

**NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

Discipline/Unit: GUIDANCE

(If applicable) **Program or Certificate** _____

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: Ladylyn Dominguez, Zina Chacon, John Moore

Due: April 20, 2016

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: March 2016

Norco College

Web Resources: <http://www.rccd.edu/administration/educationalservices/ineffectiveness/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 by April 20** or the first working day following the 20th 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.norcocollege.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@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.

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 Annual Instructional Program Review Update

Unit: Guidance

Contact Person: Ladylyn Dominguez, Zina Chacon

Date: 4.16.16

Trends and Relevant Data

1. How does your unit support the mission of the College?

Guidance supports the mission of the college by helping our students develop essential skills to be successful college students. We provide information and resources on career, transfer, academic, and personal to help students develop critical thinking skills so they are successful in achieving their educational goals. Additionally, we work with the college community to develop better ways to serve our students as well as promote collaboration.

2. 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? NA
- b. Have any new certificates or complete programs been created by your unit? NA
- c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

Student Equity Grant – Counseling is working on developing a pilot program starting fall 2016 to provide services to disproportionate impact (primarily Hispanic and African American, and Foster Youth). The goal is to increase graduation and transfer rates for our targeted group. Counselors will be collaborating with staff and faculty on providing resources, workshops, and career pathways for students.

Career Center – Career Counselor conducts classroom outreach and provides various career workshops as well as career assessments/counseling. There is a demand for career services due to state mandates such as student success/equity.

CTE ACE Program - Counselors conducted presentations on graduation requirements and provided student education plans for each student in ACE program.

Basic Skills Outreach – Counselors conduct outreach/workshops in BSI classes to provide an overview of educational requirements and promote counseling services.

MMAP Assessment – Counseling will be a part of the new MMAP assessment to help students place into higher English/math courses.

Student Planner – Counselors will be utilizing a new system to provide students a comprehensive online student education plan due to state mandates.

Online Workshops/Counseling – Counselors conduct various online workshops pertaining to career, transfer, and student success. We also provide online student appointments.

CTE Liaison – Counselors collaborate with CTE faculty on keeping up-to-date with program changes. Counselors meet with CTE faculty regularly. We have also conducted outreach program workshops with CTE faculty.

Basic Skills Grant – counselors will provide counseling services, follow-up and outreach to Basic Skills students and work with math and English faculty.

Financial Aid/BOG Changes – Counselors will be impacted by the new BOG changes for students on academic probation/progress probation effective fall 2016. Limited counselor available for appeals and SEPs.

Completion Initiative and Leading from the Middle- we are going to develop a career pathways working with instructional faculty and student services faculty.

Student Success Workshops – we provide various success workshops to all students (career, academic, transfer, and personal).

Summer Advantage Program – we provides orientations, counseling, workshops, and SEPs to incoming first-time freshmen students.

Face-to-Face Orientations – we started offering face-to-face orientations during the summer and winter to help students register and orient to college.

Veteran Counseling – counselors develop SEPs for veteran students.

Outreach (Ask-A-Counselor) – we do intrusive counseling by putting counselors in different areas on campus (library, CSS, etc) to market counseling services and encourage students to develop an SEP.

SEP Classroom Workshops – counselors work with English 80 classes to provide group SEP workshop and provide each student an individualized SEP.

T3P/Umoja and Puente – guidance instruction (learning community with English).

3. List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.

What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?

Success and Retention

Overall, the data shows that Guidance is very successful in retention and success in the past 4 years. Every year since 2010, the rate increases and/or maintains an average rate of 80%.

OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention								
Total	75.1%	91.8%	85.3%	93.6%	82.6%	91.2%	84.3%	93.0%	87.4%	94.2%
American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Asian	85.7%	100.0%	79.3%	86.2%	86.0%	93.0%	93.5%	96.8%	94.4%	94.4%
Black or African American	64.8%	90.9%	77.9%	89.6%	77.1%	91.4%	89.9%	96.2%	86.0%	93.0%
Hispanic/Latino	77.2%	93.4%	86.9%	95.1%	85.8%	91.8%	82.3%	92.4%	87.6%	93.7%
Native Hawaiian or Other Pacific Islander	75.0%	100.0%	66.7%	100.0%	66.7%	100.0%	100.0%	100.0%	100.0%	100.0%
Two or More Races	71.4%	85.7%	80.0%	100.0%	61.5%	61.5%	88.9%	100.0%	76.9%	96.2%
White	73.5%	87.1%	86.4%	90.3%	79.0%	92.0%	83.8%	90.5%	87.1%	95.7%
Non-Respondent	86.7%	93.3%	88.9%	100.0%	66.7%	83.3%	83.3%	83.3%	100.0%	100.0%

Face-to-face Guidance classes improved since 2010 and we were able to maintain an average of over 75%.

Face-to-face	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention								
Total	75.1%	91.8%	85.3%	93.6%	82.6%	92.7%	83.8%	92.7%	87.3%	93.7%
American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Asian	85.7%	100.0%	79.3%	86.2%	86.0%	93.0%	93.3%	96.7%	94.1%	94.1%
Black or African American	64.8%	90.9%	77.9%	89.6%	77.1%	91.4%	89.9%	96.2%	85.4%	92.7%
Hispanic/Latino	77.2%	93.4%	86.9%	95.1%	85.8%	91.8%	81.3%	91.8%	87.6%	93.2%
Native Hawaiian or Other Pacific Islander	75.0%	100.0%	66.7%	100.0%	66.7%	100.0%	100.0%	100.0%	100.0%	100.0%
Two or More Races	71.4%	85.7%	80.0%	100.0%	61.5%	61.5%	88.9%	100.0%	76.0%	96.0%
White	73.5%	87.1%	86.4%	90.3%	79.0%	92.0%	83.8%	90.5%	87.2%	95.3%
Non-Respondent	86.7%	93.3%	88.9%	100.0%	66.7%	83.3%	83.3%	83.3%	100.0%	100.0%

We started offering hybrid Guidance courses starting 2013-2014 and maintained over 80% success and retention rate.

HYBRID	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention								
Total	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	96.6%	100.0%	89.1%	100.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	96.4%	100.0%	88.6%	100.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	100.0%

Non-Respondent

0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
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We have no data to report regarding online Guidance courses as we did not start offering fully-online courses until Fall 2015.

ONLINE	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention								
Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Efficiency

Our efficiency rate is successful as we have maintained an efficiency rate of over 500 in 4 years.

Fall 2010	574.842
Winter 2011	0.000
Spring 2011	499.833
Summer 2011	0.000
Fall 2011	612.384
Winter 2012	0.000
Spring 2012	570.370
Summer 2012	0.000
Fall 2012	511.868
Winter 2013	0.000
Spring 2013	512.689
Summer 2013	521.700
Fall 2013	546.468

Winter 2014	589.000
Spring 2014	505.410
Summer 2014	538.550
Fall 2014	557.595
Winter 2015	504.900
Spring 2015	484.194
Total	535.763

4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?

We requested Camtasia but did not receive the funds.

5. What annual goals does your unit have for 2016-2017 (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 [Strategic Plan/Educational Master Plan](#)?

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
Continue refinement of pre-enrollment processes including application, orientation, assessment and counseling	-Leading several Counseling initiatives to promote counseling to students (BSI Outreach, Outreach to Distance Education students) -SEP workshops in the classroom	Goal 1, Goal 2, Goal 3	YES Online Orientation Online appointments available to DE students Online Student Success Workshops
Develop effective pathways for student success by encouraging all students to use student services,	-Leading several Counseling initiatives to promote counseling to students (BSI Outreach, Outreach	Goal 1, Goal 2, Goal 3	YES Online Orientation Online appointments available

