

# NORCO COLLEGE COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

**Unit:** [Communication Studies](#)

*Please give the full title of the discipline or program.*

**Contact Person:** [Mark Lewis, Ana Marie Olaerts, Jan Muto](#)

**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>

# Comprehensive Instructional Program 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. This document serves as a long-term strategic planning document. This planning document should reflect the period since the last Comprehensive 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.norcocollege.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. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.ramirez@norcocollege.edu](mailto:nicole.ramirez@norcocollege.edu) with a request to format it appropriately.

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

**Norco: VP Business Services 951-372-7157**

## **Mission**

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

## **Vision**

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

# **Educational Master Plan and Strategic Plan 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 Comprehensive Instructional Program Review Update

Unit: **COM**  
 Contact Person: **Lewis**  
 Date: **5/14/15**

## 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 <a href="#">ADT</a> or if not, are you in the process?	<a href="#">ADT</a> was developed prior to the last four years	Consider revisions to build alignment based on regional community colleges' <a href="#">ADTs</a>
Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses or a new <a href="#">ADT</a> may require resources such as supplemental courses for another unit's <a href="#">ADT</a> .	No	No

**2. List your retention and success rates as well as your efficiency for the previous four years. 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.**

*n.b. data only available for the past three years; hybrid data only available for two years; all percentages have been rounded up/down.*

**Summary of changes in Student Success**

- Overall high in 2011-12 at 77%, lowest in 2012-13 at 73%, increased in 2013-14 to 76%
- Face-to-face followed the same pattern: 77%, 74%, 76%
- Hybrid not tracked until 2012-13 at 71%, decreased in 2013-14 to 67%
- Online same pattern as Face-to-face: 2011-12 at 71%, lowest in 2012-13 at 67%, increased in 2013-14 to 86%

The student success in COM classes, on average over three years, compared to the college as a whole.

Overall	75% vs. 53%
Face-to-face	76% vs. 56%
Hybrid	69% vs. 57%
Online	75% vs. 43%

The most significant change is the decrease in student success in the hybrid class. It is important to note that 2011-12 was the first hybrid offering of COM 9 and remains the only hybrid throughout this period. The drop in success was noted by the professor, who subsequently implemented new strategies. We anticipate improved percentages in the next Program Review. However, the discipline is quite proud of their student success in relation to the college as a whole.

**Summary of changes in Student Retention**

- Overall reflects same pattern as Student Success: 88%, 85%, and 88%
- Face-to-face follows the pattern: 88%, 85%, 88%
- Hybrid improved from 82% to 85%
- Online improved steadily: 76%, 85%, 88%

The student retention rates in COM classes, on average over three years, compared to the college as a whole.

Overall	87% vs. 73%
Face-to-Face	87% vs. 73%
Hybrid	83% vs. 84%
Online	83% vs. 65%

The data suggest that although a high percentage of students are retained, there are still a number who decline to withdraw with the realization that they may fail the course. Again, however, the numbers are higher than the average of the college as a whole with the exception of the hybrid class, which is almost the same.

**Summary of changes in Efficiency**

- Highest in Summer 2011 and Winter 2012
- Fairly consistent Fall 2011, and Spring 2012-Spring 2014
- Average of Fall semesters: 509.412
- Average of Spring semesters: 498.425
- Average of Summer/Winter terms: 521.850
- No comparative data for college as a whole available

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

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
1. Maintain a sufficient number of COM offerings to meet student needs.	Engaged in close coordination of scheduling and staffing with department assistant chair, who acts as the COM discipline’s representative on the Academic Planning Council (APC). APC implemented new criteria by which to identify student course demand and identify scheduling roadblocks to student progress which was instrumental in facilitating this goal. Promoted student access across a variety of delivery modes: face-to-face, hybrid, and online.	Goal accomplished.	*Mission G.O: 1.1, 1.5, 3.5	yes
2. Continue to increase sections of those courses infrequently offered which meet student requirements.	Offered COM 2 & COM 7 for the first time in Spring 2015. COM 6 offered for the first time in Fall 2013. COM 1, 2, 3, 6, 7, 9, 11, 12, & 13, along with COM 1H and 9H are now offered on a regular basis.	Goal accomplished.	*Mission G.O: 1.1, 1.5, 3.5	
3. Create a course rotation that meets that supports two-year matriculation by students under the new Communication Studies Transfer Model Curriculum.	Created a published ADT 2-year rotation flyer (with publication assistance from K. Fleming, Dean of Instruction, CTE Programs and Grants). As of March 12th 2015, 193 active Norco home college students have the COM ADT listed as their program of study. As of April 30th 2015, 125 COM ADTs were awarded to Norco home college students.	Goal accomplished.	*Mission G.O: 1.1, 1.5, 3.5	

