

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

Discipline/Unit/Department: English

Program(s) or Certificate(s) Associated: ADT English

Contact Person: Melissa Bader

Due: April 20, 2016

Please send an electronic copy as a Word document (avoid PDF)
programreview@norcollege.edu



Form Last Revised: December 2015

Norco College

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

Comprehensive Instructional Program/Unit Review Update Instructions

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

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

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

<http://www.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 with a request to format it appropriately.

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

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

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

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.

5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Comprehensive Instructional Program Review Update

Unit: English
 Contact Person: Melissa Bader
 Date: 04/20/2016

Trends and Relevant Data

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

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	no	no
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT ? If not, discuss if you are in process or have future plans to do so.	ADT English	no
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	No	No
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT .	Acceleration and Summer Advantage have created an increased demand for college-level English classes (ENG 1A & ENG 1B)	MMAP assessment will increase the need for college-level dramatically. In addition, there may be a reduction in success in our basic skills courses. ENG 60A and ENG 60B will not be offered at one of our sister colleges. This may impact our offerings.

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

Overall, success and retention for English has been consistently moving upwards. The data are clustered closely with an upward trend over the years. Year to year, groups are similarly clustered. American Indian/Alaska Native and Hawaiian or Pacific Islander are the lowest success rates in the most recent years, but that may be relative to a small *n*. It is worth noting and watching. Age and gender are also trending upward slightly with a small achievement gap between men and women.

	OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	71.0%	85.1%	71.5%	85.0%	72.4%	85.9%	74.7%	88.2%	73.6%	88.1%
ETHNICITY	American Indian or Alaska Native	59.3%	77.8%	85.7%	92.9%	77.8%	100.0%	61.5%	76.9%	66.7%	88.9%
	Asian	76.7%	86.3%	74.6%	85.7%	77.4%	89.5%	78.7%	89.8%	81.1%	90.2%
	Black or African American	64.9%	83.8%	67.3%	83.7%	69.9%	84.8%	69.9%	87.8%	74.0%	91.4%
	Hispanic/Latino	68.9%	84.9%	69.5%	84.7%	70.8%	85.6%	72.5%	87.1%	72.2%	87.2%
	Native Hawaiian or Other Pacific Islander	72.0%	84.0%	81.3%	93.8%	71.4%	85.7%	73.3%	86.7%	66.7%	86.7%
	Two or More Races	72.9%	87.6%	68.3%	83.3%	69.5%	83.9%	77.9%	88.9%	69.1%	91.4%
	White	73.7%	84.8%	76.4%	85.6%	75.2%	85.9%	80.2%	90.8%	75.7%	88.3%
	Non-Respondent	75.1%	86.6%	70.2%	85.1%	75.0%	84.8%	75.4%	86.9%	75.0%	92.9%
AGE	19 or less	74.5%	89.5%	73.8%	89.8%	72.9%	88.8%	75.4%	91.5%	73.5%	90.4%

	20 to 24	67.1%	81.7%	67.7%	81.2%	71.4%	84.1%	74.6%	86.2%	72.7%	86.1%
	25 to 29	66.8%	78.3%	73.7%	82.8%	72.7%	82.6%	71.6%	85.0%	73.4%	85.5%
	30 to 34	71.7%	83.0%	70.9%	77.7%	73.3%	82.7%	74.6%	83.1%	79.0%	85.6%
	35 to 39	75.2%	81.7%	75.8%	82.8%	74.2%	87.6%	75.5%	85.7%	77.9%	88.5%
	40 to 49	74.0%	84.4%	79.0%	86.0%	81.7%	88.1%	78.9%	85.4%	82.0%	88.3%
	50+	64.1%	76.9%	85.2%	88.9%	66.0%	85.1%	59.3%	81.5%	71.9%	84.4%
GENDER	Female	73.0%	86.4%	73.8%	86.1%	74.5%	86.9%	77.1%	88.8%	76.5%	89.0%
	Male	68.4%	83.4%	68.7%	83.6%	69.9%	84.8%	71.6%	87.3%	70.2%	87.1%
	Non-Respondent	82.9%	90.2%	57.9%	73.7%	60.9%	82.6%	81.8%	93.9%	73.0%	86.5%

