

NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: READING

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: Mitzi Sloniger

Due in draft: March 15, 2015

Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs

Norco: Diane.Dieckmeyer@norcollege.edu

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



Form Last Revised: December 2014

Norco College

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

Annual Instructional Program Review Update

Instructions

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

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

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

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

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

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

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

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Annual Instructional Program Review Update

Unit: Reading
Contact Person: Mitzi Sloniger
Date: April 29, 2015

Trends and Relevant Data

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

- a. Has your unit shifted departments? No
- b. Have any new certificates or complete programs been created by your unit? No.
- c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

If Goal 1.8 “Increase the percentage of students who begin addressing basic skills needs in their first year” is addressed, then there should be more REA classes offered. In particular, Norco should be offering more REA 81 and 82 sections in the fall and winter sessions because those students are the most underprepared to read college-level texts.

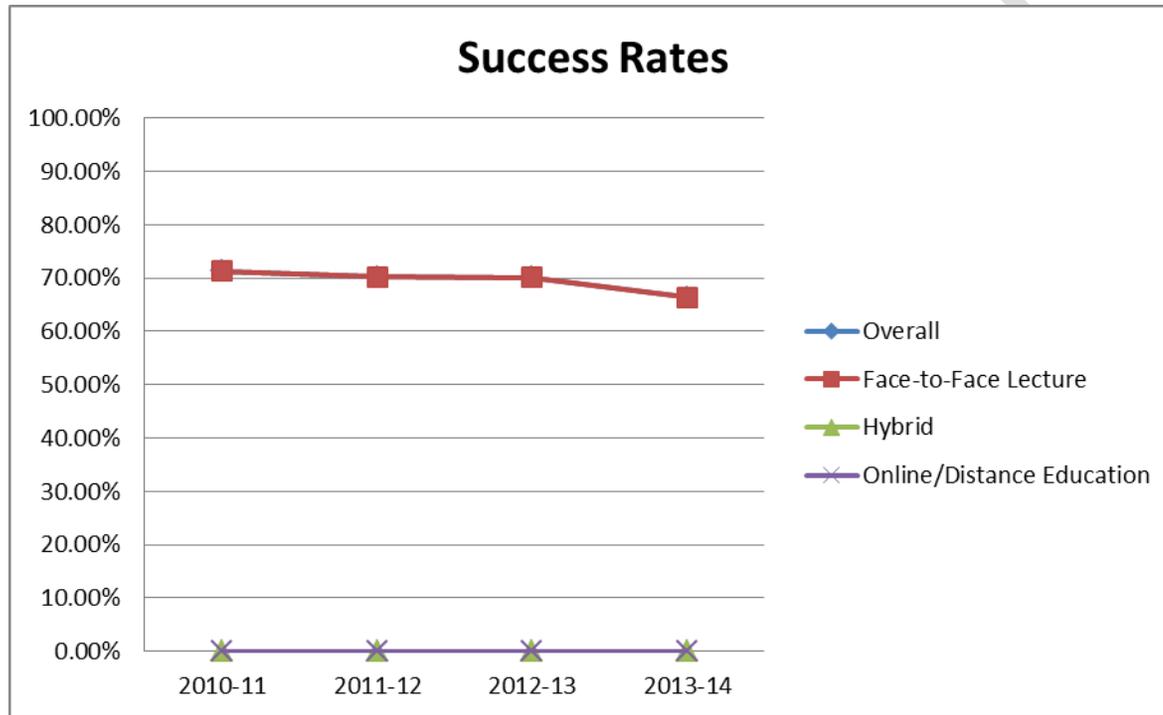
2. List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

The Success Rate for Norco College’s Reading classes has dipped down after holding steady for several years. The discipline suspects it *might* have something to do with the addition of REA 4, which was first offered in the fall of 2013. REA 4, a CSU transferrable course, is much more rigorous than the developmental Reading courses. This requires closer examination of additional data. The discipline will ask for assistance from the Dean of Institutional Effectiveness.

