

**NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW**

Discipline/Unit/Department: Administration of Justice (ADJ)

Program(s) or Certificate(s) Associated: Crime Scene Investigation (CSI) Certificate

Contact Person: Alexis Gray

Due: April 20, 2017

Please send an electronic copy as a Word document (avoid PDF)

programreview@norcollege.edu



Form Last Revised: November 2016

Norco College

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

Comprehensive Instructional Program/Unit Review Update Instructions

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

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

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

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

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

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

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business

Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

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

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Comprehensive Instructional Program Review Update

Unit: ADJ

Contact Person: GRAY

Date: 4/20/17

Trends and Relevant Data

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

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	No	No
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT ? If not, discuss if you are in process or have future plans to do so.	Yes. We reinstated and revised our CSI Certificate Program	Yes. We are envisioning a partnership certificate with local Law Enforcement and local high schools but it has not yet been discussed with anyone
Have you made any substantial modifications to certificates/degrees (e.g. unit	We changed the requirements of the CSI certificate to include less	

requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	enforcement and more investigation	
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT .	We lost the program entirely for several years because of a grant to gaming. We are only just barely getting on our feet again.	No.

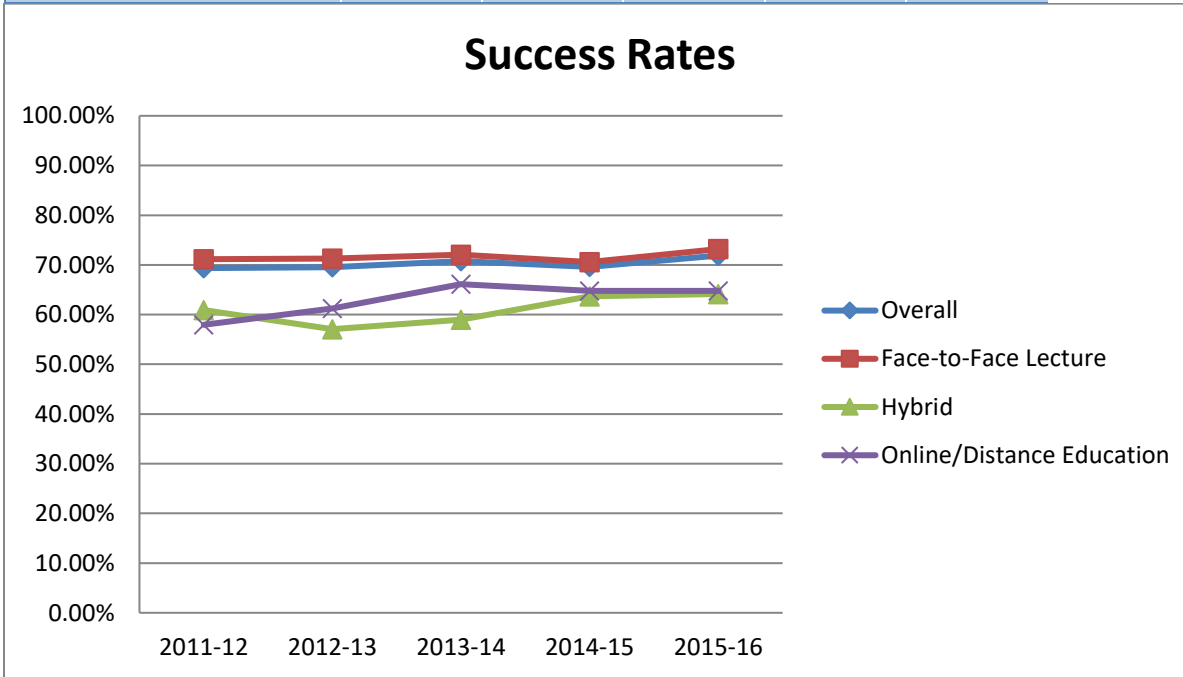
2. List your retention and success rates as well as your efficiency for the previous four years. Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.