There is a slight trend upwards in face-to-face success and retention. This is the majority of the classes offered. We have fewer than 10% offerings in distance education. The data indicate closely grouped indicators for ethnic, age and gender groups. Traditionally disproportionately impacted groups are within the average or exceeding the average as in the retention of African American students. Male students are lower than female, but at 70% they are not lower than the average. Groups to watch are Pacific Islander/Hawaiian and American Indian/Alaska Native.

	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	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	73.1%	86.8%	72.9%	86.0%	74.1%	88.9%	75.8%	88.9%	74.1%	88.6%
ETHNICITY	American Indian or Alaska Native	65.0%	80.0%	85.7%	92.9%	87.5%	100.0%	66.7%	83.3%	66.7%	88.9%

	Asian	77.2%	87.1%	77.2%	87.5%	79.0%	90.4%	79.2%	90.1%	82.1%	91.4%
	Black or African American	68.8%	86.7%	68.8%	84.0%	70.7%	85.2%	71.2%	87.9%	73.7%	91.8%
	Hispanic/Latino	70.9%	86.6%	70.8%	85.7%	72.6%	86.7%	73.6%	87.8%	72.8%	87.5%
	Native Hawaiian or Other Pacific Islander	73.9%	82.6%	81.3%	93.8%	76.9%	92.3%	71.4%	85.7%	66.7%	86.7%
	Two or More Races	73.9%	89.6%	70.3%	86.5%	70.9%	84.5%	80.7%	90.6%	69.7%	92.3%
	White	76.1%	86.7%	78.4%	86.7%	76.6%	86.0%	81.1%	91.7%	76.1%	89.1%
	Non-Respondent	76.6%	87.2%	69.7%	85.1%	76.1%	86.2%	78.0%	89.8%	73.9%	91.3%
AGE	19 or less	75.2%	90.2%	74.7%	90.4%	74.3%	89.4%	76.3%	91.9%	73.9%	90.9%
	20 to 24	69.8%	83.5%	68.9%	82.1%	72.8%	85.1%	75.5%	86.9%	73.3%	86.4%
	25 to 29	71.8%	83.2%	77.2%	84.9%	75.2%	84.0%	73.5%	86.5%	73.1%	85.8%
	30 to 34	72.9%	82.7%	72.6%	79.0%	75.0%	82.4%	77.4%	85.7%	80.9%	86.6%
	35 to 39	77.5%	84.3%	80.2%	85.7%	75.9%	86.7%	75.0%	84.1%	81.1%	91.1%
	40 to 49	79.0%	87.4%	81.2%	87.9%	85.1%	89.5%	83.3%	89.5%	83.3%	89.2%
	50+	75.0%	84.4%	88.0%	92.0%	71.4%	90.5%	58.5%	81.1%	75.0%	89.3%
GENDER	Female	75.3%	88.3%	75.5%	87.2%	76.0%	87.5%	78.5%	89.8%	77.0%	89.4%
	Male	70.2%	84.9%	69.9%	84.7%	71.8%	85.9%	72.3%	87.8%	70.7%	87.7%
	Non-Respondent	80.6%	88.9%	55.6%	72.2%	66.7%	85.7%	81.3%	93.8%	74.3%	85.7%

The hybrid success and retention have had more significant increases in success and retention; although, the trend is unsteady from year to year. The most current year is promising and moving toward the overall totals. There does not appear to be a single group who has consistently underperformed with the exception of African Americans; however, this most current year this group has made a dramatic increase. Further research is necessary. Most interestingly, the biggest gap in success is with ages 24 and lower. Research may be necessary to see if this is due to the technology or the discipline required in a hybrid course to be self-regulatory. We only currently offer hybrid in one course (ENG 50). This is a developmental course and it would be interesting to compare the hybrid success rates to the face-to-face of ENG 50.