It is worth mentioning, however, that the Reading Discipline’s success rate is nearly 5% better than the overall college’s face-to-face rate of 61.73%

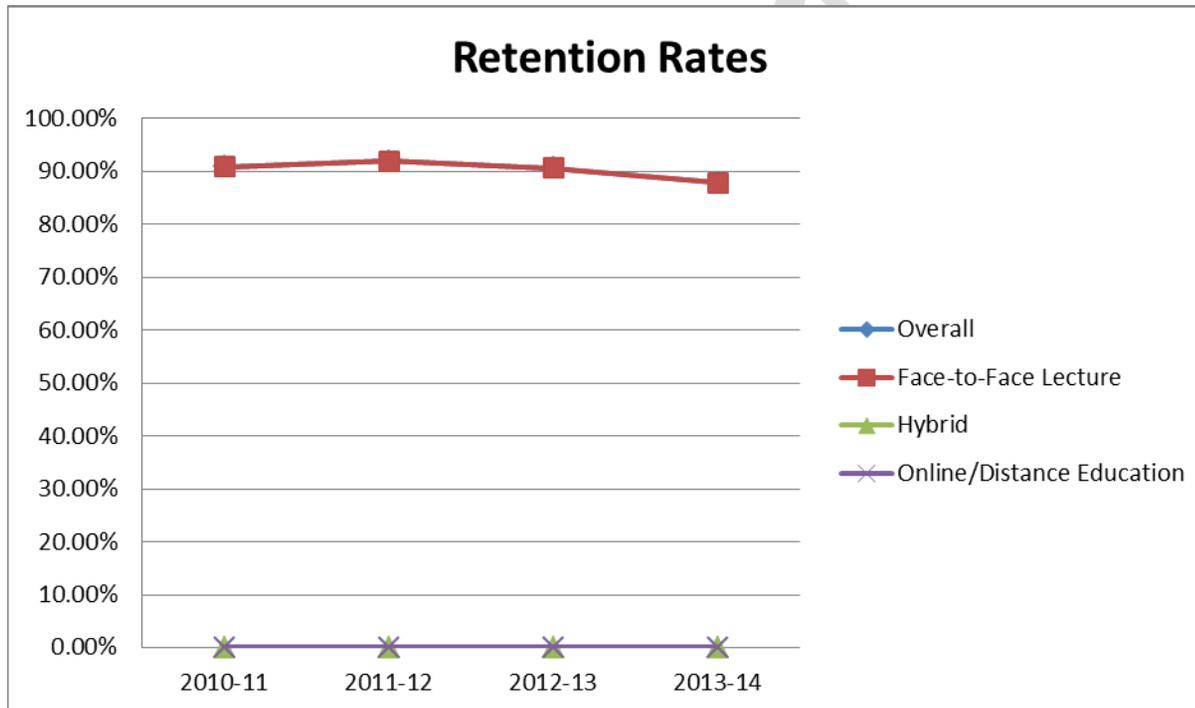
Additionally, Reading’s 2013-14 rate is still better than the 2007-08 (63.25%), 2008-09 (60.42%), and 2009-10 (62.91%) rates which are not included in this data table.

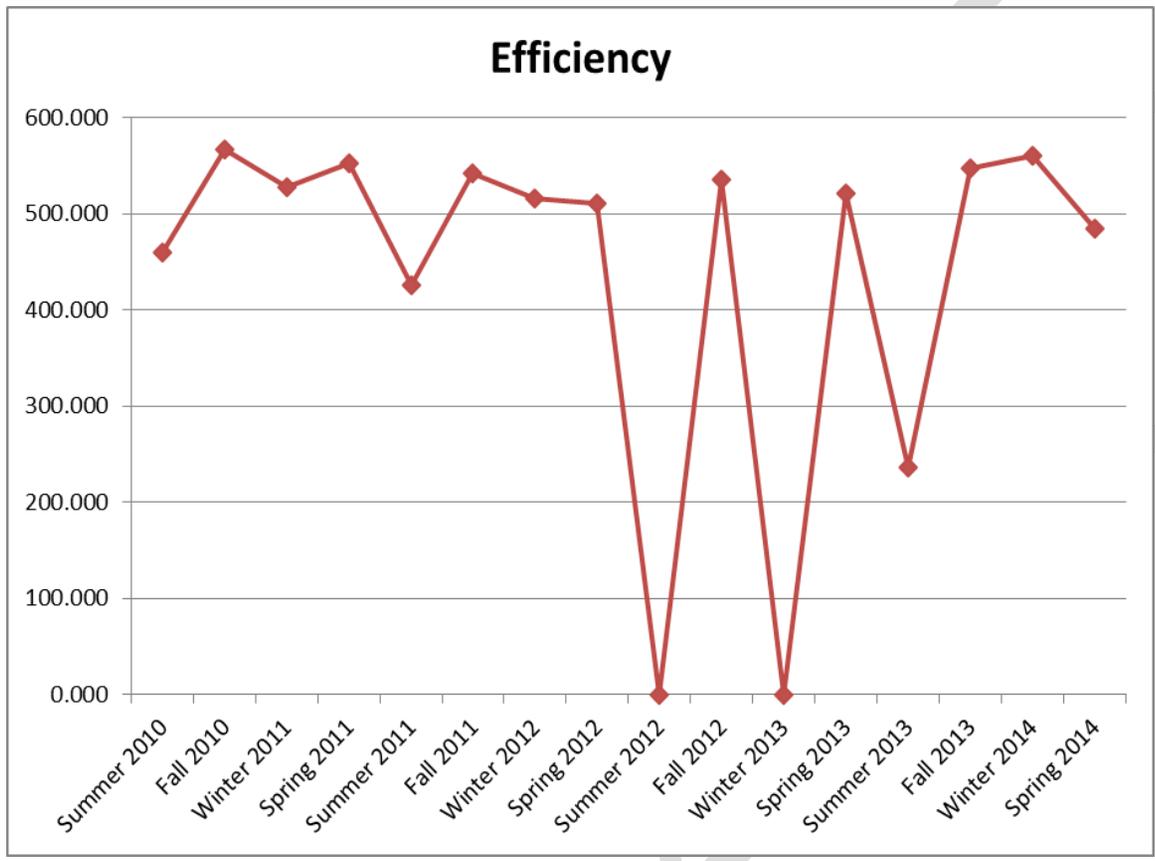
Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	71.24%	70.18%	70.09%	66.40%
Face-to-Face Lecture	71.24%	70.18%	70.09%	66.40%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%