4. Publicize the Communication Studies Transfer Model Curriculum for Create a course rotation that meets that supports two-year matriculation by students under the new Communication Studies Transfer Model Curriculum.	Published ADT rotation flyer (noted above) is currently available in Dean of Instruction office and Counseling.	Goal accomplished.	*Mission G.O: 1.1, 1.5	
5. Strengthen the relationship between full-time and adjunct (associate) Communication Studies faculty.	Involved associate faculty in assessment of COM 3. Conducted interviews for associate teaching pool. Mentored associate faculty in the development of lesson plans and syllabi for new preps.	Beginning progress.	G.O: 7.2	
6. Use assessment as a tool for improving student learning through dialogue amongst full-time and associate discipline members.	Involved associate faculty in assessment of COM 3.	Beginning progress.	*Mission G.O: 5.1, 5.2, 5.3, 5.4, 7.2	Yes
7. Add Oral Communication as a general education requirement for AA/AS degree, rather than an option.	No activity.	Goal deleted.	*Mission G.O: COM discipline deemed this goal inconsistent with NC goals and objectives.	
8. Develop a new course in Organizational Communication.	The COM discipline has decided NOT to develop this course as it is not strongly aligned with lower division course work at transfer institutions and is uncommonly found on ADTs from other community colleges.	Goal deleted.	*Mission G.O: 1.1	
9. Develop alternative modes of delivery for existing courses (i.e. web-enhanced, hybrid and online)	Increased offerings of COM 12 in online mode. COM 13 is now approved for online. COM 9 is approved as Hybrid.	Goal accomplished.	*Mission G.O: 1.1, 1.5, 3.5	yes
10. Consider the use of prerequisites as a tool to support student learning and success.	The COM discipline has discussed the issue and decided to pursue data collection to verify the hypothesis: students meeting the current advisory succeed in the course at higher rates than students not meeting the advisory.	Beginning progress.	*Mission G.O: 1.6, 1.5, 1.10	

4. 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	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
1. Maintain a sufficient number of COM offerings to meet student needs.	Evaluate student access to courses in non-prime slots, like evenings, weekend. Offer high-demand courses in intersessions. Also assess future distance education needs.	ongoing	*Mission Goal.Objective: 1.1, 1.5, 1.9, 3.5	Yes
2. Modify course rotation as needed in support of two-year matriculation by COM ADT students.	Increase sections of COM 3. Add COM 20.	Fall 2015, biannually thereafter	*Mission G.O: 1.1, 1.5, 3.5	
3. Support student success and persistence within, and student completion of, COM ADT program.	<ol style="list-style-type: none"> <li>1. Communicate clear expectations of COM courses and programs by coordinating with Counseling.</li> <li>2. Offer information meetings for students who have declared COM ADT goal.</li> <li>3. Work with Mark DeAsis and Counseling to establish systems to inform COM ADT students, faculty, and counselors of current progress and advised next steps toward completion of program.</li> <li>4. Coordinate with counseling to increase number of COM ADT students with completed SEPs.</li> <li>5. Supplement ADT 2-year rotation flyer with information on distance education access.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2015</li> <li>2. Spring 2016</li> <li>3. Summer 2015, ongoing</li> <li>4. Fall 2016</li> <li>5. Fall 2017</li> </ol>	*Mission G.O: 1.1, 1.2, 1.4, 1.5, 1.6, 1.9, 2.6, 3.2, 3.3	Yes
4. Ensure support (noted in goal #3) is extended to COM ADT distance education students and underrepresented students.	<ol style="list-style-type: none"> <li>1. Activities for goal #3 apply here</li> <li>2. Seek data to assess performance of distance education and underrepresented students in COM ADT program</li> </ol>	<ol style="list-style-type: none"> <li>1. See above</li> <li>2. Spring 2016</li> </ol>	*Mission G.O: same goals as #3 plus 1.9, 1.10	Yes
5. Strengthen the relationship between full-time and associate Communication Studies faculty.	Establish regular communication between all COM faculty through distribution of COM discipline meeting agenda and minutes and extend invitations to discipline meetings.	Fall 2015, ongoing	G.O: 7.2, 7.4	
6. Use assessment (of all	Invite involvement by associate faculty in assessment process.	Fall 2015,	*Mission	Yes