and promoting the completion of a Student Educational Plan (SEP)	to Distance Education) -Developed electronic version of SEP (ongoing) -Counseling component as part of Student Advantage Program -SEP in the classroom		to DE students Online Student Success Workshops
Increase Transfer awareness, readiness and transfer rates.	-Leading several Counseling initiatives to promote counseling to students (BSI Outreach, Outreach to Distance Education -Updated electronic version of SEP -Counseling component as part of Student Advantage Program -Targeted outreach to students who are almost transfer ready (Completion of ENG 50 and MAT 35, 30 units, 2.0 gpa) -Transfer Workshops -Counseling Appointments available in the Transfer Center -SEP in the classroom	Goal 1, Goal 2, Goal 3	YES- Online Counseling Available to students Online Student Success Workshops (transfer topics)
Increase Career Counseling Services	-Provide career assessments/interpretation (increase to one hour interpretation appointments) -Conduct in-person and online workshops on networking, resume/cover letter, employability skills, career fair effectiveness, career exploration (MBTI, Strong, Eureka) -In class advising/classroom visits on career services offered -Career and Job Placement information booth -Career counseling drop-in -Use of SSSP grant to fund personality assessments offered to	Goal 1, Goal 2, Goal 3	Yes Online Student Success Workshops (career topics)

	<p>students for no cost/workshop attendance required</p> <ul style="list-style-type: none"> -Reach out to undecided students via phone and email regarding meeting with a counselor -Design and distribution of career counseling marketing and informational materials -Counseling Clerk hired to assist with career counseling needs 		
Provide quality counseling services to all students including follow-up and referral of additional services based on student need	<ul style="list-style-type: none"> -Ongoing professional development -Provide adjunct training -Develop innovative counseling models 	Goal 1, Goal 2, Goal 3, Goal 7	YES
Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes	<ul style="list-style-type: none"> -Ongoing professional development -Provide adjunct training 	Goal 1, Goal 2, Goal 3, Goal 5, Goal 7	NO
Continue to refine and stay abreast current technologies to improve effectiveness of instruction, services, and counseling practices	<ul style="list-style-type: none"> -Ongoing professional development -Implemented Student Planner and PrepTalk 	Goal 1, Goal 2, Goal 3, Goal 5, Goal 7	YES
Develop and enhance training opportunities for all faculty and staff in counseling to meet the mission of the district and discipline	<ul style="list-style-type: none"> -Ongoing professional development -Provide adjunct training 	Goal 1, Goal 2, Goal 3, Goal 5, Goal 7	YES

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

Norco College Annual Instructional Program Review Update

Unit: Guidance

Contact Person: Ladylyn Dominguez, Zina Chacon

Date: 4.16.16

Current Human Resource Status

6. 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)
General Counseling/Assistant Chair/Guidance	Zina Chacon – 1.0 General Counseling .67 Department Chair .33	
General Counseling/Articulation/Guidance	Nick Franco – 1.0 Norco College Articulation .80 General Counseling .20	
General Counseling/Puente Counselor/Guidance	David Payan – 1.0 0.50 General Counseling 0.50 Puente	
General Counseling/ Guidance	John Moore – 1.0 Fall 2015 .20 Instruction 0.30 Student Activities Coordinator (until end of October 2015) 0.70 General Counseling Winter 2016 .20 Instruction Spring 2016 0.80 General Counseling	

	0.20 ASNC	
General Counseling/Honors/Guidance	Marissa Iliscupidez – 1.0 Fall 2015: 0.1334 Guidance Instruction 0.8666 General Counseling Spring 2015 0.0667 Guidance Instruction 0.9333 General Counseling	
General Counseling/Guidance	Ladylyn Dominguez – 1.0 0.80 General Counseling 0.20 Guidance Instruction	
Counseling/DRC (Categorical)	Kimberly Bell – 1.0* Categorically Funded, DRC Department	
Counseling/Career (Categorical)	Jethro Midget – 1.0* Categorically Funded Temporary (SSSP) Fall 2015 1.0 General Spring 2016 .80 General .20 Guidance Instruction	
Counseling/SSPC (Categorical)	Mejghan Ahamadi- 1.0* 1.0 Categorically Funded, Temporary (SSSP)	
Counseling/EOPS (Categorical)	Susanna Galvez – 1.0* 1.0 Categorically Funded, Temporary (SSSP)	
Guidance		Sahib Sattar Fall 2015 .667
Guidance		Ricky Smith