Success and Retention

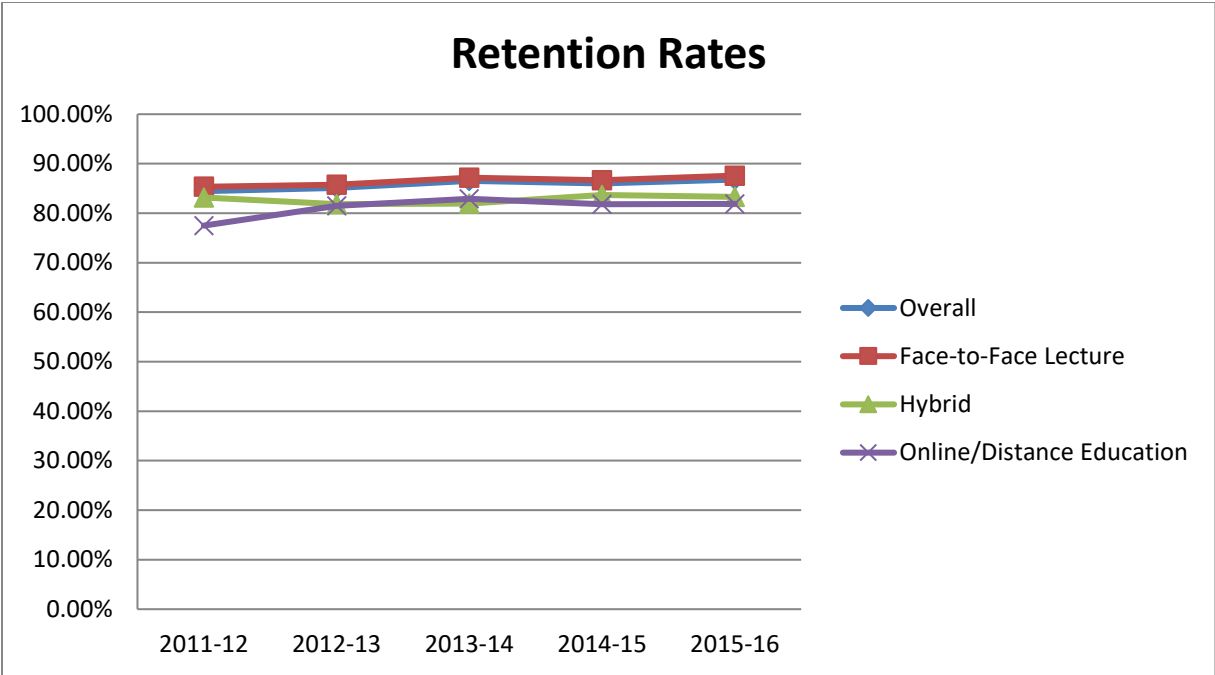
The charts below are the success and retention rates overall for Norco College.

Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	69.36%	69.52%	70.77%	69.64%	71.88%
Face-to-Face Lecture	71.16%	71.28%	72.05%	70.57%	73.19%

Hybrid	60.93%	57.07%	58.97%	63.69%	64.15%
Online/Distance Education	57.95%	61.20%	66.12%	64.78%	64.79%