There is a slight dip in Reading’s retention rate, but the discipline is satisfied with a rate in the high 80’s, especially when compared to the college’s face-to-face rate of 77.16%; Reading is over 10% higher. I believe this is because the Reading faculty are passionate about teaching and the majority of students who place into a Reading class, even though it isn’t “required” take it because they know that in order to be successful in college they need to improve their reading skills and strategies.

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	90.86%	91.85%	90.63%	87.82%
Face-to-Face Lecture	90.86%	91.85%	90.63%	87.82%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%





With exception of winter and summer sessions, the efficiency rates seem to hover around 500.

3. What annual goals does your unit have for **2015-2016** (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Educational Master Plan](#)?

List the goals of your unit for 2015-2016	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
<p>Offer a better designated space for Lab and Reading 81 and 82.</p> <p>Considering the results of this year’s assessment project, there is proof that the Lab component of REA 81 and 82 is powerfully and positively effective in making “readers” out of students who previously admitted to “hating reading.”</p> <p>Ideally, of course, there would be a classroom space designated for Reading only. If Norco hires a Reading Paraprofessional the space can be open for ALL Norco Students. More about this goal will be expressed in the Assessment portion of this document.</p>	<p>The current location, LIB 110, is inadequate.</p> <ul style="list-style-type: none"> • The bookshelves are unsecured. Therefore, <i>literally thousands</i> of dollars of reading materials can easily be stolen. • Also, the current shelving space is limited because it is located behind sliding whiteboards which essentially cut the useable space in half. Further, half of the space is located behind the instructor’s computer station compounding the problem of accessibility. While there <i>are</i> cupboards that do indeed lock, they are below the whiteboard level, essentially at knee level. Hence they are not conducive to student use. • Finally, the unmovable tables in LIB 110 are problematic for any kind of learning other than pure lecture. Students can’t properly move into cooperative learning groups, and instructors are prevented from being able to walk about the room to monitor 	<p>Goal 1.6 “Increase success and retention rates.” Students who discover that they can actually enjoy reading will most probably be more successful reading their required texts. A change in attitude is the very important Affective factor in learning.</p> <p>Goal 2.1 “Increase student engagement ...” If there was a designated Reading-only Lab, any Norco student could sign into the Lab when classes are not using the space. Thanks to the ASNC’s College Project (a generous donation of \$2,000), the Reading Discipline now has a library that is full of current and exciting reading material. Unfortunately, the library is often loud. A Reading Lab would be just for reading, a quiet space on campus. We want to encourage students to read between classes in a space that is inviting and “on-trend”.</p> <p>Goal 2.4 “Increase the percentage of students who consider the college environment to be inclusive.” Again, thanks the funding from the ASNC, the Reading Discipline has purchased books with diversity in mind: diversity of genre, culture and of interests.</p>	<p>NA</p>