		Fall 2015 .667 & .20 Spring 2016 .667 & .20
Guidance		Brenda Tarver Fall 2015 .20
Guidance		Ailene Zamora Fall 2015 .20
Guidance		Joe Rubino Summer 2015 .20
Guidance		Maria Jurado Fall 2015 .20 Spring 2016 .20
Guidance		Elizabeth Montgomery Fall 2015 .20
Guidance		Yolando Haro Fall 2015 .133 Spring 2016 .133
Guidance		Eric Betancourt Fall 2015 .133 Spring 2016 .133

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

7. Staff Needs

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

List Staff Positions Needed for Academic Year <u>2016-2017</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. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years requested	Annual TCP*
<p>1. General Counselor (Tenure-Track)</p> <p><u>Justification:</u> There are several initiatives/activities that require a counseling component and counseling input such as:</p> <ul style="list-style-type: none"> • T3P (currently there is not a full-time counselor assigned to this fully-implemented program) • Puente • MMAP • Completion Initiative • Basic Skills <p>In addition, there are several state mandates that require additional counselors to provide services:</p> <ul style="list-style-type: none"> • Changes to BOG • SSSSP • Equity <p>Some of our full-time tenure track counselors already have reassignments that decreases their availability to take on new projects. Reassignments include: Assistant Chair Time, Articulation (80% reassignment), Puente (50% reassignment), and additional class reassignments for counselors who teach Guidance courses. The challenge to take on new projects also affects other full-time counselors have taken on the role of project leads without reassignments to take the lead on the following:</p> <ul style="list-style-type: none"> • Summer Advantage • Honors • Career/Job Placement • Equity Pilots 	N	4	\$129,436

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.

<p>2. General Counselor (Tenure-Track)</p> <p><u>Justification:</u> There are several initiatives/activities that require a counseling component and counseling input such as:</p> <ul style="list-style-type: none"> • T3P (currently there is not a full-time counselor assigned to this fully-implemented program) • Puente • MMAP • Completion Initiative • Basic Skills <p>In addition, there are several state mandates that require additional counselors to provide services:</p> <ul style="list-style-type: none"> • Changes to BOG • SSSSP • Equity <p>Some of our full-time tenure track counselors already have reassignments that decreases their availability to take on new projects. Reassignments include: Assistant Chair Time, Articulation (80% reassignment), Puente (50% reassignment), and additional class reassignments for counselors who teach Guidance courses. The challenge to take on new projects also affects other full-time counselors have taken on the role of project leads without reassignments to take the lead on the following:</p> <ul style="list-style-type: none"> • Summer Advantage • Honors • Career/Job Placement • Equity Pilots 	N	4	\$129,436
<p>3 General Counselor (Tenure-Track)</p> <p><u>Justification:</u> There are several initiatives/activities that require a counseling component and counseling input such as:</p> <ul style="list-style-type: none"> • T3P (currently there is not a full-time counselor assigned to this fully-implemented program) • Puente • MMAP • Completion Initiative • Basic Skills 	N	4	\$129,436

<p>In addition, there are several state mandates that require additional counselors to provide services:</p> <ul style="list-style-type: none"> • Changes to BOG • SSSSP • Equity <p>Some of our full-time tenure track counselors already have reassignments that decreases their availability to take on new projects. Reassignments include: Assistant Chair Time, Articulation (80% reassignment), Puente (50% reassignment), and additional class reassignments for counselors who teach Guidance courses. The challenge to take on new projects also affects other full-time counselors have taken on the role of project leads without reassignments to take the lead on the following:</p> <ul style="list-style-type: none"> • Summer Advantage • Honors • Career/Job Placement • Equity Pilots 			
<p>4. VA/General Counselor (Tenure-Track) <u>Justification:</u> A VA General Counselor/Coordinator is needed to coordinate activities related to and develop services within the Veterans Education Services(VETS) Program. <u>Duties include:</u> Act as liaison with on and off campus partners who support Veterans, active duty military personnel, and dependents. Provide individual and group counseling for student veterans with academic, career, and personal concerns. Conduct student orientation and advisement sessions to help students in developing their individual educational plan. Assist students in defining personal and educational plans and goals. Create an environment for students that develop self-awareness and self-direction capabilities. Be proficient and maintain competency in the use of computer applications used in counseling, teaching, and articulation related activities. May teach counseling courses and conduct counseling-related workshops. Participate in general faculty functions related to the educational process, in-service programs, and professional development, SLOs, program review, and other duties as assigned</p>	N	3	\$129,436
<p>5. Puente/General Counselor (Tenure-Track) <u>Justification</u> The current counselor is transferring to Riverside College and there is a need for a new counselor to continue the Puente Program. Since all current full-time counseling faculty have special assignments, the counseling department must look for a committed and interested individual.</p>	R	1	\$129,436

