

# NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

**Unit: WORLD LANGUAGES (Japanese; Spanish)**

*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: Dr. Dominique M. Hitchcock**

**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](mailto:Diane.Dieckmeyer@norcollege.edu)

If you are CTE: [Kevin.Fleming@norcollege.edu](mailto: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 15<sup>th</sup>), 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](mailto: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: **WORLD LANGUAGES**

Contact Person: **Dr. Hitchcock**

Date: **March 15, 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. Japanese and Spanish remain housed in the Art Humanities and World Languages department.**
- b. Have any new certificates or complete programs been created by your unit? **The ADT in Philosophy was approved and attention will be paid to scheduling PHI courses in support of a four semester completion plan.**
- c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. **The department as a whole continues to support the Multi Media Grant, and the ADTs in Studio Art, Spanish, and Philosophy. Chairs are mindful to schedule classes to respond to the demand of certificates and ADTs.**

**In Spring 2015, one section of French is to be scheduled. The goal is to start building the French program by gradually increasing sections.**

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.

**FALL 13**

Courses	FTES	FT Load	PT Load	Load Total	Success	Retention	WSCH	Efficiency
SPA 1 (7)	45.64 48.53	0.38 0.77	2.27 1.92	2.65 2.68	80.8% 78%	91.8% 88%	1467.3 1543.14	553.99 575.13
SPA 2 (2)	13.19 14.39	0.38 0.77	0.38 0.38	0.77 0.77	96.8% 90%	96.8% 94%	422.1 463.41	550.61 604.50
SPA 3 (1)	6.28 5.94	0.38 0	0 0.38	0.38 0.38	96.7% 97%	100.0% 100.0%	201 191.24	524.39 498.93
JPN 1 (2)	12.56 15.95	0 0	0.77 0.77	0.77 0.77	68.9% 54%	73.8% 68%	408.7 507.18	533.13 661.0

**COMPARISON FALL 2012 / FALL 2013**

Courses	FTES	FT Load	PT Load	Load Total	Success	Retention	WSCH	Efficiency
SPA 1	-2.89	-0.38	+0.38	same	+2.8%	+3.8%	-74.84	-21.14
SPA 2	+1.2	-0.38	same	same	+6.8%	+2.8%	-41.31	-53.89
SPA 3	+0.34	same	same	same	-0.03%	same	+9.76	+25.46
JPN 1	-3.39	same	same	same	+14.9%	+5.8%	-98.48	-128.47

FALL 2012 / FALL 2013

**FTES:** A slight increase can be observed in SPA-2 and SPA-3 whereas SPA-1 and JPN-1 have decreased. The increase in Spanish 3 may be related to the interest in ADT completion.

**Full Time / Part Time distribution:** No significant change.

**Success:** Overall, success rates have increased, significantly for JPN-1.

**Retention:** There is an overall increase, continuing the previous year's trend.

**WSCH:** Same comment as for FTES numbers above.

**Efficiency:** Numbers show a significant increase for SPA-1 and SPA-2, as well as JPN-1. SPA-3 shows an important increase, again possibly related to ADT students.

## SPRING 14

Courses	FTES	FT Load	PT Load	Load Total	Success	Retention	WSCH	Efficiency
SPA 1 (6)	39.99 40.69*	0.38 0.77	1.92 1.53	2.3 2.3	83.0% 83.2%	94.7% 88.6%	1280.4 1337.4	556.7 581.53
SPA 2 (2)	11.95 12.69	0.38 0.38	0.38 0.38	0.77 0.77	87.5% 90.2%	91.1% 90.2%	382.48 408.7	498.9 533.13
SPA 3 (1)	5.97 4.78	0.00 0.00	0.38 0.38	0.38 0.38	92.9% 96.2%	92.9% 96.2%	191.24 167.5	498.9 436.99
SPA 4 (1)	6.07 NA	0.38 NA	0.00 NA	0.38 NA	89.7% NA	93.1% NA	194.3 NA	506.9 NA
SPA 8 (1)	2.97 NA	0.00 NA	0.20 NA	0.20 NA	85.7% NA	93.1% NA	95.2 NA	476.0 NA
JPN 1 (1)	7.33 8.13	0.00 0.00	0.38 0.38	0.38 0.38	45.7% 55.9%	68.6% 73.5%	234.5 261.8	611.8 683.02
JPN 2 (1)	4.69 3.54	0.00 0.00	0.38 0.38	0.38 0.38	72.7% 88.9%	72.7% 88.9%	150.26 167.5	392.0 167.5