	<p>activities.</p> <p>Respecting that space on campus is limited, a better space for REA 81 & 82 (classes that include Lab) could be shared with other disciplines provided that:</p> <ol style="list-style-type: none"> 1. There are sufficient, secured bookshelves. 2. Those bookshelves are user friendly by being at an appropriate height. 3. The student desks are movable. The individual desks in some of the IT classrooms come to mind as a solution. Those desks can be moved, and students can turn in their chairs. 	<p>Goal 2.6 “Increase current students’ awareness about college resources dedicated to student success.” Please read the assessment finding in this document. It becomes very clear that students who have not been “successful” with reading in the past can change their perception of, and attitude towards, reading if given the proper setting and reading selections. A dedicated Reading Lab space would be a resource for all Norco students.</p> <p>Goal 6.5 “Revise the Facilities Master Plan” to include a Reading Lab space. Classes which require computers, get classrooms with computers. Why don’t the classes that require accessible, secured bookshelves get adequate bookshelves?</p>	
Offer more REA 81 & 82 in the fall	Offer more sections; hire another full-time Reading Instructor to accommodate the increase.	<p>Mission Statement: “We provide foundational skills...”</p> <p>Goals: 8. “Increase the percentage of students who begin addressing basic skills needs in their first year.”</p> <p>10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.</p>	
Hire another full-time Reading Instructor		<p>Mission Statement: “We provide foundational skills...”</p> <p>Goals: 8. “Increase the percentage of students who begin addressing basic skills needs in their first year.”</p> <p>10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students Goal 1.6 “Increase success and retention rates.”</p>	

Provide compensation for a meeting with part-time faculty in order to address concerns stemming from the REA 83 assessment	We need to meet to improve instruction and outcomes. Part-time faculty basically teach this course so they need compensation.	Goal 1.6 “Increase success and retention rates.”	
Offer REA 4, a CSU transferable course, every semester. This course is also now a part of the Communications AOE. AND Meet with counseling to promote REA 4	Offer more sections; hire another full-time Reading Instructor to accommodate the increase.	Goal 1.1 “Improve transfer preparedness” by offering a pragmatic approach to critical Thinking while meeting CSU graduation requirements. REA 4 is CSU transferrable and is now part of the Communication AOE Goal 1.5 “Increase completion rate of degrees and certificates over 6 years	
Offer REA 86: Reading Strategies for Textbooks – This course is intended for students currently enrolled in a lecture class where the curriculum and instruction depends on extensive textbook readings. Students will receive instruction on using different reading comprehension strategies designed for better understanding and retention of textbook material. 18 hours lecture.	The teaching of this course necessitates a full-time instructor to properly provide both the content area professor and the Reading professor the preparation and collaboration time that is integral to the concept of the course.	Goal 1.8 “Increase the percentage of students who begin addressing basic skills needs in their first year.” This course can assist students with their reading needs without having to take a full 16 week course. Its purpose is to give students the reading strategies they need in the first 8 weeks of a content area course using that class’s actual textbook. This may also help in acceleration (Goal 1:3) since the full length Reading courses are “recommended,” not “required.”	
Re-hire a Reading Paraprofessional	Under the supervision of the area Dean, performs a variety of specialized tasks to assist students in the reading program, including testing reading students and assessing their progress, tutoring reading students, assisting reading instructors.	Mission: this staff position helps “...provide foundational skills ...” Goals 1 & 2 This staff position works directly with students in support of achievement and success.	
Design an accelerated course targeted for typical REA 82/83 students. Something akin to ENG	In process with District Reading faculty	Goal 1.3 “Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to	

80		traditional basic skills curriculum.”	
Assess REA 4	The discipline has discussed this several time at monthly meetings, but the full-time instructor who mainly teaches this course at another college in the district has yet to develop something. The Norco Reading faculty will discuss this a the meeting I'm proposing for part-time faculty.	Goal 1.6 “Increase success and retention rates”	

**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: Reading
 Contact Person: Mitzi Sloniger
 Date: April 29, 2015

Current Human Resource Status

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

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Reading	1	4	

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
Reading Para-Professional	0	0	

5. Staff Needs

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

<p>List Staff Positions Needed for Academic Year _____ Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Annual TCP*</p>	<p>Distanced Education</p>
<p>1. Add NEW full-time Reading Faculty <u>Reason:</u> Anticipation of the college meeting Goal 1.8 <i>“Increase the percentage of students who begin addressing basic skills needs in their first year.”</i> In order to meet this goal the college will have to offer more Reading basic skills class sections. The discipline would also like to offer more REA 4, and add REA 86.</p>	<p>N</p>	<p>51,044 Based on step one, column A/B of the faculty salary schedule</p>	
<p>2. Replace the Reading Paraprofessional position <u>Reason:</u> Again, it is a matter of parity with the other institutions. The fact that this position was cut, and that other Academic support positions are being advertised, is indicative of how the institution views the basic skills students in general. Reading students and faculty are greatly upset and affected by the void of this staff member. Additionally, with the current and projected success of the enhanced Reading Lab, the discipline anticipates growth in the number of students seeking time/assistance/ space of a specified Reading Lab on campus.</p>	<p>R</p>	<p>Approx. \$46,332 for full-time Part-time \$20,000-?</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

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.