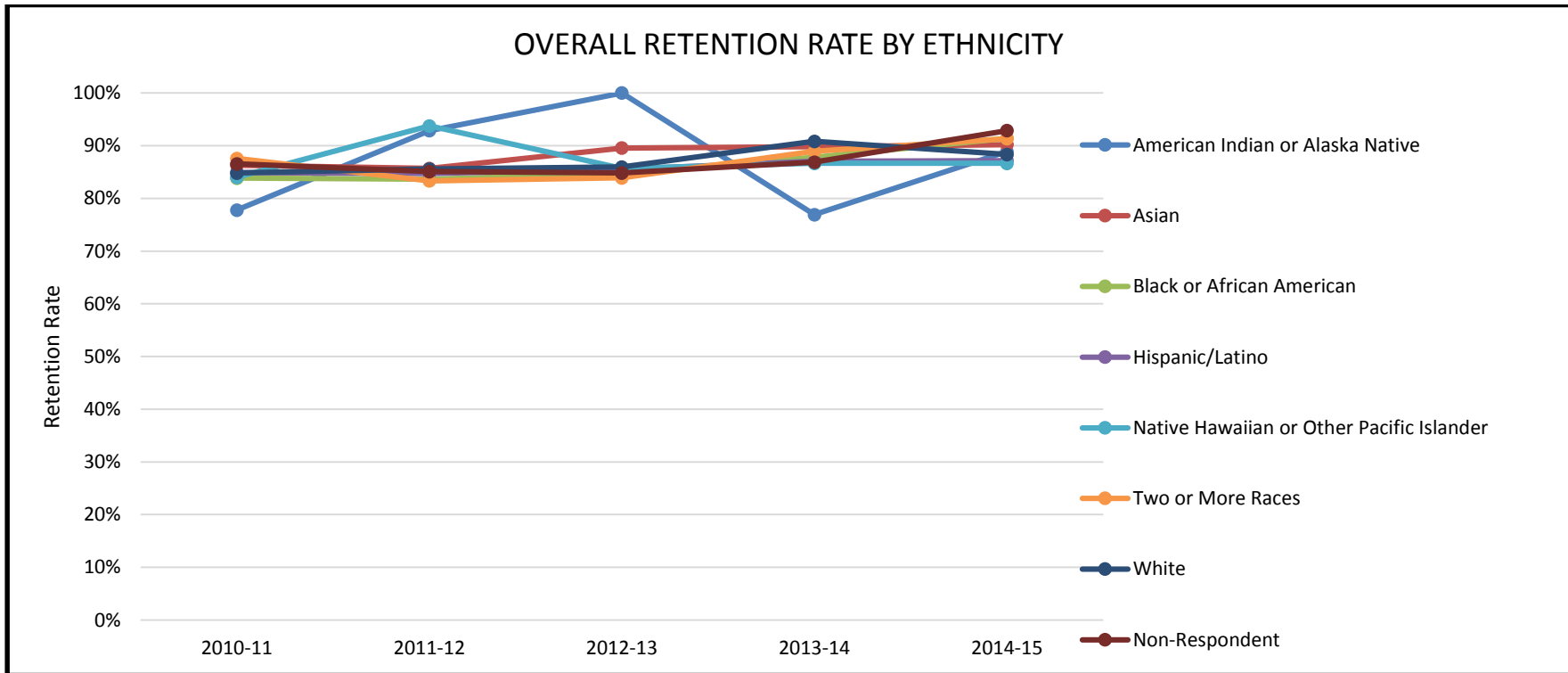
HYBRID		2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total		57.4%	74.6%	63.1%	78.5%	53.0%	78.4%	57.6%	78.4%	65.8%	78.3%
ETHNICITY	American Indian or Alaska Native	75.0%	75.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	Asian	84.8%	90.9%	53.6%	71.4%	60.0%	85.0%	66.7%	80.0%	61.5%	61.5%
	Black or African American	25.0%	62.5%	44.4%	66.7%	44.4%	66.7%	45.5%	100.0%	76.9%	76.9%
	Hispanic/Latino	47.9%	67.4%	59.6%	78.1%	43.1%	67.2%	53.5%	76.1%	62.0%	80.6%
	Native Hawaiian or Other Pacific Islander	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	Two or More Races	54.5%	63.6%	66.7%	66.7%	75.0%	100.0%	50.0%	68.8%	66.7%	83.3%
	White	64.8%	79.6%	69.6%	82.6%	70.3%	90.6%	69.1%	83.8%	73.2%	75.6%
	Non-Respondent	65.4%	84.6%	87.5%	87.5%	50.0%	50.0%	0.0%	0.0%	66.7%	100.0%