## COMPARISON SPRING 2013 / SPRING 2014

Courses	FTES	FT Load	PT Load	Load Total	Success	Retention	WSCH	Efficiency
SPA 1 (6)	- 0.7	-0.38	+ 0.38	SAME	- 0.2%	+ 6.1%	- 57	- 24.83
SPA 2 (2)	- 0.74	SAME	SAME	SAME	- 2.7%	+ 0.9%	- 26.22	- 34.23
SPA 3 (1)	+ 1.19	SAME	SAME	SAME	- 3.3%	- 3.3%	+ 23.74	+61.91
JPN 1 (1)	- 0.47	SAME	SAME	SAME	- 10.2%	- 4.9%	- 27.3	- 71.22
JPN 2 (1)	+3.07	SAME	SAME	SAME	-16.2%	-16.2%	- 17.24	+ 224.5
SPA 4 / NA SPA 8 / NA								

**SPRING 2013/ SPRING 2014**

**FTES:**

A very minimal decrease can be observed in SPA-1 and SPA-2. A general slight drop is not unusual when economy improves. SPA-3 shows an increase from the previous year, possibly related to increasing awareness and interest in the Spanish ADT. JPN-1 slightly decreased, but JPN-2 shows growth, with can be credited to the instructors and to student interest, possibly connected to Gaming.

**Full Time / Part Time distribution: No significant change.**

**Success:**

Overall, success rates have slightly decreased in SPA 1, 2, and 3, but remain high. The decrease is more important in JPN 1 and 2.

**Retention:** There is an overall increase, continuing the previous year's trend.

**WSCH:** Same comment as for FTES numbers above.

**Efficiency:**

Numbers show a decrease for SPA-1, SPA-2, as well as JPN-1. SPA-3 shows an important increase, again possibly related to students pursuing the ADT and having a major focus. The increase for JPN 2 is important (see FTES).

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

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
Continued yearly assessment of SPA- 1 and SPA-2. Since 2011, Fall sections only are assessed. Possible switch to assessing Spring	Pre and Post assessment Faculty meeting Collect and analyze data Identify necessary changes	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)	NA
Although the loop is closed on SPA-3 assessment as of Fall 2014, yearly assessment will follow	FT Faculty Collect and analyze data Identify necessary changes	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)	NA
SLO 6 assessment for SPA-8 Initial Spring 2015.	Collect and analyze data Identify necessary changes	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)	NA
Although SPA-4 was assessed in Spring 2014 the course will be re-assessed because of new textbook.	FT Faculty Collect and analyze data Identify necessary changes	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)	NA
Second Spanish ADT PLO assessment to include SPA-12 first assessment in Fall 2015	FT Faculty Collect and analyze data Identify necessary changes	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)	NA
Conduct initial Assessment Cycle in Spring 2015 for FRE-1. If FRE-2 is scheduled in Fall 2015, initial assessment will be required	Collect and analyze data Identify necessary changes	Enhance Academic Programs (Goal 4) Increase Student Retention, Persistence, & Success (Goal 1)	NA
New Spanish Curriculum. Spanish for the Professions / 1 unit modules	Assess community and student need. Research college curricula. Create courses	Goal 1 Goal 4 Goal 5	Possible
Japanese 1 to be reassessed in Spring 2014	Collect and analyze data Identify necessary changes	Increase Student Retention, Persistence, & Success (Goal 1) Enhance institutional effectiveness (Goal 5)	NA