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 : _____ *Reading* _____

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

List Equipment or Equipment Repair Needed for Academic Year <u>2015-2016</u> Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. Bookshelves that can be secured (locked), preferably an entire wall length of them. <u>Reason:</u> Thanks to the generous funding from ASCN, the discipline now has literally thousands of dollars in reading materials. They are presently unsecured. They could easily be stolen.	I	\$200. - \$1200 each				
2. Individual student desks (like those in some IT classrooms) <u>Reason:</u> either find another space for the REA 81 & 82 classes, or alter the student tables to desks. The design of LIB 109 is not conducive for “best-practices” in teaching.	I		30			
3. Bulletin Boards for the Lab space. <u>Reason:</u> in the proposed Reading Lab space students would be able to post reviews of books, or student art based on books read.	3?					
4. New Computer or Laptop for Discipline. The sole full-time discipline member at Norco College is also the District Discipline Facilitator. The current college-provided computer is both out-of-date, and plagued with viruses. Most of the	I	\$300 +?	1	Unknown – depends on college/di		

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.

files were corrupted. While the Help Desk has been very supportive in trying to solve the problems, the discipline member/District Facilitator cannot adequately perform the duties of the job without current technology.				strict vendor		
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* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

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

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

Unit Name: READING

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

List Professional Development Needs for Academic Year__ Fall 2015_. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. Funding to pay part-time Reading faculty for meeting regarding assessment findings (2 hours) <u>Reason:</u> It is the part-time faculty that typically teaches REA 83	Hourly part-time rate? Starting range: \$47.59 - \$61.76	4 persons	4 persons for 2 hours each, using a middle figure of \$55 an hour = \$440.		
2 Attendance at annual College Reading and Learning Association national conference. <u>Reason:</u> The Reading Discipline has one full-time professor. It is critical for	300. 450. +	1	\$1,135.		

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>her to update her knowledge of trends in basic skills reading. The 2014 conference fee was \$300. The 2015 fee is not yet posted. Conference Hotel: Double-Tree Portland – single room \$150. A night. Conference is November 5-8, 2015 Flight estimate: \$251. - \$636. Depending ... mid-range \$385</p>	<p>tax (hotel for 3 nights) \$385. flight</p>				
<p>3. <u>Reason:</u></p>					
<p>4. <u>Reason:</u></p>					

*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.

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

<p align="center">List Student Support Services Needs for Academic Year _____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center">EMP GOALS</p>	<p align="center">Distance Education</p>
<p>1. <u>Reason:</u></p>		
<p>2. <u>Reason:</u></p>		
<p>3. <u>Reason:</u></p>		
<p>4. <u>Reason:</u></p>		
<p>5. <u>Reason:</u></p>		
<p>6. <u>Reason:</u></p>		

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

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

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.

9. 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. A designated room for Reading classes and Lab to properly serve the Reading Discipline, Lab and all Norco students. <u>Reason:</u> It's part of the dream, the vision. All of the items in the requests above could come together if Reading has its own space on campus.</p>					
<p>2. Establish a discipline related budget for Reading only. <u>Reason:</u> The funding from the ASNC this spring was extremely generous and provided a base from which the Reading Lab can grow. The assessment of Lab in REA 81 and 82 indicates that students are most interested in CURRENT books. Books that were popular three, even two years ago are selected less often than was is current, and even "trending" today. The Reading Discipline would not need as much as the grant provided this year, but considering the receipts of recent purchasing it is reasonable for the discipline to ask for \$400 a year in order to purchase new books every fall and spring. Additionally, this funding would also help pay for the office supplies the faculty is currently personally purchasing. These items include labeling tape, packing tape to strengthen the spines of paperbacks, and sign holders. These items are also used to update the display shelves in the hallway of the first floor of the library. A recent article citing a recent Pew Internet Research study found that "...e-reading is on the rise but ECLIPSED by the continuing popularity of print."</p>	<p>Books \$8. - \$16 each plus tax</p> <p>heavy duty shipping tape \$3.99 e</p> <p>Brother labeling tape 39.99 (2 pk)</p> <p>Deflecto Stand Up Sign Holder, Bottom Load, Clear, 11"H x 8 1/2"W \$8 each</p>	<p>Will vary</p> <p>1 or 2</p> <p>1</p> <p>4</p>	<p>\$400.</p> <p>(approximately \$80. For supplies and the remainder for books)</p>		

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

4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

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

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

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

Additional comments:

