

NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: AMY

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: Charles Sternburg, Ph.D.

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: _____ AMY _____
Contact Person: _____ C.Sternburg _____
Date: _____ 05-14-15 _____

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?

Not yet. At Norco College, Anatomy and Physiology, along with all other Life Sciences and Physical Sciences, is part of the Math/Science/PE Department, but we are currently in the process of discussing a split with the formation of a new “Science” Department.

b. Have any new certificates or complete programs been created by your unit?

We now have an approved transfer degree for Biology, but within the sub-discipline of Anatomy and Physiology, things remain as they have been.

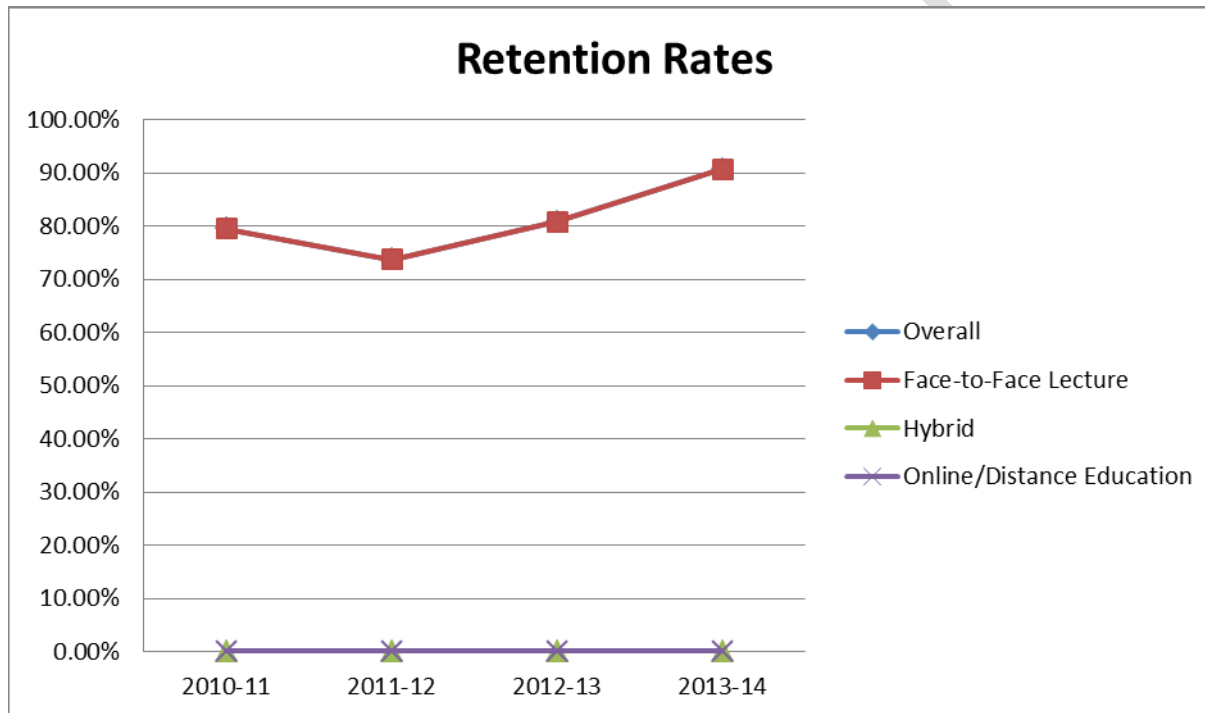
c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

Yes. The addition of a Bio 1 prerequisite for AMY 2A has had an impact on the enrollment for AMY 2A. Its impact is favorable in that there are still fewer people on the waitlists for 2A, but it remains to be seen what the longterm impact of this will be. It may only be a temporary fix and demand for 2A may stabilize again at a higher level