AGE	19 or less	66.7%	83.0%	64.8%	82.4%	55.8%	80.8%	58.3%	83.5%	66.4%	78.2%
	20 to 24	46.5%	65.8%	59.6%	75.0%	44.1%	64.4%	60.0%	75.8%	62.0%	80.0%
	25 to 29	57.1%	67.9%	73.9%	87.0%	55.6%	66.7%	50.0%	70.8%	70.0%	70.0%
	30 to 34	44.4%	77.8%	84.6%	92.3%	85.7%	100.0%	50.0%	66.7%	100.0%	100.0%
	35 to 39	66.7%	66.7%	0.0%	25.0%	50.0%	100.0%	71.4%	100.0%	71.4%	85.7%
	40 to 49	53.3%	73.3%	50.0%	50.0%	50.0%	83.3%	28.6%	42.9%	75.0%	75.0%
	50+	0.0%	33.3%	50.0%	50.0%	33.3%	66.7%	100.0%	100.0%	0.0%	0.0%
GENDER	Female	58.6%	74.6%	66.0%	81.3%	60.5%	81.4%	58.4%	77.9%	71.1%	82.5%
	Male	55.1%	74.1%	59.5%	75.0%	42.5%	67.8%	56.6%	79.2%	59.3%	73.3%
	Non-Respondent	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	100.0%

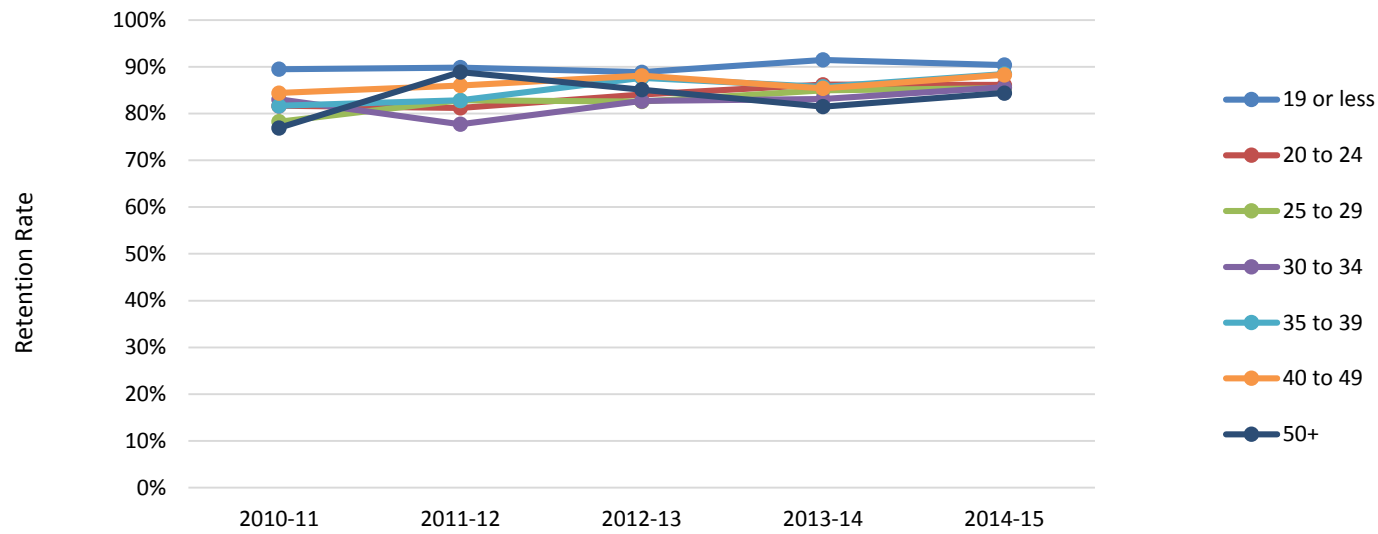
Very few online courses are offer in the English discipline. English 1A and English 1B are offered but fewer than 2% per semester are consistently offered. The general trend of success and retention of OL instruction has increased significantly closer to the success and retention of face-to-face instruction. There is still room for improvement. Hispanic students and African American students were significantly lower in the first reporting year. Both groups have increased. Hispanic students continue to be less successful. More research is necessary to determine if the technology, instruction, access to support services or some other factor may be contributing to this lower rate. Students 30-40 and older are not consistently successful. More research is necessary.