II. Norco College - Annual Assessment Update

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

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

Course number and name	SLO <i>Initial Assessments</i> and completed Reports (State each SLO e.g., SLO 1)	SLOs with <i>Improvements identified</i> (Identify the SLO with # of improvements in () e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <i>Loop-Closing</i> assessment (state SLO and effect)
EAR 20 Child Development	SLO 1, SLO 3 (Indicates the discipline assessed and wrote a report for both SLO 1 and 3 in the past year for this course)	SLO 1(2) (Indicates 2 adjustments were made to the course e.g., in materials, assignment, test questions, pedagogy, curriculum etc. Notice, nothing is stated for SLO 3 – suggesting no concerns were identified...see the next column...)	SLO 3 – results meet discipline set standards of 75% success (If no improvement is needed please state why in this column)	SLO 1 – data indicate increased success after improvements were made (This means a closing the loop assessment was completed on SLO 2 for EAR 20)

Course number and name	SLO <i>Initial Assessments</i> and completed Reports (State each SLO e.g., SLO 1)	SLOs with <i>Improvements identified</i> (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <i>Loop-Closing</i> assessment (state SLO and effect)
REA 81	SLO “Recognize that reading is a useful lifelong tool and recreational activity.”		Results meet disciplines expectations: 85% of the students surveyed have a positive response to the Reading Lab	The data indicates student success, especially after the ASNC funding expanded the Lab materials for students to choose from. More in an appendix.
REA 82	SLO “Appreciate reading as a means for gaining knowledge and as an intrinsically enjoyable activity.”		Results meet disciplines expectations: 81% of the students surveyed have a positive response to the Reading Lab	The data indicates student success, especially after the ASNC funding expanded the Lab materials for students to choose from. More in an appendix.
REA 83	SLO 1,2, 3,4,5,7,8, Discipline standard = 70% SLO 4 “bias” falls short of discipline standard; SLO 5 falls short of the discipline standard; SLO 7, while having improved, still falls short of the discipline standard of 70%; SLO 8 falls short of the discipline standard		SLO 1, results exceeded discipline standard of 70% SLO 2, mean results exceeded discipline standard; SLO 3, results met discipline standard of 70%; SLO 4, results for “purpose, fact & opinion” exceeded discipline standard;	Data indicates that the email conversations between the full-time and part-time faculty was insufficient. It helped with some SLOs, but not all. A request is being made for funding a meeting for full & part time faculty to address the problem areas of REA 83

Documentation of Assessment for REA 81 LAB

(student survey with open ended questions, and one likert scale question)



REA 81 LAB
Assessment tool 201



REA 81LAB
Assessment Results

Documentation of Assessment for REA 82 LAB

(student survey with open ended questions, and one likert scale question)



REA 82 LAB
Assessment tool 20:



REA 82 LAB
Assessment Results

Documentation of Assessment for REA 83 SLOs

(common exam given to all REA 83 classes)



REA 83 assessment
2012, 2013, 2014 for



REA 83 Course Level
Assessment for Fall :

2015

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

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
REA 4 was added to the Communications AOE			

It's in the minutes of the Curriculum Committee meeting February 24, 2015. That document is eleven pages long.



Curriculum minutes from 2-24-15.docx

Here is an embedded link to the page that verifies this information.

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

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

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.
- Providing a larger selection of new, relevant and varied reading materials in Lab greatly improved the students' appreciation of reading.
 - Allowing students to simply read, and not requiring written documentation, freed students to focus on the Reading, rather than producing something for the purpose of getting "credit" in Lab. This is huge. Because of my teacher credential training and my Master's in Education, for years I had always assigned some kind of summary, journaling etc. What I discovered is that rather than finding something to enjoy and value about reading, it remained the "chore" they had come to believe it was. A longer explanation of this is added to the end of this document.

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.
- Over the past year, the District Discipline members re-wrote almost all of its Course Outlines of Record. In doing so, my colleagues decided to drop the SLO regarding Lab, even though we still have Lab, because they believed it was too difficult to “prove success” in today’s assessment minded culture. With the project and assessment Norco did this spring, I will most certainly be advocating that we revise the COR for REA 81 and 82 again to reinstate the SLO regarding the appreciation of Reading as a Lifelong tool for gaining knowledge.
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?
- The results of the Lab assessment are so new we haven’t met yet. Our next meeting is the 22nd of May, and as the District Discipline Facilitator I will most certainly have my findings on the agenda.
 - The results from the previous assessment of REA 83 were shared with part-time Reading faculty via email last year. Clearly, that wasn’t efficient nor productive. I am requesting funding in order to meet with them, address the findings from the REA 83 common exam and plan ways to improve our teaching, student learning and ultimately the outcomes of the course.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.
- YES!** A resounding YES. The assessment of Lab proved how powerful it is. Reading needs an appropriate space on campus. Certain disciplines have specific needs. Much like teaching computer programming needs a room with student computers, or teaching art needs a studio. Teaching Reading needs accessible, securable bookshelves. The current space is not adequate. The Reading Lab needs have continually been minimized or ignored at this college. We know we have underprepared students. And, as a result of Lab assessment this year, I know that Lab helps prepare them to be better readers.