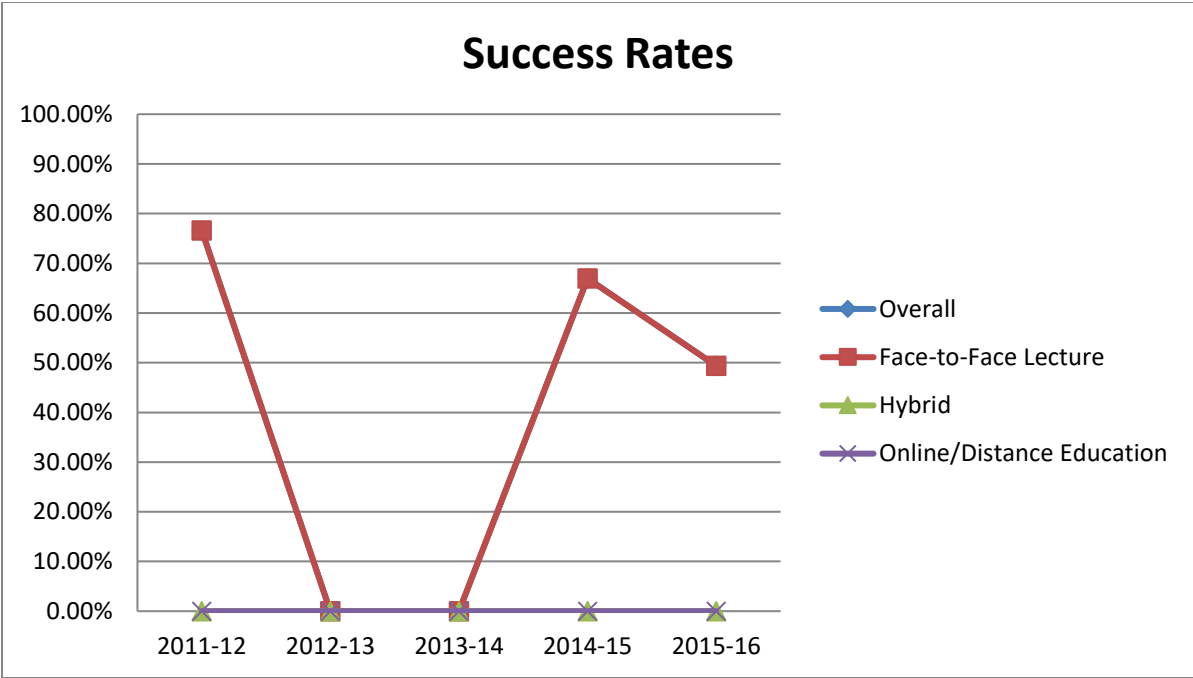


Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	84.45%	85.12%	86.51%	86.00%	86.79%
Face-to-Face Lecture	85.34%	85.76%	87.18%	86.63%	87.59%
Hybrid	83.16%	81.83%	81.91%	83.68%	83.29%
Online/Distance Education	77.50%	81.50%	82.91%	81.81%	81.87%

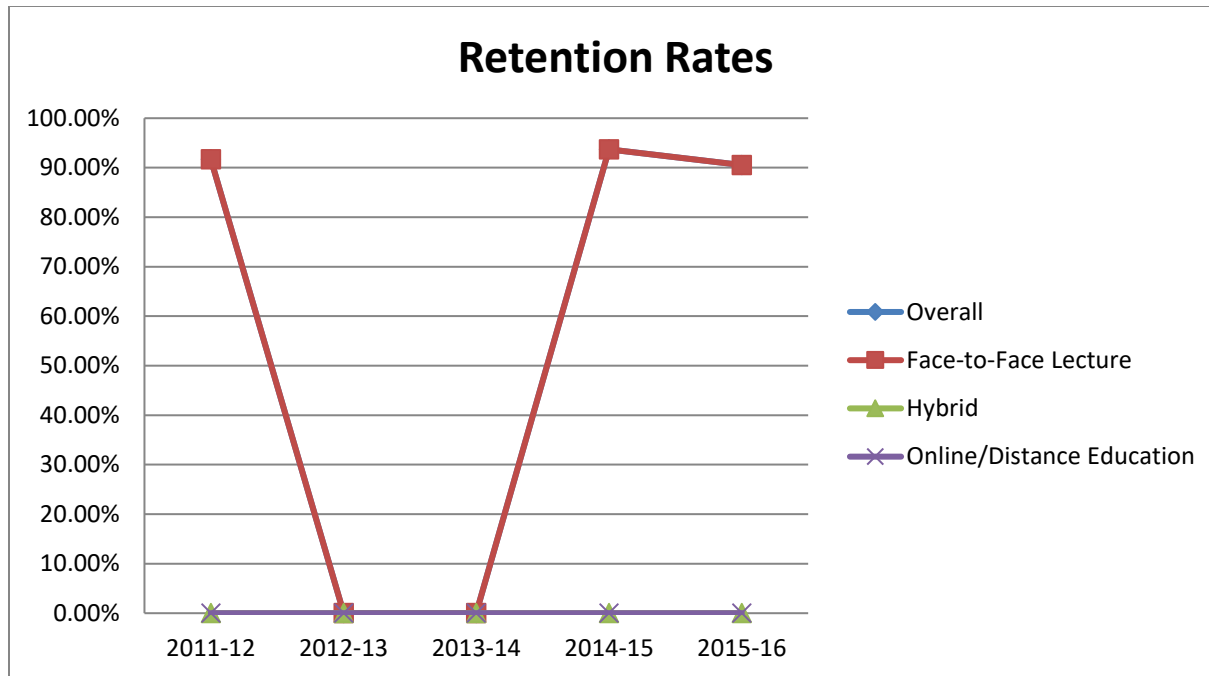


The charts below are the success and retention rates for ADJ:

Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	76.62%	0.00%	0.00%	66.93%	49.36%
Face-to-Face Lecture	76.62%	0.00%	0.00%	66.93%	49.36%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%	0.00%



Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	91.73%	0.00%	0.00%	93.70%	90.56%
Face-to-Face Lecture	91.73%	0.00%	0.00%	93.70%	90.56%
Hybrid	0.00%	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%	0.00%



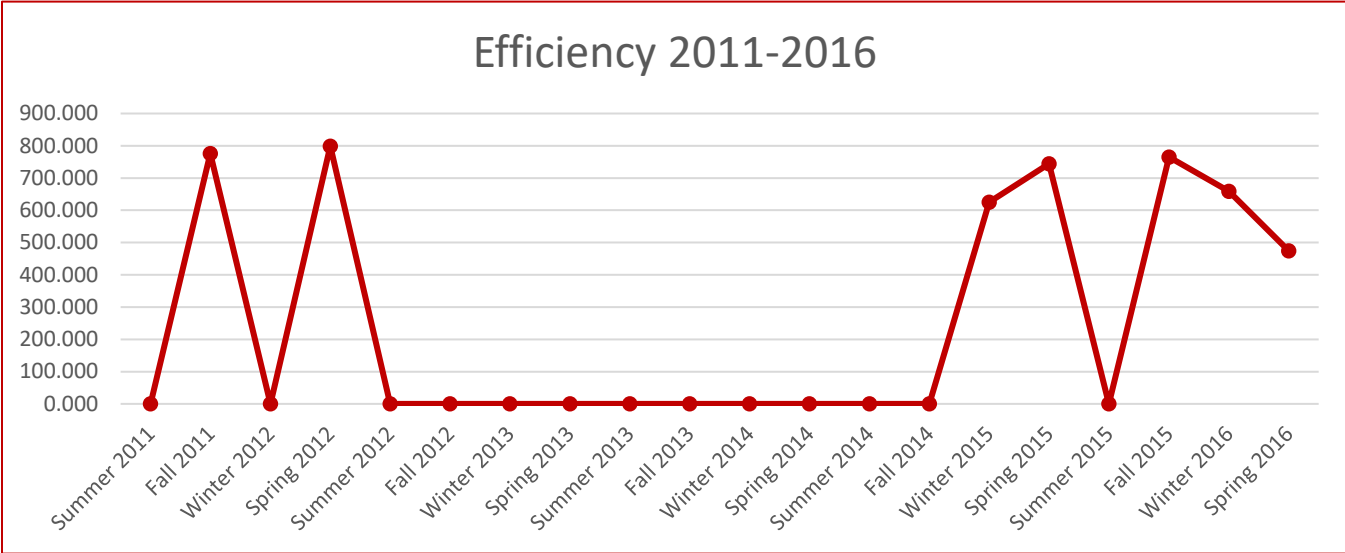
The retention rates of ADJ are very high, well above the Norco average. Our success rates, however, have fallen. Before the program discontinuance, the success rates were above the Norco average. After the reinstatement, the success rates have fallen significantly. It is impossible to know for sure why this is occurring but several things are possible. One, is without direction for the students in term of reaching or planning for a long term goal, they may not see the immediate value of success in these courses. Another may be that the students are unprepared for the rigor of these courses. At the moment, we have three part- time faculty members who teach these course. One was with us before the

discontinuance so we can assume that his methods have not changed. The second teaches at the other colleges and we do not know what their usual success and retention rates are and the third member is a new instructor who is still working in the field and may not have yet adjusted to classroom expectations. It is our fervent hope that a single full-time faculty member will increase student success.