	ONLINE	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	47.0%	64.6%	35.4%	57.6%	36.6%	65.3%	55.1%	65.3%	61.1%	78.9%
ETHNICITY	American Indian or Alaska Native	0.0%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	50.0%	61.1%	20.0%	40.0%	33.3%	50.0%	66.7%	100.0%	70.0%	80.0%
	Black or African American	15.4%	38.5%	33.3%	88.9%	66.7%	100.0%	0.0%	0.0%	83.3%	100.0%
	Hispanic/Latino	44.6%	64.6%	31.7%	48.8%	32.1%	64.3%	50.0%	62.5%	53.7%	75.6%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	100.0%	100.0%	33.3%	50.0%	25.0%	50.0%	66.7%	100.0%	0.0%	0.0%
	White	53.4%	68.2%	39.4%	60.6%	41.4%	72.4%	68.8%	68.8%	63.3%	80.0%
	Non-Respondent	28.6%	57.1%	60.0%	80.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
AGE	19 or less	64.0%	72.0%	0.0%	57.1%	33.3%	83.3%	85.7%	100.0%	76.5%	94.1%
	20 to 24	42.9%	67.9%	40.5%	59.5%	39.4%	63.6%	54.2%	66.7%	51.5%	75.8%
	25 to 29	31.0%	42.9%	36.4%	57.6%	33.3%	66.7%	50.0%	60.0%	82.4%	88.2%
	30 to 34	76.5%	88.2%	36.4%	45.5%	28.6%	71.4%	0.0%	0.0%	37.5%	62.5%
	35 to 39	63.6%	72.7%	50.0%	75.0%	50.0%	100.0%	100.0%	100.0%	42.9%	57.1%
	40 to 49	46.7%	66.7%	0.0%	50.0%	50.0%	66.7%	0.0%	0.0%	60.0%	80.0%