Unfortunately, it seems that politics are making the decisions regarding basic skills in Reading from the state level on down. If I could poll all of the students who have taken Reading 81 or 82 and had the opportunity to learn to appreciate reading because of the Lab, I would. And, I bet they would be interested in having a Lab that they could use for their entire stay at Norco College. I know this because when I see them on campus and tell them how many books we now have, they ask to come and see. They are envious. I’m sure they would like to have time each week to sink their teeth into a good book.

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

I could use some help in redesigning the tool itself. 4 of the 5 questions were fill-in, open-ended. While this helps me, it doesn’t necessarily translate well for “reporting.”

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

Assessment Unit Name: _____

Average score _____

	0	1	2	3
On-going SLO assessment and Loop-closing activity	No evidence provided 0	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing) 1	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing) 2	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing) 3
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No indication of any changes made to any courses and limited clarification regarding discipline standards 1	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear 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 or department 1	Clear demonstration of dialogue and sharing of assessment within discipline or department 2	Robust and systematic dialogue and communication demonstrated within discipline 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 '13-spr '14 1		

**Norco College Reading Discipline Assessment for 2014-15
REA 81 and REA 82 Lab**

Background: Both REA 81 and REA 82 have a 36 hour Lab component in their respective Course Outlines of Record.

Back in 2007 when I transferred from what was then the “city campus” to the “Norco campus,” the physical lab that existed at Norco was a *corner* of the Writing Center. I was used to an entire room full of traditional Reading Lab materials, staffed with two Reading Paraprofessionals. In stark contrast, the Norco space was not large enough for a class, nor was it stocked with sufficient, current Lab materials. It quickly became my goal to create a Reading Lab at Norco that would rival the Lab at Riverside. In the meantime, all of the Reading Instructors at Norco had to be creative in terms of addressing the COR with respect to the Lab SLO in REA 81 and REA 82. See the boxes below that not only state the SLO with regards to Lab, but how the COR also carries the desired outcome throughout the documents.

REA 81 SLO – “Recognize that reading is a useful lifelong tool and recreational activity.”

Course Description

“... along with individually prescribed work in which **a wide range of material will be utilized**. 54 hours lecture and 36 hours laboratory.”

Short Description for Class Schedule:

“...along with individually prescribed practice work in **a wide range of materials**.

Course Content:

“Reading Laboratory: 36 hours of teacher-supervised laboratory practice; skills/topics/focus to be determined by instructor.”

Methods of Instruction:

“A variety of materials and exercises that exemplify the value of reading;”

Methods of Evaluation

“Informal writing and/or **discussions to assess students’ attitudes toward reading as a lifelong tool and recreational activity”**

REA 82 SLO – “Appreciate reading as a means for gaining knowledge and as an intrinsically enjoyable activity.”

Course Description

“... along with individually prescribed work in which **a wide range of material will be utilized**. 54 hours lecture and 36 hours laboratory.”

Course Content:

“Perception of Reading: Consideration of reading as a pleasurable activity as well as a means for gaining information.”

Methods of Instruction:

“Assignments and **discussions that promote the benefits of reading and thus aid students in developing a positive attitude toward reading.**”

Methods of Evaluation

•Informal writing and/or discussions to assess students’ appreciation of reading as a means for gaining knowledge and as an intrinsically enjoyable activity.

Before the current Lab/classroom:

Initially after the transfer I roamed from classroom to classroom like many professors on any college campus. The situation effectively meant it was impossible to “assign” traditional materials for Lab because 1. There was no real lab space where I could take a class full of students and 2. I couldn’t possibly move materials from one end of campus to the other throughout the day, day after day. The result was that I allowed students to read whatever outside reading material they wanted to bring in as long as they completed one of three options by the end of the hour: a journal entry, a dialectal journal entry, or a summary. Eventually, I noticed that students were more concerned with getting something written “for credit” than they were about actually reading. So I did the “unthinkable.” I stopped requiring a written assignment. Instead, we had short class discussions about books that were interesting, or not so interesting and why. The transformation began. Students actually attended to their reading. They were free to think beyond the boundaries of an assignment. They naturally learned to evaluate, and

have an opinion about what they were reading. They commented freely, and they listened to each other. Reading during Lab became less of a chore and more of an “experience” with the printed word.