<p>6. Evaluator <u>Justification:</u> We are in need of more evaluators to process graduation applications, evaluate transcripts to determine equivalencies for general education and major equivalencies, process course substitutions and ADT verifications. Currently the process time for official course evaluation is more than 6 months.</p>	N	1	\$47,459
<p>7. Instructional Department Specialist Due to the growth of faculty and schedule, we need an additional instructional department specialist.</p>	N	1	\$85,000

* 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](#).

Unit Name: Guidance

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

<p>List Equipment 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. Please state if the request impacts Distance Education.</p>	<p>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	Annual TCO*				EMP GOALS
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	
<p>1. Wireless Presentation Laser Pointer <u>Justification:</u> We provide many presentations, workshops, and teach classes.</p>	I	1	54.99	10	549.90	Goal 1,2,5,7
<p>2. MacBook Pro for Articulation Officer <u>Justification:</u> Articulation work is often done off campus (from home, meetings, conferences). A laptop is needed due to all of the articulation and curriculum documents that are constantly being</p>	N	1	1,300	1	1,300	Goal 1,3,5,7

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.

worked on and updated using various programs such as Microsoft Word, Excel, Publisher and Adobe Professional. The MacBook would allow documents from an iPad or iPhone to be accessed through the same iCloud account						
3. Tablet for Department Chair with cellular <u>Justification:</u> Allows for more effective use of time during meetings, travel, and projects.	N	1	800	1	800	Goal 1,3,5,7
4. MacBook Pro for teaching online guidance courses <u>Justification:</u> Instructor needs a laptop to effectively teach online guidance courses, preferably a light weight laptop good for travel and a fast processor.	I	1	1,300	1	1,300	Goal 1,3,5,7

* 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: Guidance

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

List Professional Development Needs for Academic Year 2016-2017 ____. 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. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. OnCourse <u>Justification:</u> Enhance counseling and Guidance teaching skills. On Course focuses on “providing “ a model for transforming a traditional student success program focused primarily on study skills into one that empowers students to become active, responsible learners”	\$1,195	8	\$9,560	GOAL 1, 2, 3, 7

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.
04/20/2016

2. Online Teaching Conference <u>Justification:</u> Learn best practices for online teaching and learning.	\$475	1	\$475	Goal 1, Goal 2, Goal 3, Goal 5, Goal 7
2. Curriculum Institute <u>Justification:</u> To learn about curriculum and to keep abreast on standards and regulations.	\$495	1	\$495	Goal 1, Goal 2, Goal 3, Goal 5, Goal 7

*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: Guidance

5. 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 style="text-align: center;">List Student Support Services Needs for Academic Year _____</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. Please state if the request impacts Distance Education.</p>	EMP GOALS
<p>1. NA <u>Justification:</u></p>	

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

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

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

6. 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
<p>1.Office space for Adjuncts and SSSP-FT Counselors</p> <p>Reason: Counseling is at capacity and there are no open offices on the 2nd floor of the Student Services Building. Counselors need offices for appointments due to the need for confidentiality.</p>	0	5	0	<p>Goal 1, Goal 2, Goal 3, Goal 7</p>
<p>2.Computer lab classrooms for Guidance courses</p> <p>Reason: Due the nature of the content covered in Guidance courses, it would be beneficial for students for Guidance courses to be offered in a classroom with computer/internet access</p>	0	5	0	<p>Goal 1, Goal 2, Goal 3, Goal 5, Goal 7</p>
<p>3. Subscription for cellular (tablet)</p> <p>Reason: To be able to access wi-fi on the tablet anywhere when w-ifi is not accessible.</p>	500	1	500	<p>Goal 1,35,7</p>

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

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.
04/20/2016

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. Previous recourse requests stated and impact discussed.	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
3. 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
4. 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)
5. 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
6. 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
7. 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
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

USE ASSESSMENT DATA FROM fall 2014-spr 15

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. 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 years. 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@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu, or talk to your NAC representative.