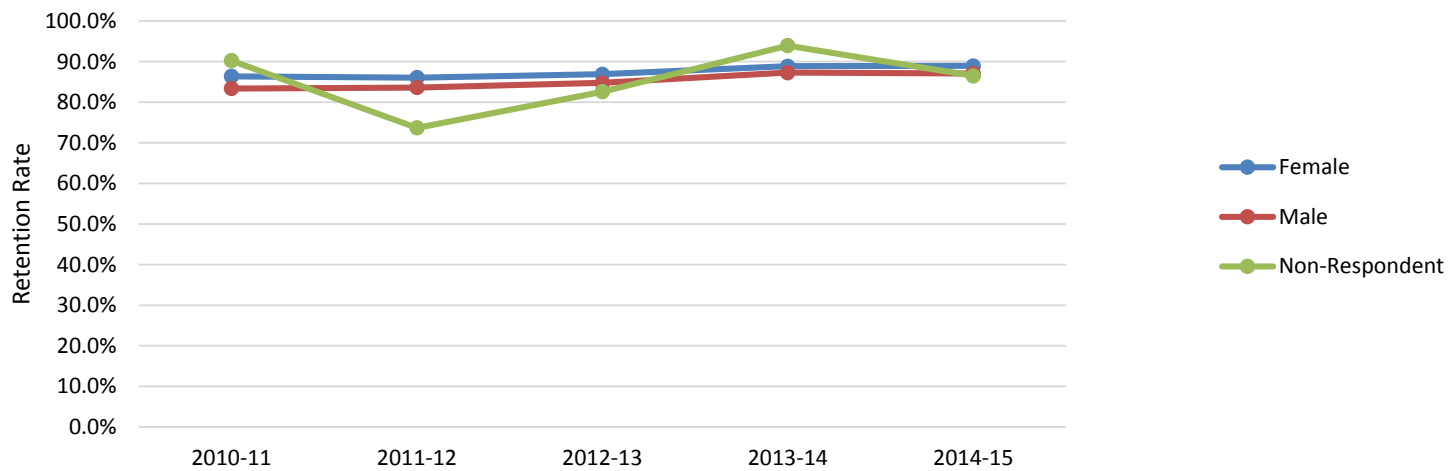
	50+	25.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%
GENDER	Female	48.9%	67.9%	35.3%	58.8%	42.6%	72.3%	46.9%	59.4%	62.1%	77.6%
	Male	41.7%	56.7%	33.3%	53.3%	26.1%	56.5%	68.8%	75.0%	61.3%	80.6%
	Non-Respondent	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%