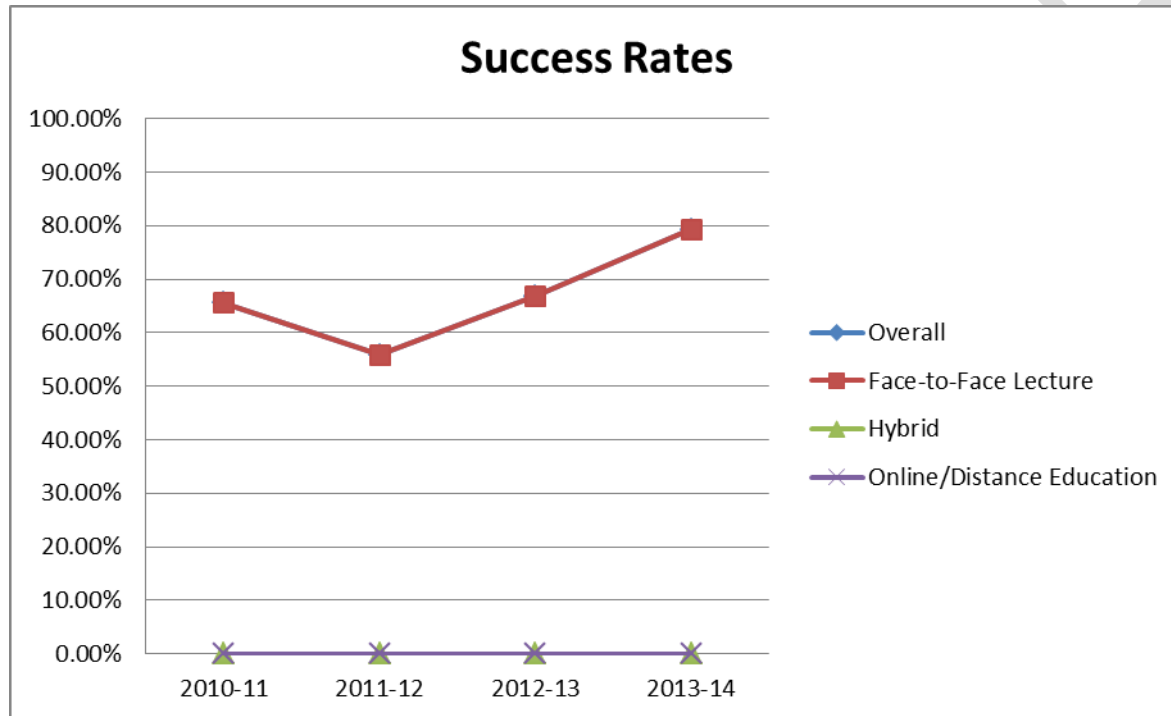
In addition, programs at Moreno Valley College (Dental Hygiene, EMT and PA programs) and Riverside City College (Nursing) continue to place demand at Norco College for additional sections of Anatomy/Physiology and Microbiology as does the ongoing increase in enrollment at Norco College.

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.

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	79.48%	73.73%	80.82%	90.65%
Face-to-Face Lecture	79.48%	73.73%	80.82%	90.65%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%



Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	65.50%	55.83%	66.85%	79.25%
Face-to-Face Lecture	65.50%	55.83%	66.85%	79.25%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%



For AMY, there are no distance education classes and all labs are face-to-face 1:1 time equivalent with lectures. Once again, as it was in the 2014 Program Review, the data supplied on the program review website does not separate the two different Anatomy and Physiology offerings. Once again, AMY 2A and 2B are intensive laboratory classes; each with 7.5 hours of lab per week and should be treated separately from AMY 10, a non-lab survey course, in determining success and retention rates. Nothing meaningful can be determined by combining the data for these two separate Anatomy and Physiology programs. As we stated in the 2014 Program Review, they are offered for two completely different programs. 2A and 2B are intended for pre-RN nursing students and the non-lab survey course AMY 10 is designed to be much less rigorous and offered for the pre-LVN

students. These two groups are separate and these students are on different academic tracks.