courses, including distance education) as a tool for improving student learning through dialogue amongst full-time and associate discipline members.		ongoing	G.O: 5.1, 5.2, 5.3, 5.4, 7.2	
7. Consider the use of prerequisites as a tool to support student learning and success.	Collect data to test the hypothesis: students meeting the current advisory succeed in the course at higher rates than students not meeting the advisory.	Spring 2016	*Mission G.O: 1.6, 1.8	
8. Actively support quality of student life through student engagement and co-curricular activities.	Participate in student and campus organizations that support student involvement through membership, events, and activities.	Fall 2015, ongoing	Mission: celebrating diversity! G.O: 2.1, 2.2, 2.4, 2.5	

## 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.

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
COM		These are editors of COR currently in process		
1	1/25/11	Olaerts	*	major
1H	1/25/11	Olaerts	*	major
2	1/25/11	Olaerts	*	major
3	1/25/11	Romero	*	major
5	6/13/11	Wiggs	*	major
6	1/25/11	Ruth	*	major
7	1/25/11	Floerke/Wiggs	*	major
9	1/25/11	Muto	*	major
11	1/25/11	Whitton	*	major
12	4/15/14	Gibbons-Anderson	*	major
13	1/25/11	Gibbons-Anderson	*	major
19 not offered at Norco	1/25/11	Wiggs	*	major
20	New course	Muto	*	major
51 not offered at Norco	1/25/11	Gibbons-Anderson	*	major
85 not offered at Norco	4/16/13	Gibbons-Anderson/Ruth	*	major

\* all courses are currently (5/14/15) completing the discipline and department approval process in anticipation of Fall 2015 curriculum tech review.

# Norco College Comprehensive Instructional Program Review Update

Unit: **COM**  
 Contact Person: **Lewis**  
 Date: **5/14/15**

## Current Human Resource Status

5. 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 or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Communication Studies	3	6	5 1 online, 3 hybrid, 1 web enhanced

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

## 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.

Unit Name: COM

### 6. Staff Needs

#### NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>

List Staff Positions Needed 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	Short Term Goal (S) Long Term Goal (L)
1.N/A <u>Reason:</u>				
2. <u>Reason:</u>				
3. <u>Reason:</u>				
4. <u>Reason:</u>				
5. <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.

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

<b>List Equipment or Equipment Repair Needed. 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.</b>	<b>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</b>	<b>Annual TCO*</b>				
		<b>Cost per item</b>	<b>Number Requested</b>	<b>Total Cost of Request</b>	<b>EMP GOALS</b>	<b>Distance Education</b>
<b>1.N/A</b> <u>Reason:</u>						
<b>2.</b> <u>Reason:</u>						
<b>3.</b> <u>Reason:</u>						
<b>4.</b> <u>Reason:</u>						
<b>5.</b> <u>Reason:</u>						
<b>6.</b> <u>Reason:</u>						

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).  
 Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).  
 \*\* 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.