Efficiency

Term	Efficiency
Summer 2011	0.000
Fall 2011	776.333
Winter 2012	0.000
Spring 2012	799.000
Summer 2012	0.000
Fall 2012	0.000
Winter 2013	0.000
Spring 2013	0.000
Summer 2013	0.000
Fall 2013	0.000
Winter 2014	0.000
Spring 2014	0.000
Summer 2014	0.000
Fall 2014	0.000
Winter 2015	625.600
Spring 2015	744.150
Summer 2015	0.000
Fall 2015	765.000

Winter 2016	658.550
Spring 2016	474.021
Total	718.268



Our efficiency rates had been high when the courses were available and there was also a robust program at RCC. They have been falling in recent years due to a lack of promotion of our program and less promotion at RCC due to the death of one of the most ardent supporters of the program. Most students do not yet know it exists. We expect that to change with the new coming full time faculty member.

We do not offer distance education in this program.

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

The chart below encompasses all of the programs within the district. It is unclear how many of these students are at Norco but anecdotal evidence suggests the number is small. We only have the program of study and the certificates highlighted in the chart below. The entire program district wide, encompasses 1.3% Even if we had every CSI student listed below, we would still have a fairly small program at this time.

Administration of Justice	194	1.3
Administration of Justice CSUGE	19	0.1
Administration of Justice IGETC	4	0
Administration of Justice: Basic Correctional Deputy Academy	3	0
Administration of Justice: Basic Public Safety Dispatch Course	2	0

Administration of Justice: Crime Scene Investigation	159	1.1
Administration of Justice: Investigative Assistant	6	0
Administration of Justice: Law Enforcement	14	0.1
Administration of Justice: Victim Services Aide	6	0

The number of degrees and Certificates granted by Norco in Administration of Justice are as follows:

Associate of Science (A.S.) degree	Total	2013-2014	2014-2015	2015-2016
Administration of Justice-210500		5	4	
Certificate requiring 18 to < 30 semester units	Total	54	26	5
Administration of Justice-210500		4	2	

It doesn't take a scientist to see that these numbers are very small, however, we have committed resources to increasing this program as there is industry need for these degrees and certificates, particularly in light of the discontinuance of most of the local for-profit career colleges. Thousands of students were displaced in these very areas and we will be able to service this new (to us) student population. We are in a unique position to help these displaced students and provide a better education than they were receiving without leaving them in crippling debt.

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

This is the first comprehensive program review of this area since the colleges split. The goals that we had as a district do not apply to the goals of Norco College. They applied primarily to Officer training. So while we are normally huge proponents of looking back to know where we are going, in this case, it does not work. We have included the previous goals as an Appendix A at the end of the document for documentation.

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan

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

We did not make program review requests beyond a faculty member which we have not yet received. The process is underway, however and the program review request included below is only in case the recruitment fails as it has already once.

It should be noted here that resources were received outside of the program review process in the last four years. These resources were purchased through CTE grant funds and purchased the equipment necessary to start the CSI Certification program. The discipline is indebted to the work of Dr. Kevin Fleming for securing those funds. In total, we received approximately 30,000.00 for equipment and professional development!

- 6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the Educational Master Plan/Strategic Plan?** **Your unit may need*

assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition, you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
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Expand Outreach to Law Enforcement	A new Faculty member with connections to Law Enforcement	Ongoing	4:2, Increase the number of industry partners who participate in industry advisory council activities. 4:6 Increase community partnerships.
Expand Outreach to Students	A new Faculty member that can provide stability and information for students seeking a career path.	Ongoing	2:1 Increase student engagement (faculty and student interaction, active learning, student effort, support for learners 2:6 Increase current students' awareness about college resources dedicated to student success 4:7 Increase institutional awareness of community partnerships.
Assess the Entire Offering of ADJ courses	A new Faculty member will be able to oversee the process of which ADJ is very behind	2017-2021	5:1-5 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