AMY 10 is a 1 semester non-laboratory survey course that attempts to cover the subject of human anatomy and physiology in a 16 week semester with approximately 3.0 hours of class time each week. AMY 2A and 2B on the other hand cover the anatomy and physiology of the human body with approximately 10 hours of class time (2 ½ hrs lecture and 7 hrs lab) per week over a two semester period. These are two very different academic levels of course offerings.

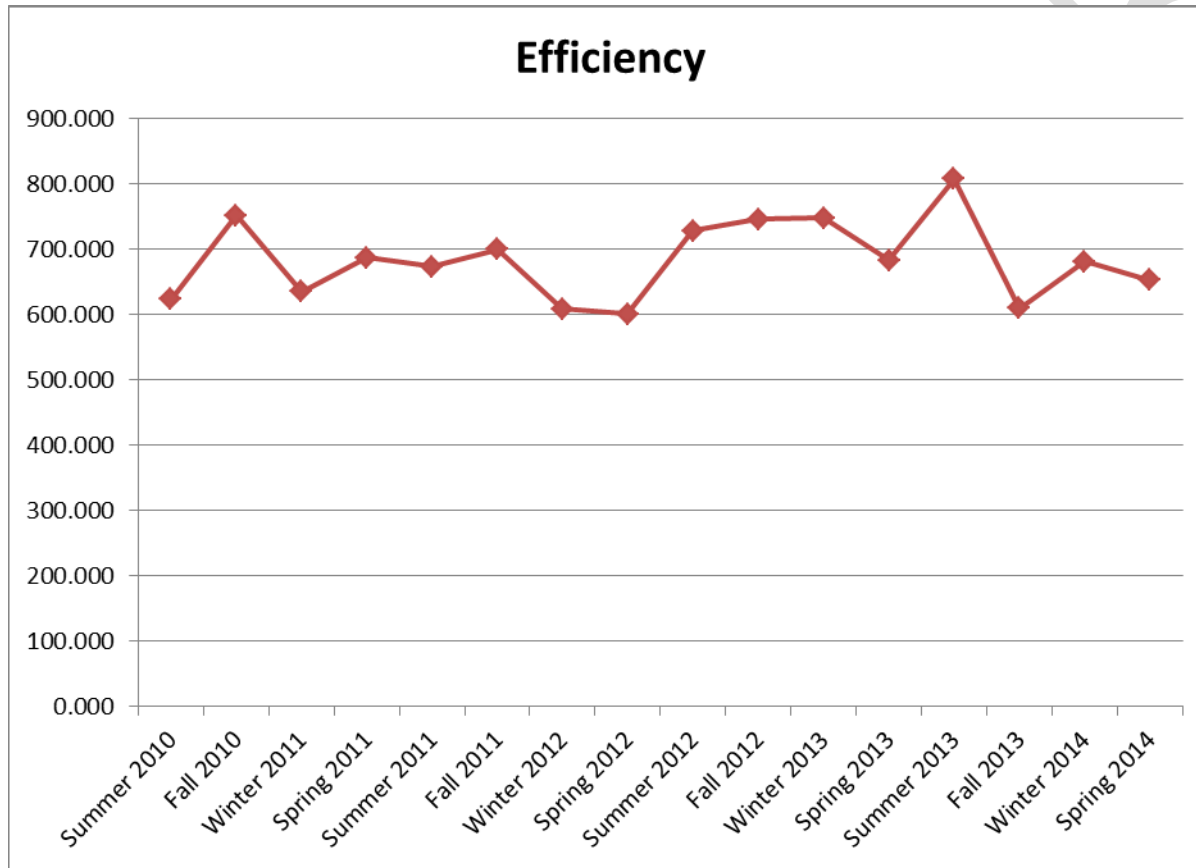
For Fall, 2014 AMY 10 was taught at Norco by a new part time instructor who was only with us for that semester. For winter, 2015 it was taught by the same full time faculty as the 2A and 2B courses. In the future, AMY 10 will mostly be taught by the part time instructors during the spring and fall sessions. The part time instructors we have teaching these AMY 10 courses are typically top notch, but we do see a bit more continuity between the two offerings when the same faculty teach in both programs. We have asked repeatedly for separate data on these courses so we can make a more meaningful appraisal of these success, retention and efficiency ratings, because the data provided is not sufficient enough for this purpose and omits many key variables necessary for an accurate appraisal.