# Norco College Annual Instructional Program Review Update

Unit: **WORLD LANGUAGES**

Contact Person: **Dr. Hitchcock**

Date: **March 15, 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
<b>SPANISH</b>	<b>1</b>	<b>7</b>	<b>NA</b>
<b>JAPANESE</b>	<b>0</b>	<b>2</b>	<b>NA</b>
<b>FRENCH</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

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

Unit Name: **WORLD LANGUAGES: JAPANESE / SPANISH**  
**NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)**<sup>1</sup>

List Staff Positions Needed for Academic Year 2015-2016 Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*	Distanced Education
<b>1. SPANISH</b> <u>Reason:</u> FT Spanish faculty retired in December 2010 and has not been replaced. NC only has one Full Time Language faculty member who is also the Chair. Student interest in Spanish has been in steady increase for years at Norco, as are success and retention rates. The inclusion of the Spanish ADT in the Norco College Catalog will continue to generate interest and attract a greater number of students whose goal is to major or minor in Spanish. The college is committed to support the ADT and the course rotation that ensures degree completion in 4 semesters. Due to the fact that Norco College language instructors teach both Lecture and Lab (0.38), associate faculty can only teach one course per semester. The ratio of associate faculty to full-time in SPANISH for 2013-2014 was 7 to 1.	<b>R</b>	<b>\$123,881</b>	<b>Possible</b>
<b>2.</b> <u>Reason:</u>			
<b>3.</b> <u>Reason:</u>			
<b>4.</b> <u>Reason:</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](#).

<sup>1</sup> 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.

**5. Equipment (including technology) Not Covered by Current Budget<sup>2</sup>**

List Equipment or Equipment Repair Needed for Academic Year 2015-2016 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
<b>1. Replace student laptops in Language Lab Classroom</b> Reason: <b>Current laptops are 5 years old</b>	<b>Instructional</b>	<b>\$400</b>	<b>32</b>	<b>\$12,800</b>	<b>Goals 1, 2, 4, 5, 6</b>	<b>NA</b>
<b>2.</b> Reason:						
<b>3.</b> Reason:						
<b>4.</b> Reason:						
<b>5.</b> Reason:						
<b>6.</b> Reason:						

\* 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](#).

<sup>2</sup> 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.

**6. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>3</sup>**

<b>List Professional Development Needs for Academic Year 2015-2016.</b> 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. <b>NA</b> <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

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

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

<sup>3</sup> 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.

**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 college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs for Academic Year 2015-2016</b></p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center"><b>EMP GOALS</b></p>	<p align="center"><b>Distance Education</b></p>
<p><b>1. NA</b> <u>Reason:</u></p>		
<p><b>2.</b> <u>Reason:</u></p>		
<p><b>3.</b> <u>Reason:</u></p>		
<p><b>4.</b> <u>Reason:</u></p>		
<p><b>5.</b> <u>Reason:</u></p>		
<p><b>6.</b> <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](#).

<sup>4</sup> 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 budget<sup>5</sup>**

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

<p align="center"><b>List Other Needs that do not fit elsewhere.</b></p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. <b>NA</b> <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
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.

<sup>5</sup> 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.

## Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	<b>0</b> No attempt	<b>1</b> some attempt	<b>2</b> good attempt	<b>3</b> outstanding attempt
<b>1. Retention, success, and efficiency rates have been identified and reflected upon</b>	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
<b>2. There are annual goals for refining and improving program practices.</b>	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
<b>3. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data</b>	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)
<b>4. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.</b>	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
<b>5. Resource requests have reasons identified and completed data fields, including estimated dollar amount.</b>	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
<b>6. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests</b>	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
<b>7. The document is complete</b>	No; there are incomplete sections	/	/	Yes; all sections are completed
<b>Column scores</b>				

