></p>	
<p>3. <u>Justification:</u></p>	
<p>4. <u>Justification:</u></p>	
<p>5. <u>Justification:</u></p>	
<p>6. <u>Justification:</u></p>	

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation. * These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

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

Unit Name : _____

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

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

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request

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.

<p>1. Classroom Space</p> <p><u>Justification:</u> We need class spaces with particular configurations and audiovisual equipment, which are not uniformly found throughout classrooms on campus (in particular, many classrooms in ATEC do not have adequate AV equipment or projector screens). We struggle every semester to schedule PSY-50 lecture sections. PSY-50 and PSY-2 are taught in a team-based format which requires moveable seating. PSY-50 lab sections need to be taught in a room that has at least six computer stations (or laptops). PSY-2 has model brains and other equipment that need a physical storage space in a cabinet. Because the materials are too heavy to move around from classroom to classroom, they are not used to their full advantage in instruction. It would be possible to solve many of these problems if we had dedicated classroom space that could be used for psychology classes. Obviously one classroom can't accommodate all of our sections, but one classroom with six computer stations (or laptops), locking cabinets and moveable seating could accommodate all sections of hybrid PSY-1, hybrid PSY-2 and PSY-50 lectures & labs (along with several other sections). PSY-50 is particularly hard to schedule because the meeting times are "off-grid." Having dedicated classroom space would solve all of these issues, increasing access for students and allowing faculty to teach in the most pedagogically sound manner, hopefully increasing student engagement, success, and retention rates.</p>	<p>Unknown</p>	<p>1</p>	<p>Unknown</p>	<p>1, 2, 3, & 5</p>
<p>2.</p> <p><u>Justification:</u></p>				
<p>3.</p> <p><u>Justification:</u></p>				
<p>4.</p> <p><u>Justification:</u></p>				

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.

2015

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

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

Additional comments:

II. Norco College - Annual Assessment Update

USE ASSESSMENT DATA FROM fall 2015-spr 16

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in fall 2015 - spring 2016. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields Yes or No	SLOs with Changes Made to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified Changes Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in Loop-Closing assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
PSY-8	SLO 3	Fall15	YES	Non3	None	SLO 3 SLO 3 results indicated that the discipline set benchmark of 70% was met. 72.2% of students answered 10 multiple	None

						choice questions related to this SLO correctly.	

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2015-16:
 Initial assessment for GE PLO Information Competency and Technology Literacy
 Closing Loop for GE PLO Self-Development and Global Awareness
 A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts
 A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	1	0	0

- b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2015 - spring 2016**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	0	0	0

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made	Impact of changes on student learning, engagement,
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	Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	and/or teaching
None		

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
None		

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

The results of the SLO-PLO mapping project completed in the Spring 2016 semester were shared with NAC, at SBS department meetings, **and across the discipline as a whole at the Fall '16 discipline meeting at RCC. We proposed considering new PLOs for the ADT, based on the Learning Goals set by the American Psychological Association in the Guidelines for the Psychology Undergraduate Major. No consensus for updating the ADT's PLOs was met at that time, but this issue will continue to be revisited and discussed at subsequent meetings.**

Since Fall 2016, we have planned and enacted a more robust method of sharing assessment information with discipline members. Each semester, we plan to send out an assessment update to all full-time and part-time psychology faculty members that will share results and invite participation and discussion. From there, we will use Office 365 groups to hold online planning sessions regarding assessment.

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

Resources State the resources identified to support student learning and/or faculty development	Assessment Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	Reasoning Briefly explain what you learned in the assessment that indicates the resource might be beneficial
None		

7. What additional support, training, etc. do you need in the coming year regarding assessment?

We are looking forward to developing a new assessment rotation in response to the radical changes that are currently being made by NAC and the Program Review Committee. We will benefit from training sessions and/or boot camps that focus on setting up assessment cycles and building meaningful ways to share results. In particular, we would welcome a way to discuss results with similar disciplines on campus – maybe a flash report situation where a faculty member could briefly present results and look for suggestions for improvements.

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

Assessment Unit Name: _____ Average score _____

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