What the data does show, however, is that course offerings in Anatomy & Physiology as a whole (including 2A, 2B, and 10) have retention rates, success rates and efficiency rates that are rising.

AMY 2A and 2B are extremely rigorous courses for the students, so one would not expect success rates to equal the college as a whole, but from 2012-13 to 2013-14 there was significant rise in both retention and success rates that were already equivalent to or higher than many other disciplines. So, for the year covered by this program review, there was significant improvement; probably due to several factors. Such as the return of one of our full time faculty from the education abroad program, the acquisition of new materials and supplies that were requested in previous program reviews, and the assistance of one very competent part time faculty member in teaching the 2A/2B labs. Other variables over time include such parameters as increased course offerings per semester, adding students beyond cap, or simply different students.

At Norco College, our success rates for Anatomy/Physiology in general (2A, 2B and 10 combined) have been maintaining a steady 67-70% average since 2007 which is as far back as the data goes. Over the years there has only been a 3% variation in success rates until this last year. This last year we showed a retention rate of 90.65% and a success rate of 79.25%.

Efficiency rates are consistent over the years in that they fluctuate seemingly randomly. The graph below shows efficiency dropping during the same time as retention rates and success rates are climbing. I do not believe there is any statistical significance to this observation.



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
Establishing a program that leads to a successful ADT in Biology	Proposal passed Academic Senate	ADT in Biology serves our students and community by providing educational opportunities, foundational skills for transfer in emerging technologies	This goal does not have a distance education component.
Upgrade of ST 211 lab: a. Removal of non-functional fume hood and replace with a table-high storage/display cabinet.	Improvement of lecture and demonstrations in ST211 class room. The hood blocks the view of the projection screen and the whiteboard for part of the room.	Serving our students and community by providing a superior educational environment for learning.	This goal does not have a distance education component.
Upgrade of ST 211 lab: b. Addition of two additional in-ceiling light fixtures over two lab tables closest to the doors.	Improvement of lab study in ST211 class room. The two desks by the door have severely inadequate lighting for laboratory work	Serving our students and community by providing a superior educational environment for learning.	This goal does not have a distance education component.
Upgrade of ST 211 lab: c. Replacement of the 24 desks on the floor with a more stationary and wheel-less variety.	Improvement of classroom study in ST211. Current desks are on wheels and they have swivel tops. They are difficult to organize, students and instructors have been injured accidentally bumping into them and they were never ordered in the first place. They just came	Serving our students and community by providing a superior educational environment for learning.	This goal does not have a distance education component.

	with secondary effects.		
Upgrade of ST 211 lab: d. Replacement of 46 lab stools.	Improvement of lab study in ST211 class room. Current stools are very uncomfortable for a 3.5 hour lab twice a week. Students complain constantly.	Serving our students and community by providing a superior educational environment for learning.	This goal does not have a distance education component.
Safety issue concerning autoclave in ST 202 Prep Storage room	Autoclave in ST 202 Prep Storage room is only 3 ft away from two faculty desk spaces in the ST201 Suite. An explosion could cause serious injury. The wall separating the faculty offices from the autoclave should be re-enforced.	Safety Issue	This goal does not have a distance education component.
ST207 a. Addition of wireless printer for Campo lab	Improvement of lab study in ST207 class room.	Serving our students and community by providing educational opportunities and foundational skills in biological sciences and in emerging technologies	This goal does not have a distance education component.
ST 207 b. Six additional laptop computers to replace missing laptops.	Improvement of lab study and exam setup in ST207 class room.	Serving our students and community by providing educational opportunities and foundational skills in biological sciences and in emerging technologies	This goal does not have a distance education component.