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 <b>Reports</b> (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 <b>Reports</b>  (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)
SPA-1	<b>All:</b> - SLO #1(Listening and Reading skills) - SLO #2(Reading and Writing) - SLO #3 (Culture)	<b>Although percentages for each SLO exceeded 80% and indicated a significant increase from Fall 2012, changes were made in formatting to the Final Examination used as assessment tool.</b>  <b>Cultural awareness, SLO 3, in particular did not seem to reflect student knowledge due to inadequate questions on the exam.</b>	<b>All 3 SLOs results meet discipline set standards of 80% success, but changes were made regardless.</b>	<b>Yearly assessed Fall All 3 SLOs to be assessed again in Fall 2014. Expectation is that modifications made to the assessment tool will generate higher percentages, especially for SLO 3.</b>
SPA-2	<b>All:</b> - SLO #1(Listening and Reading skills) - SLO #2(Reading and Writing) - SLO #3 (Culture)	<b>Percentages for each SLO exceeded 80%. There was a significant increase from Fall 2012 for SLO 1 (Listening and reading skills), but there was a drop for SLO 2 (speaking and writing), and SLO 3 (culture).</b>  <b>A decision was made to modify methodology to include more writing activities in class, as well as focusing on culture.</b>  <b>Modifications were also made to the final exam (assessment tool) in form and in content, as instructors noticed significantly lower results on the final exam than on tests during the semester.</b>	<b>All 3 SLOs results meet discipline set standards of 80% success, but changes were made regardless.</b>	<b>Yearly assessed Fall All 3 SLOs to be assessed again in Fall 2014. Expectation is that modifications made to the assessment tool will generate higher percentages, especially for SLO 2 and SLO 3.</b>

SPA-3	<p>All:</p> <ul style="list-style-type: none"> <li>- SLO #1(Listening and Reading skills)</li> <li>- SLO #2(Reading and Writing)</li> <li>- SLO #3 (Culture)</li> </ul>	<p>SLO #3 assessment produced a percentage of 73%, below discipline set standard. This was surprising result since culture is taught throughout the course. Reformatting of the exam cultural question was necessary so that student understand they were asked to compare and contrast cultural elements.</p> <p>Although SLO 1 and 2 produces percentages above 80%, Writing skills under SLO 2 were assessed at 57%, which was unsatisfactory. Significant changes were made to methodology, grading rubrics, and final exam. Speaking skills produced an unrealistic high percentage (97%) most likely because the oral exam provided too much preparation. Also, a level 3 class is often composed of heritage speakers who possess oral fluency, but often low writing skills in Spanish.</p>	All 3 SLOs results meet discipline set standards of 80% success, but changes were made regardless.	Yearly assessed Fall
SPA-4	All: SLO #1; #2; #3	<p>All 3 SLOs assessed produced percentages above 80%, which is appearance is satisfying. However, percentages below 80% for Listening (68.5%) and Writing (78%) skills assessed respectively under SLO 1 and SLO 2 were not satisfying. The textbook used was not satisfying, especially for its online component. The decision was made to adopt a new textbook in Spring 15. Speaking skills assessed under SLO#2</p>	All 3 SLOs results meet discipline set standards of 80% success, but changes were made regardless.	Yearly assessed Spring New Assessment cycle to start in Spring 2015 with new textbook. Loop to close in Spring 2016.

		generated 97%, a number a little too high and led to conclude that the oral examination allowed for too much preparation: an element allowing to test speaking skills without anticipation was introduced.		
SPA-8	All but SLO 6 (Make comparisons between the Spanish language and Spanish-speaking cultures and their own through analysis of said cultures' products, practices and perspectives) were assessed first in Spring 2012 and then in 2014.	All 5 SLOs assessed produced percentages above 80%, which is appearance is satisfying. SLO 3 (Debate and defend their views) was assessed at 87%. Suggested changes were to allow for more practice in debate during the semester.  In Spring 2014, the course was taught by a different instructor. Results exceeded 80% and there was an increase in SLO 3 percentage.		The loop on SLOs 1, 1, 3, 4, and 5 was closed in Spring 2014.  As SLO 6 has never been assessed, it will be assessed alone in Spring 2015 (initial) and reassessed in Spring 2016. This class is only offered in the Spring semester as per ADT rotation.
JPN-1 (JAPANESE)	All: SLO #1; #2; #3	Percentages were below 80% and changes were made as follows.  <u>WRITING</u> : This component generated the lowest percentage as 62 %, which was as expected.  <u>CULTURE</u> : As for this component, there was a big drop from 3 years ago (from 76 % to 66%), but the questions for this area were very different from the last time, so it is difficult to compare and analyze the same way as last time; this time I included more questions in more	I find that the new version of rubric for mapping the oral and final exams to course SLOs is helpful, so I plan to continue to use this rubric.	To be reassessed in Spring 2015 after changes.