			<p>outcomes assessments that utilize authentic methods.</p> <p>3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.</p> <p>4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.</p> <p>5. Increase the number of faculty development workshops focusing on pedagogy each academic year.</p>
Expand the offering of ADJ courses	A new Faculty member will have industry specific knowledge of needs	2017-2021	<p>1:7, Increase percentage of students who complete 15 units, 30 units, 60 units.</p> <p>1:10, Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.</p> <p>3:5, Reduce scheduling conflicts that negatively impact student completion of degrees and programs.</p> <p>6:1, Increase the use of data</p>

			to enhance effective enrollment management strategies.
Increase the number of students completing either a degree or certification in ADJ	A new Faculty member will be able to promote the programs	Ongoing	1:5, 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews. 3:1, Increase percentage of students who declare an educational goal. 3:5, Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Course Outlines of Record (COR)

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

NOTE: As we have only reinstated our program recently, the COR's have been updated by faculty at the other colleges. We were in the process of total discontinuance when we changed direction. As the author of this document is the department chair, and while a SME, has not taught these courses here and does not feel qualified to update the COR's. The discipline recognizes that the dates are close and some are past due, the discipline asks for a one to two year extension on the updates to correspond with the new hire and where the new hire wishes to take the discipline.

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review	Was the last update a major or minor modificatio
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			process	n?
ADJ 1	12/09/14	Thompson		Major
ADJ 2	4/15/14	Thompson		Major
ADJ 3	2/9/14	Davin		Minor
ADJ 4	12/9/14	Thompson		Major
ADJ 5	3/22/17	Paine		Major
ADJ 6	12/03	Davin	We discontinued in 2015 but it isn't through yet	New
ADJ 7	6/9/12	Davin		Major
ADJ 8	6/19/12	Davin		Major
ADJ 9	6/19/12	Davin		Major
ADJ 13	6/19/2012	Davin	We are waiting on	Minor

			SME	
ADJ 14	1/24/12	Davin	We are waiting on SME	Minor

Norco College Comprehensive Instructional Program Review Update

Unit: ADJ

Contact Person: GRAY

Date: 4/20/17

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
ADJ	0	3

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

Unit Name: -

ADJ_____

Long Term Resource Planning

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

8. Staff Needs

<p align="center">List Staff Positions Needed</p> <p>Please justify and explain each faculty request as they pertain to the goals listed in item #6. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p align="center">Indicate (N) = New or (R) = Replacement</p>	<p align="center">Number of years request has been made</p>	<p align="center">Annual TCP*</p>	<p align="center">EMP Goals</p>	<p align="center">Short Term Goal (S) Long Term Goal (L)</p>
<p>1. Full Time Faculty Member <u>Justification : We need one full time faculty member to lead and develop our program and certificates. If our impending hire is successful, we will not need an additional member at this time. We cannot support a program using only adjunct faculty.</u></p>	<p align="center">New</p>	<p align="center">3</p>	<p align="center">142,271</p>	<p align="center">1:5,7 2:1,6 3:1,5 4:2,6 5:1-5 6:1</p>	<p align="center">L</p>
<p>2. <u>Justification</u></p>					
<p>3. <u>Justification</u></p>					
<p>4. <u>Justification</u></p>					
<p>5. <u>Justification</u></p>					

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

* 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](#).

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.

____ADJ_____

9. Equipment & Technology Not Covered by Current Budget² N/A

List Equipment, Technology, Software or Equipment Repair Needed for Academic Year _____ 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. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department’s goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	How many students/Staff/ departments will directly benefit from this equipment/ technology?	Use this link for Annual TCO*				
			Number of years requested	Cost per item	Number Requested	Total Cost of Request	EMP GOALS
1. <u>Justification:</u>							
2. <u>Justification:</u>							
3. <u>Justification:</u>							
4. <u>Justification:</u>							
5. <u>Justification:</u>							

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.

* 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: -

_____ADJ_____

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

	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>Justification</u>				
2. <u>Justification</u>				
3. <u>Justification</u>				
4. <u>Justification</u>				

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.

5. <u>Justification</u>				
6. <u>Justification</u>				

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

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

11. Student Support Services, Library, and Learning Resource

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

<p align="center">List Student Support Services Needs</p> <p>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>Justification</u></p>		
<p>2. <u>Justification</u></p>		
<p>3. <u>Justification</u></p>		
<p>4. <u>Justification</u></p>		
<p>5. <u>Justification</u></p>		

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.