ST 207 c. addition of display model of intestinal villi for instructional purposes	Improvement of lab study in ST207 class room.	Serving our students and community by providing educational opportunities and foundational skills in biological	This goal does not have a distance education component.
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		sciences and in emerging technologies	

**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."*

2015

Norco College Annual Instructional Program Review Update

Unit: _____ AMY _____
 Contact Person: _____ C. Sternburg _____
 Date: _____ 05-14-15 _____

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
AMY 2A/AMY 2B	2 full time faculty	1 part time	
AMY 10	2 full time	1 part time	

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
AMY 2A/AMY 2B	4 full time staff	0 part time	

Unit Name: _____ AMY _____

5. Staff Needs

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

<p>List Staff Positions Needed for Academic Year <u>2015-16</u> 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. 1. We currently have four full-time laboratory staff people that prep all of the lab science classes. At this point, this is adequate for the classes that we offer but we are losing one laboratory staff person at the end of spring 2015. This position should be filled as soon as possible. The ADT degree for the biology major has been approved, so the need may change with increased course offerings, but at present we are adequately staffed.</p> <p><u>Reason:</u> Staffing needs are met.</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>			

* 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: -

AMY

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

List Equipment or Equipment Repair Needed for Academic Year <u>2015-16</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. Upgrade of ST 211 lab: Replacement of the 24 desks on the floor with a more stationary and wheel-less variety. <u>Reason:</u>	instructional	??	24	??		no
2. Upgrade of ST 211 lab: a. Replacement of 46 lab stools. <u>Reason:</u>	instructional	??	46	??		no
3. Addition of wireless printer for ST 207 lab <u>Reason:</u>	instructional	\$300	1	\$300	Goal 1.6	no
4. Six additional laptop computers to replace missing laptops in ST 207. <u>Reason:</u>	instructional	\$800	6	\$4,800	Goal 1.6	no

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.

5. addition of display model of intestinal villi for instructional purposes for ST 207 Reason:	instructional	1200.00	1	1200.00	Goal 1.6	no
7. Various Wards anatomical models for ST 211 a. Chimpanzee skeleton - Wards 801776 - \$3047.00 b. Disarticulated skull (in box) - Wards 823580 - \$1295.00 c. Hominid cranium and maxilla (set of 5) - Wards 802910 - \$789.00 d. Dissectible skull (colored) - Wards 823562 - \$782.00 e. Dissectible skull (natural) - Wards 823561 - \$590.00 f. Cochlea section model- Wards 82128 - \$230.00 g. Basic arm musculature model- Wards 810901 - \$144.00 h. Comprehensive hand model- Wards 813443 - \$931.00 i. Animal tooth set- Wards 801740 - \$109.00 j. Animal bone set- Wards 655775 - \$75.00 Reason:	All models (a-j) for use as educational tools for labs dealing with (a) skeletal, (b) developmental, (c) muscular, and (d) sensory systems for AMY 2A lab.	Total cost for one set each of all items = \$7991.00	1 set each	\$7991.00		no

* 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 : _____ AMY _____

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

For the three faculty at Norco College that teach Anatomy and Physiology (two are full time and one is part time), ongoing professional development is part of our professional nature. Professor Standen is active in The American Association of Physical Anthropologists, which is a subject that has profound and interesting relevance to Human anatomy. I personally (Prof. Sternburg) am associated with the Society of Integrative and Comparative Biologists and I am a lifetime member of the Sigma XI Society for Distinguished Research. We all support the American Association for the Advancement of Science through our journal subscriptions. I have been a reviewer of Human Anatomy and Physiology Textbooks published by McGraw Hill Co. I am also the author of most of the books used in my AMY 2A, 2B, and 10 classes.

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.