Identify where you are in the cycle of SLO assessment for each course you assessed in *fall 2014 - spring 2015*. Each response will be individualized; this means each completed column might look a little different. 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 and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields Yes or No	SLOs with Changes Made to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified Changes Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in Loop-Closing assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
GUI 45	SLO: Identify and analyze academic success skills that influence college achievement and the college experience, including identification of college programs and support services.	FALL 2014	No	No improvements were identified. Assessments were designed and performed by faculty to close the loop on earlier assessments performed (13-14).	None	SLO: Identify and analyze academic success skills that influence college achievement and the college experience, including identification of college programs and support services. REASONING: As part of the surveys and quizzes done during the course, students had to know and retain the knowledge of what steps they needed to take in order to access important forms through	SLO: Identify and analyze academic success skills that influence college achievement and the college experience, including identification of college programs and support services. ASSESSMENT: During the 13-14 academic year embedded test questions (the initial loop) were designed by faculty members for two sections of Guidance 45. The questions were applied to

						the college's website, primarily those found under the Admissions and Records section. In addition, students also received hands-on instruction in a computer lab on the process of verifying and/or changing their Program of Study found on WebAdvisor as well as updating their personal information when needed.	two sections of this course during Fall 2014. Review of the test question responses based on a rubric also designed by the faculty demonstrated no notable improvements needed.
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2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:
 Initial assessment for GE PLO Information Competency and Technology Literacy
 Closing Loop for GE PLO Self Development and Global Awareness
 A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts
 A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
1	1	1	

- b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
1	0	1	1

3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
GUI 45	Direct instruction on study skills, expected competencies	Assessment of student participation in the class determined that tighter control of attendance taking for participation credit was warranted. There was some level of dishonesty in the student group when allowed to sign in for class rather than have the instructor take attendance. Sign-in sheets showed students as having attended but there was no other evidence to suggest this was the case (i.e. participation points, handouts and quizzes returned, etc.). Since the course is P/NP and has limited testing or assignments, it appears that some students sought to bypass the grading system and not attend but have someone sign them in as present.
GUI 45	Empasize contet in PowerPoint or new discussions	With the majority of sections offered being instructed by adjunct faculty, it was determined by the Counseling discipline that additional training, including best practices, would be a benefit. This training served as a skills enhancement for instructors to be more proficient in teaching the following topics in this course: <ul style="list-style-type: none"> - Student journaling - Ice breakers and small group activities - 1 – minute papers - Computer access skills and information research

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
NA	NA	NA
NA	NA	NA

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? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

We provide training on instruction and counseling every semester. In winter 2015, we had a half day training to discuss best practices. We created a resource folder and website with instructional materials.

As the new counselor in charge of guidance instructional program review, I plan to have more discussions with my discipline about assessment, improvements, outcomes, etc. I would like my discipline to be aware of the process, understand the importance of assessment, and collaborate on how we can improve our teaching to help our students.

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain.

Resources State the resources identified to support student learning and/or faculty development	Assessment Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	Reasoning Briefly explain what you learned in the assessment that indicates the resource might be beneficial

7. What additional support, training, etc. do you need in the coming year regarding assessment?
 Assessments workshops and training on tracdat were helpful this semester and I hope they continue. They were very helpful especially for someone like me who is new to the process. I would suggest sending workshop dates early (Counselors schedules get booked 2 weeks in advance). The videos online were also very helpful! Greg, Judy, and Sarah have been more than supportive and I appreciate their time and help! It would be great to have a teaching and learning workshop/conference. Also, I think it would be great if faculty get together to learn from each other regarding best practices, assessment, etc.