Fast forward to the present

Since the remodeling of the first floor of the library, most REA 81 and 82 classes are scheduled in LIB 110 which has bookshelves located behind sliding whiteboards. This space allows the Reading faculty to house traditional “Reading Lab” materials and, more importantly, a selection of books intended to provide the “wide range of material” that the CORs suggest. However, there are several drawbacks to the space:

- The bookshelves are unsecured. Therefore, *literally thousands* of dollars of reading materials can easily be stolen. The ASCN generously granted the Reading Lab students \$2,000 for books.
- The current shelving space is limited because it is located behind sliding whiteboards which essentially cut the useable space in half. Further, half of the space is located behind the instructor’s computer station compounding the problem of accessibility. While there *are* cupboards that do indeed lock, they are below the whiteboard level, essentially at knee level. Hence, they are not conducive to student use.
- The unmovable, room-length tables in LIB 110 are problematic for any kind of learning other than pure lecture. Students can’t move into cooperative learning groups, and instructors can’t walk about the room to monitor activities.

(These obstacles are enumerated in the Goals section of this document.)

In spite of these obstacles, something happened once the space was provided. The few traditional Reading Lab materials (used in Reading Labs across the country) now had a home. The Reading faculty gradually added reading materials to the Lab Library. And, students began to read ... with enthusiasm! So, the Reading faculty added more books, mostly donations from personal libraries or expenses. The enthusiasm grew!

Eventually, as the full-time faculty member in the discipline, I decided that there was sufficient anecdotal evidence to request funding for more reading materials. There were some books that were so popular that students had to be first into class in order to grab the book. Other books were getting so much use that the spines were breaking down. And still others, disappeared; I would like to think positive thoughts as to

why Hence, I applied for funding of new books through the Associated Students of Norco College's Campus Project. Beyond my, or my students' expectations, the ASNC granted the Reading Discipline \$2,000 to purchase books for the Reading Lab. Words cannot begin to describe how validated my students and I felt when we received confirmation of the funding. If they had friends or family who had previously taken REA 81 or 82, the students spread the message. I've spread the message every day since receiving the letter from the ASNC. I've seen previous Reading students on campus and told them what happened. I've invited them to come visit and see what we now have. And, they *have* come to visit and see. And they are excited. Perhaps, maybe, they are a little jealous that they no longer have "Reading Lab" because the new selection of materials is so exciting.

Why is it exciting? Because I invited all of my students to meet me at Barnes & Noble and go shopping. While I may have been able to get a better discount through the bookstore, nothing can compare to the experience of actually being in, and being able to purchase, books in a bookstore. We made several excursions and different students joined me each time. Some students arrived with lists from their classmates who couldn't make it. Still others told me what they would like and I either found it or ordered it. To truly appreciate how the students feel, one must remember that these are the people who have been unsuccessful in Reading. Many of these students are on financial aid and cannot afford their textbooks, much less a book to read just because it is interesting.

Note: I did have a discount card that I used, as well as every coupon printed in that time frame.

Assessment

Had I known what a blessing the Basic Skills Reading Lab students were going to receive I would have started the first day of class with a "pre" assessment tool regarding Lab. But I didn't. However, I think the assessment that was administered is a very good start towards even better things for the Reading Discipline at Norco College.

Evidence

Two REA 81 and two REA 82 classes were given open-ended surveys to assess their respective SLO regarding Lab (documents

imbedded on page 25). The final question on each survey asked the students to rate the Students Learning Outcome on a likert score, for the sole purpose of generating quantitative data.

Immediate Impact of Assessment this year:

1. Meet with, and convince District colleagues to revise the CORs for REA 81 and 82 with specific regard to Lab. We need to reinstate the previous Student Learning Outcome for Lab.
2. Be more vociferous in advocating a Reading-only Lab space for all Norco students.
3. Obtain a discipline specific budget for Reading and the Lab

Future Plans for assessing the Lab

1. Improve the assessment tool by collaborating with colleagues.
 - a. Create a “pre” tool, and a “post” tool
 - b. Create another tool to assess more specific student interest in reading material. This would be very helpful if the Lab continues to grow.

Future Plans for Assessment in Reading:

1. Meet and discuss the Reading Discipline program’s strengths and weakness with part-timers. Assess. Repeat the cycle.
2. Assess other disciplines needs regarding reading readiness of students.
3. Assess REA 4