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

<b>List Professional Development Needs.</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
<b>1. Storytelling Festivals</b> <u>Reason:</u> Build skill and knowledge through workshops and presentations delivered by content professionals in support of increasing student success in COM 11.	\$500	1	\$500	Goals 1.6 & 5.5	
<b>2. Personal Tale Teaching Methodology Workshop – Barbara Clark</b> <u>Reason:</u> Build skill and knowledge through detailed workshops delivered by content professionals in support of increasing student success in specific content of COM 11: the personal tale.	\$500	1	\$500	Goals 1.6 & 5.5	
<b>3. Diversity conference (CTA, CCA, or other) to support COM 13 offered as hybrid or online in the next year</b> <u>Reason:</u> Refine pedagogy for offering of the class in an online/hybrid format next year	\$300	1	\$300	Goals 1.6 & 5.5	Yes

\*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.

**9. 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 style="text-align: center;"><b>List Student Support Services Needs</b></p> <p style="text-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 style="text-align: center;"><b>EMP GOALS</b></p>	<p style="text-align: center;"><b>Distance Education</b></p>
<p><b>1.</b> Academic Journal Database with improved full-text access. <u>Reason:</u> Research support for student assignments, especially on-line students.</p>	<p>Goals 1.6, &amp; 5</p>	<p style="text-align: center;"><b>Yes</b></p>
<p><b>2.</b> Communication Studies related books for the on-campus library <u>Reason:</u> Research support for student assignments, especially on-line students.</p>	<p>Goals 1.6, &amp; 5</p>	<p style="text-align: center;"><b>Yes</b></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.

**10. 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
<p><b>1.N/A</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>					

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

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<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.

# Norco College – Program Review Committee

Spring 2015

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

Discipline: [COM](#)

Contact Person: [Lewis](#)

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
<b>1. Trends and status change, prior and next four years identified</b>	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
<b>2. Retention, success, and efficiency rates have been identified and reflected upon</b>	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 efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
<b>3. Goals from prior comprehensive identified, activities linked to the goal, progress stated</b>	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
<b>4. Long term goals identified, activities and timeline stated</b>	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

<b>5. Long term goals aligned to mission and EMP</b>	No link between the long term 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>6. Course Outline of Record section is completed</b>	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
<b>7. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)</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	Substantial connection made between resource requests and EMP/SPG
<b>Column scores</b>				

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 or indicators from the assessments you have conducted over the past four years. Consider it a type of 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 look forward to determine a plan of action for assessment for the next four years. Your Annual Program Reviews and the Norco Assessment Rotation Plan are all stored on the Norco website in the Program Review section. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu.

Please take some time to review your Annual Program Review assessment updates and answer the following questions.

### Section 1: Discipline Evaluation of Assessment Process

- a. Please identify the modes of assessments (embedded tests, assignments with rubrics, class projects etc.) you have conducted as a unit since your last comprehensive program review. Please indicate if the assessments were designed by individual faculty or if there was a collaborative group that planned and executed the assessments.
  - COM 9: One faculty member conducted a qualitative assessment by asking students to reflect on what skill was most significant for them at the end of the course: the majority identified perception-checking (the content of assessed SLO).
  - Com 9: collaboratively created a common skill exercise and rubric (norming session)
  - COM 1: collaborative effort to create common questions assessing critical thinking
  - COM 12: extracted exam questions form exam 2
  - COM 6: qualitative assessment, essay responses
  - COM 3: test questions
  - COM 11: class project

- b. Please provide an overview of the types of changes or modifications (updated test questions, revised PowerPoints, redesigned assignments, new assignments) that were made in a course or a program in response to your assessments.
- COM 9: Adaptation of the course schedule in COM 9 to align two topics closely related to the perception-checking SLO.
  - COM 9: New homework assignment in COM 9 on perception-checking in daily life.
  - COM 1: Enhancement of the lecture material and powerpoint presentation in COM 1 related to reasoning, fallacies, and logic (critical thinking SLO).
  - COM 1: New homework assignment in COM 1 on fallacies (critical thinking SLO)
  - COM 1: changed persuasion PPT, incorporated more exercises to practice fallacies and reasoning, additional assignments
  - COM 9: Changed our instrument, execution of skill was reorganized, rearranged topic order on syllabus
  - COM 12: added a new writing assignment
  - COM 6: added component to group assignment related to SLO
  - COM 11: no changes, assessment confirmed the strength of current approaches built into assignments
- c. Please identify any elements or approaches that seem to garner greater success, or have led to permanent modifications in any courses. Please speak to changes that did not seem to make any impact and provide a reasoned argument as to why you think this occurred. Please consider any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline.
- d. Please identify any teaching approaches (pedagogy) that as a discipline you perceive to have had a positive impact on your student's ability to engage in the learning process. This 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). This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective.
- COM 1: creating activities/assignments requiring students to apply learning outcomes prior to applying in major class projects
  - COM 9: increased clarification of concept in lecture prior to entering activity
  - COM 11: embedding SLO as a primary objective of an class project