Assessment: Course Four Column

Discipline - GUI

GUI-45:Introduction to College

SLOs	Assessment Methods	Results	Changes Made
<p>SLO 1 - Differentiate between the various general education patterns and demonstrate a basic understanding of requirements for an associate degree, transfer to CSU, UC or a private university. SLO Status: Active Approval Date: 03/17/2016</p>			
<p>SLO 2 - Identify and analyze academic success skills that influence college achievement and the college experience, including identification of college programs and support services. SLO Status: Active Approval Date: 03/17/2016</p>			
<p>SLO 3 - Identify appropriate placement into English, Math and Reading courses and evaluate their own level of preparedness for college and develop an educational plan for their chosen goal or major. Apply sound decision-making and critical thinking skills in academic planning and course selection. SLO Status: Active Approval Date: 03/17/2016</p>			

PREVIOUS (2) SLO 1 - Identify and analyze academic success skills that influence college achievement and the college experience.

SLO Status: Inactive

Approval Date: 09/16/2013

Inactive Date: 03/17/2016

PREVIOUS (2) SLO 2 - Identify appropriate placement into English, Math and Reading courses and evaluate their own level of preparedness for college.

SLO Status: Inactive

Approval Date: 09/16/2013

Inactive Date: 03/17/2016

PREVIOUS (2) SLO 3 - Apply sound decision-making and critical thinking skills in academic planning and course selection.

SLO Status: Inactive

Approval Date: 09/16/2013

Inactive Date: 03/17/2016

Exam/Quiz - Embedded Questions

Tied to SLOs - Questions on final exam that were mapped to GUI 45 SLOs

Student Response = 1:
No response given or clearly student did not understand the question

(Number below indicates how many students received this score)

Student Response = 2:
Response was given but it was not clear that the student understood the question or knew how to respond

(Number below indicates how many students received this score)

Student Response = 3:
Response was given and demonstrates clearly that learning was acquired and the student understands the question

(Number below indicates how many students received this score)

PREVIOUS (2) SLO 4 - Differentiate between the various general education patterns and demonstrate a basic understanding of requirements for an associate degree, transfer to CSU, UC or a private university.

SLO Status: Inactive

Approval Date: 09/16/2013

Inactive Date: 03/17/2016

PREVIOUS (2) SLO 5 - Develop an educational plan for their chosen goal or major.

SLO Status: Inactive

Approval Date: 09/16/2013

Inactive Date: 03/17/2016

Exam/Quiz - Embedded Questions

Tied to SLOs - Questions on final exam that were mapped to GUI 45 SLOs
Student Response = 1:
No response given or clearly student did not understand the question

(Number below indicates how many students received this score)

Student Response = 2:

Response was given but it was not clear that the student understood the question or knew how to respond

(Number below indicates how many students received this score)

Student Response = 3:

Response was given and demonstrates clearly that learning was acquired and the student understands the question

(Number below indicates how many students received this score)

PREVIOUS (2) SLO 6 - Locate and identify college programs and support services.

SLO Status: Inactive

Approval Date: 09/16/2013

Inactive Date: 03/17/2016

SLO 1 Previous - Identify factors that influence college academic achievement. Analyze the effect these factors will have on the college experience.

SLO Status: Inactive

Inactive Date: 10/03/2014

SLO 2 Previous - Identify and evaluate their own level of preparedness for college - Appropriate placement in English, reading and math classes.

SLO Status: Inactive

Inactive Date: 10/03/2014

SLOs

Assessment Methods

Results

Changes Made

SLOs

Assessment Methods

Results

Changes Made

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

Assessment Unit Name: _____ Average score _____

	0	1	2	3	Comments
Initial SLO assessments	No evidence provided 0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1	Clear evidence of on-going SLO assessment (1 complete assessment) 2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3	
Loop Closing Assessments	No evidence provided 0	Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments) 3	
Assessment input into TracDAT	No assessments in TracDat format or Repository 0	Assessment completed are in word/pdf in Document Repository 1	Assessments identified have Assessment Plan, but not all have Results 2	All identified assessments have a complete report (Plan and Results) in TracDat data field) 3	
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No attempts to change any courses, teaching approaches, and no clarification or reasoning as to why not 1	Evidence of an attempt to implement a change in a course or teaching approach provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses or teaching approaches, or clear and supported 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, department, college 1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college 2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college 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 ‘14-spr ‘15 1	Generated by TracDat® a product of Nuventive		
Total for Each Column					