6. <u>Justification</u>		
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*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](#).

Unit Name: -

_____ *ADJ* _____

12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budgets

**** For immediate hazards, contact your supervisor ** N/A**

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

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.

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

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

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior or next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and	Substantial identification and discussion/interpretation of success, retention and efficiency data

			efficiency data	
3. (If Applicable) Specific program/certificate data are included and discussed	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth
5. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. Long term goals aligned to mission and EMP	No link between the long term goals and	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals	Well defined connection made

	the Mission or EMP		to Mission and EMP	between goals and Mission and EMP
7. Course Outline of Record section is completed	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
8. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
<p>Column scores</p> <p>(If no programs of study are applicable, do not average in points from item #3)</p>				

Additional comments:

II. Comprehensive Program Review Assessment Update

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

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

NOTE: No assessment has taken place within the discipline because of the lack of a full time faculty member to take the lead. In all honesty, we are just rebuilding the program after its total destruction. The program is entirely taught at night and there is no coordination of the efforts of adjunct faculty. We are only now in the stage where we can begin to plan for the future and that future will include assessment. We absolutely see the need but we have been in triage for the last two years. The discipline intends to assess the entire offerings as well as the certificate within the next four years.

Section 1: Discipline Evaluation of Assessment Process

- a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or

as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment

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

Program and/or	Changes made	Identify if any changes had an impact (positive,	Permanent modifications made to course in

Course Name	(Updated test questions, new rubrics, revised assignments, etc.)	negative, or neutral) on student success (provide reasoning)	response to assessment Yes or No

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

External Variables

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

- d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student’s ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).
- e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.

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

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

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop-closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)

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

In the next four years, we intend to conduct initial assessment in ADJ 1-5, 7-9 and 13 and 14. The form that will take will depend on the plans of the incoming faculty. The assessment of these courses will form the base of assessment of the certificate program which will also require the coordination with other disciplines within the certificate but the majority of the courses are housed within the ADJ discipline so we are confident that the assessment will be completed (including loop closure) before our next comprehensive.

				“nothing” or no assessment conducted) 3	
Section 3 Plan for assessment in the coming 4 years • Programs • Courses • SLOs	No Plan provided 0	Does not include all Programs ____ Courses ____ SLOs ____ 1		All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan 3	
Column Totals					

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Appendix A
Discipline Goals:

1. As soon as favorable economic conditions will allow, hire a full-time ADJ faculty member. A full-time faculty member is paramount to the long-term educational health of the Law Enforcement Program.
2. Continue work toward the Law Enforcement Program goals and objectives of Federal grants, Title V and FIPSE:
 - Beginning in October 2011, develop and implement courses that

would serve the needs of Riverside County's diverse public safety and special district populations with training in a conceptualized educational Scenario Village at the Ben Clark Training Center.

- September 2011, at least 100 students referred by Riverside Sheriff's Department enroll in fall pilot of Law Enforcement Pre-Academy contextualizing Basic Skills English and Reading (new curricula, no baseline).
 - By September 2012, 75% of students in pilots of Basic Skills Pre-Academy contextualizing Basic Skills English and Reading succeed (C or above) (new curricula, no baseline).
 - By September 2012, at least 100 students referred by Riverside Sheriff's Department will be placed and enroll in Fall 2012 pilots of Law Enforcement Basic Skills Pre-Academy contextualizing Basic Skills in Math and ESL.
3. Complete an assessment of at least one student learning outcome in every ADJ-Law Enforcement Program course offered during 2011/ 2012, and continue assessment on an ongoing basis thereafter.

4. Increase degree completers through the continued relationship with Brandman
5. Sustain the implementation of comprehensive Student Services at BCTC which includes Admissions and Records, DSPS, Veterans Services, Financial Aid, EOPS, Counseling and Assessment.
6. Continue to develop courses and certificates to meet the job performance requirements and professional development needs of Public Safety students. (For example, a series of 25 new “Career Investigator” courses are currently being developed for students who are preparing to become law enforcement crime investigators.)