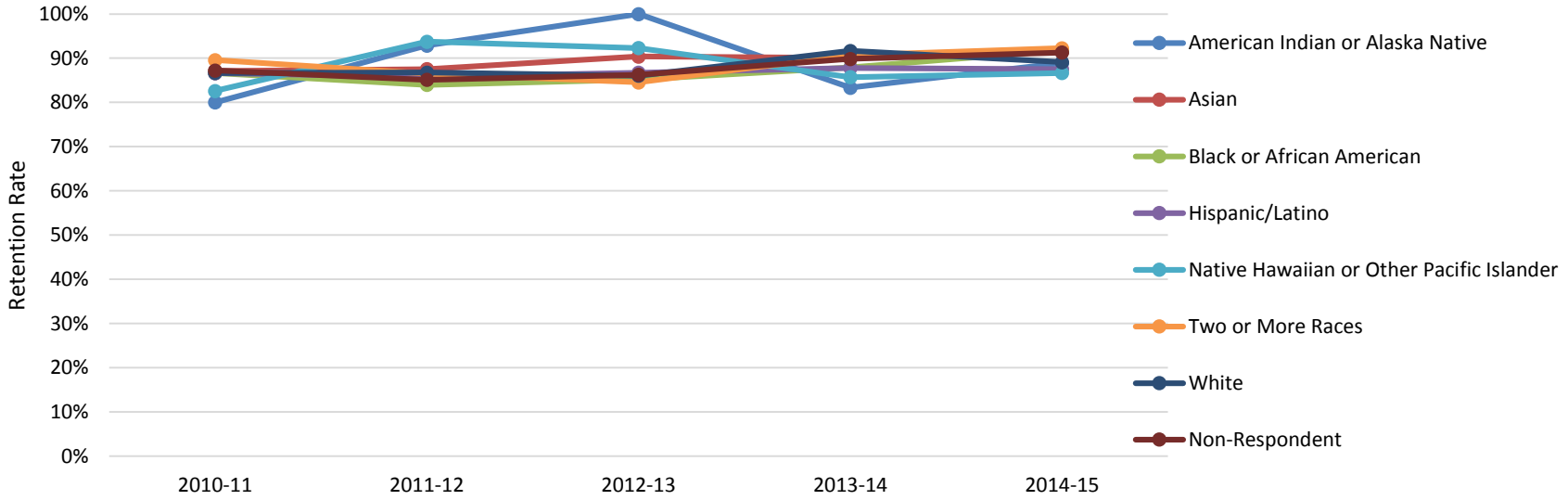
OVERALL RETENTION RATE BY AGE



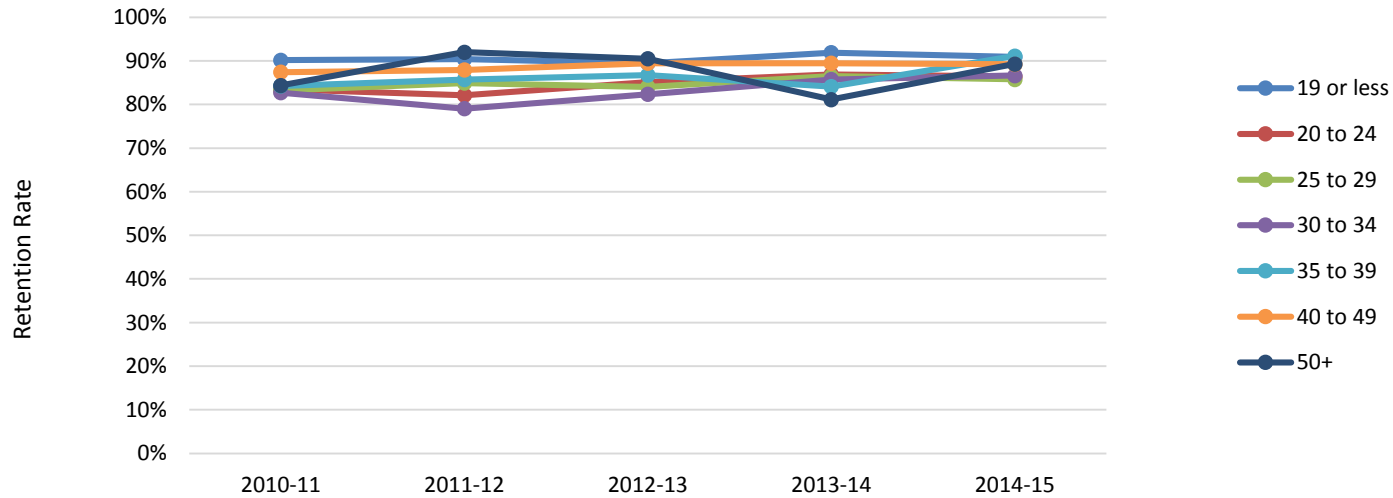
OVERALL RETENTION RATE BY GENDER



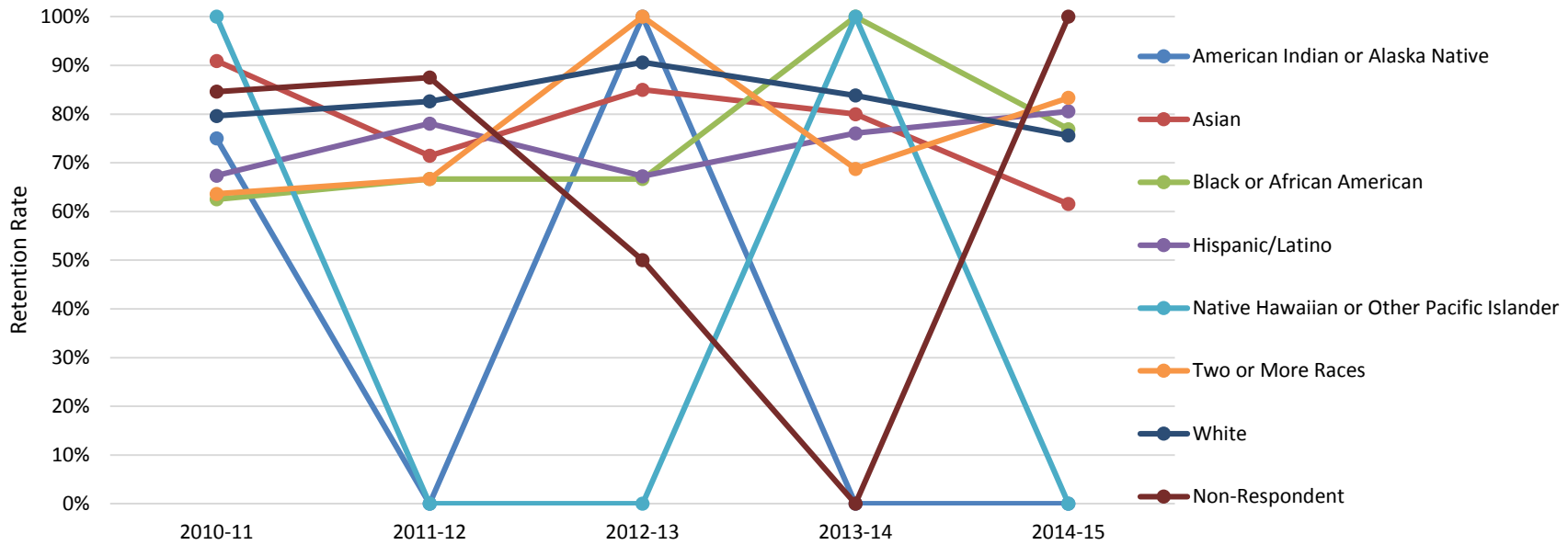
FACE-TO-FACE RETENTION RATE BY ETHNICITY