- 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. *N/A*

**Section 2: Overview of Completed Assessment**

Using your Annual Program Reviews from the past four years please fill in the following data *for each of the courses and programs your discipline offers* at Norco College. Please list courses first and then programs. *Examples are provided on the first three lines in italics.* Your Annual Program Reviews and the Norco Assessment Rotation Plan are all stored on the Norco website in the Program Review section.

<b>Course Number and Name and/or Program</b>	<b>Total number of initial assessments conducted</b>	<b>Total Number of Improvements/changes made to courses as a result of assessment</b>	<b>Total number of loop-closing assessments conducted</b>	<b>Total of all assessment activity for each course/program (all columns combined)</b>
<i>EAR 19 Observation Methods</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>6</i>
<i>ECE 31 Unit Certificate (program)</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>3</i>
COM 12 Intercultural Communication	2	1	0	3
COM 1 Public Speaking	6	3	3	12
COM 9 Interpersonal Communication	3	2	2	7
COM 11 Storytelling	1	0	0	1
COM 3 Argumentation & Debate	1	0	0	1
COM 6 Dynamics of Small Group Communication	1	0	0	1
COM 1 linked to PLO (program)	1	0	0	1
COM 1 linked to ADT (program)	1	0	0	1

### Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Include plans **for all course and program level assessment** (certificate programs or ADTs.) The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for program level assessment. If you have an existing rotation plan please attach it to this document and indicate such in the table. Feel free to insert the dates aligned to each year.

<b>Plan for the next 4 years</b>	<b>Courses and Programs to be assessed</b>
Plan for Year 1	Asses 2 (fall), 7, 13 (spring) Close loop 11(fall), 6 & 12 (spring) ADT assessment begins
Plan for Year 2	Assess 1 (1H), 3, 9 (9H) Close loop 2, (fall), 7 & 13 (spring) ADT assessment continues
Plan for Year 3	Asses 6, 11, 12 Close loop 1 (1H), 3, 9 (9H) ADT assessment completed
Plan for Year 4	Asses 2, 7, 13 Close loop 6, 11, 12 ADT assessment begins

## Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: **COM**

Average score \_\_\_\_\_

	0	1	2	3
<p><b>Section 1</b></p> <ul style="list-style-type: none"> <li>• Modes of assessment</li> <li>• Modifications to courses</li> <li>• Success indicators</li> <li>• Teaching approaches</li> <li>• Resources</li> </ul>	<p>No attempt made to provide responses to any of the questions (1-4)</p> <p style="text-align: center;">0</p>	<p>Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">1</p>	<p>Clear and consistent responses to each question, indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">2</p>	<p>Clear and robust responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">3</p>
<p><b>Section 2</b></p> <ul style="list-style-type: none"> <li>• # of initial, improvements, loop-closing activities for course and program</li> </ul>	<p>Chart is blank</p> <p style="text-align: center;">0</p>	<p>Does not include all courses or programs</p> <p style="text-align: center;">1</p>	/	<p>All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate “nothing”)</p> <p style="text-align: center;">3</p>
<p><b>Section 3</b></p> <p><b>Plan for assessment in the coming 4 years</b></p> <ul style="list-style-type: none"> <li>• Courses</li> <li>• Programs</li> </ul>	<p>Chart is blank</p> <p style="text-align: center;">0</p>	<p>Does not include all courses or programs</p> <p style="text-align: center;">1</p>	/	<p>All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate “nothing”)</p> <p style="text-align: center;">3</p>