We engage in ongoing dialogue concerning the subjects we teach and constantly inform each other of new developments in the field, relevant books and publications and new ideas that put an interesting spin on old concepts. We associate with the other faculty in the science department as well and there is an ongoing collegiate dialogue that befits us all and the students are rewarded by this. Physiology is a dynamic field and it is currently in a period of important development new insights abound in the field and, for the most part, have not made their way into the textbooks. Keeping up with the field and bringing new information to the group is in our nature as scientists and reflective of the interest and dedication that all of us bring to this small group in our biology department (this goes beyond just AMY into Microbiology, Genetics, Bio 11 and 12, Ecology and Botany as well. All of our science faculty are top notch scientists in their own right). It is in our nature to collaborate and we have not felt as a group that we require any support or funding from the college to support what we do naturally anyway. But since the program review process has suggested that Norco College might take steps to support the professional development needs of faculty, one issue that we have is the suspension of sabbatical leave. I am the only faculty member that has been at Norco College long enough to be affected by this, but, using myself as an example, contractually we are eligible for sabbatical leave every seven years. My periodic inquiries into sabbatical leave over the last 24 years of my employment in this district have all been blocked due to temporary suspensions of sabbatical leave due to budget concerns. It is my observation that none of the other science faculty have made such a request because they all feel that it is impossible anyway. We are currently under such a suspension. As a member of the science faculty, one could interpret this suspension in two ways. (1) The administration is not aware of the value to their science faculty (most of whom are PhDs) of engaging in career development plans that would require a sabbatical leave and perhaps benefit the science department. Or (2) The administration feels that the course offerings at this community college are not of a type sophisticated enough that it would benefit from their faculty knowing any more than that which could be found in the textbooks. The faculty we have here at Norco College in Biology, Physics, and Chemistry are experts in their fields; some of us hold pharmaceutical patents, some of us have many publications in our field, and we all have expertise that goes beyond our course outlines of record. We know by our evaluations that the students we teach appreciate this in us when they take our courses. Professors that are actively participating in their fields, whether it be by research or writing or both, bring something extra to their courses that inspire our students and perhaps in some cases even show the student a pathway to loftier goals. Sabbatical leave is part of our contracts for this purpose, so, with all due respect, through program review, we are renewing our request for consideration for sabbatical leave when we are eligible.

For 2015, for the group as a whole we would request funding to attend some of the conferences and symposia that come up each year.

List Professional Development Needs for Academic Year <u>2015</u> . Reasons might include in response to assessment	Annual TCO*
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<p>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.</p>	<p>Cost per item</p>	<p>Number Requested</p>	<p>Total Cost of Request</p>	<p>EMP Goals</p>	<p>Distance Education</p>
<p>1. See above <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>					

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

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

Unit Name: _____ AMY _____

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 _____</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. Support from tutorial services seems to have diminished this year. In 2014 we were blessed with a group of very competent and very valuable tutors that worked through tutorial services. Students were able to take full advantage of tutorial services for the whole year. Currently we have lost all of our tutors due to procedural changes in tutorial services and (at least for my classes) I have only a single tutor left. The DEMAND for tutorial help seems to far outstrip the limited resources of Tutorial Services. Another severe limitation is that Tutorial Services can only be funded through Work Study and we have had NUMEROUS applications and requests by otherwise very qualified students who wish to participate in the tutorial program as Tutors and Classroom Assisting Tutors. We have tried to encourage this, but there have been many very qualified students willing to act as tutors who do not qualify for Work Study and as a consequence cannot assist other students as tutors. We would request another source of funding for tutors that will allow ALL qualified applicants to participate in the program and not just those who qualify for Work Study.</p> <p><u>Reason:</u></p>		
<p>2.</p> <p><u>Reason:</u></p>		
<p>3.</p> <p><u>Reason:</u></p>		
<p>4.</p> <p><u>Reason:</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.

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

*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: _____

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

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

<p align="center">List Other Needs that do not fit elsewhere.</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.NA <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</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.

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.

2015

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. 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)
See TracDat				

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) 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. See TracDat
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. See TracDat

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? See TracDat

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

See TracDat

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

See TracDat

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		