		<p><b>overt and systematic style; all of the questions were from the cultural notes in the textbook and / or the ones discussed in class, and some of the questions were asked in the previous exams. This was the first trial for this semester, so it is more meaningful to compare with the result in the future.</b></p> <p><b>There were several changes of the rubric of SLO from the one used last time 3 years ago. It looks like the new one shows clearer distinction of target of 4 basic skills (listening, reading, speaking and writing) and culture, so I felt I need to modify the questions used to assess each skill in the future. For instance, the questions I used to assess listening actually require certain level of speaking skill, which I believe contributed the unexpected result of higher speaking scores than listening this time. Likewise, some questions for reading also required writing skill to answer, so next time I will try to create the questions to test the target skill more distinctively.</b></p>		
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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
<b>1</b> <b>(closed Fall 2014)</b>	<b>NONE</b> <b>[1 (SPANISH ADT)</b> <b>Initial assessment in Fall 2014]</b>	<b>0</b>	<b>0</b>

- 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
<b>0 (loop to close Fall 2014)</b>	<b>0</b>	<b>0</b>	<b>0</b>

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.  
**The most significant change I made was to adopt a new textbook for SPA-4 in Spring 2015. The impact of that change will be identified during Spring 2015 assessment.**
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.  
**Currently, all language courses have 3 SLOs. SLO 1 focuses on 2 skills: Listening and Reading. SLO 2 focuses on two skills as well: Speaking and Writing. In previous CORs, each skill represented 1 SLO, which later were combined under one. Faculty is stills assessing each skill separately since each connects with a specific set of methods and materials. There would be value in returning to previous setting, not only to facilitate data collection and analysis, but also because of each skill's specificity.**
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?  
**SPANISH 1 and SPANISH 2: All associate faculty in Spanish participate in yearly assessment of SPA-1 and SPA-2 in Fall. FT and Associate faculty meet twice an academic year, first at the beginning of Fall and then at the beginning of Spring.**

At the first meeting, faculty reviews SLO in content and share comments on methodology and materials used to meet each SLO (essential for incoming associate faculty). Faculty reviews mapping of Final exam questions to SLO. As assessment is done yearly, comments and observations made during Spring and reflected upon once more at the onset at the semester.

Faculty collects data using Fall semester Final Exams. Data is analyzed and compiled by FT faculty. Faculty meets again at the beginning of Spring to analyze cumulative data. Faculty identifies strength and perceived weaknesses. Modifications to methodology, final exam and consequently, assessment tool are made as a group. The following Fall, faculty conducts another assessment cycle to ensure that changes made were valuable.

SPANISH 3: This course is assessed in Fall by FT faculty who communicates results to all faculty during the Fall meeting. FT faculty collaborates with associate faculty who teaches the course in Spring. FT faculty communicates results to all faculty during the Fall meeting.

SPANISH 4: This course is assessed in Spring (first assessment Spring 2014 since the course had not been taught at Norco prior to that date) by FT faculty who communicates results to all faculty during the Fall meeting.

SPANISH 8 (Intermediate Conversation / Prerequisite SPA 2 / ADT elective course): This course is only offered once a year in Spring. So far it has been taught by three different instructors. They have maintained conversation and awareness of assessment results. Materials are shared as well. FT faculty communicates results to all faculty during the Fall meeting.

JAPANESE: Longtime Japanese instructor (16 years at NC) is invited and attends all Spanish assessment meetings. She provides input and uses components of SPA assessment in her own assessment. Her participation is not only valuable for assessment, but also for a broader team collaboration and moral.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.  
**No, not at this time.**

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