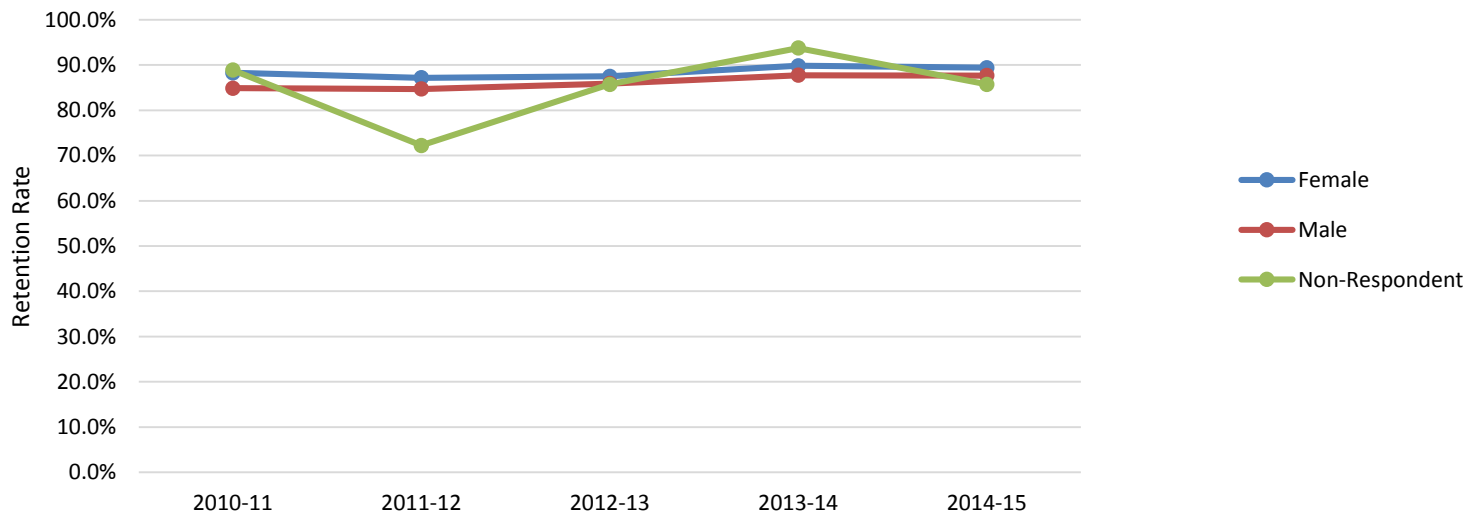
FACE-TO-FACE RETENTION RATE BY AGE



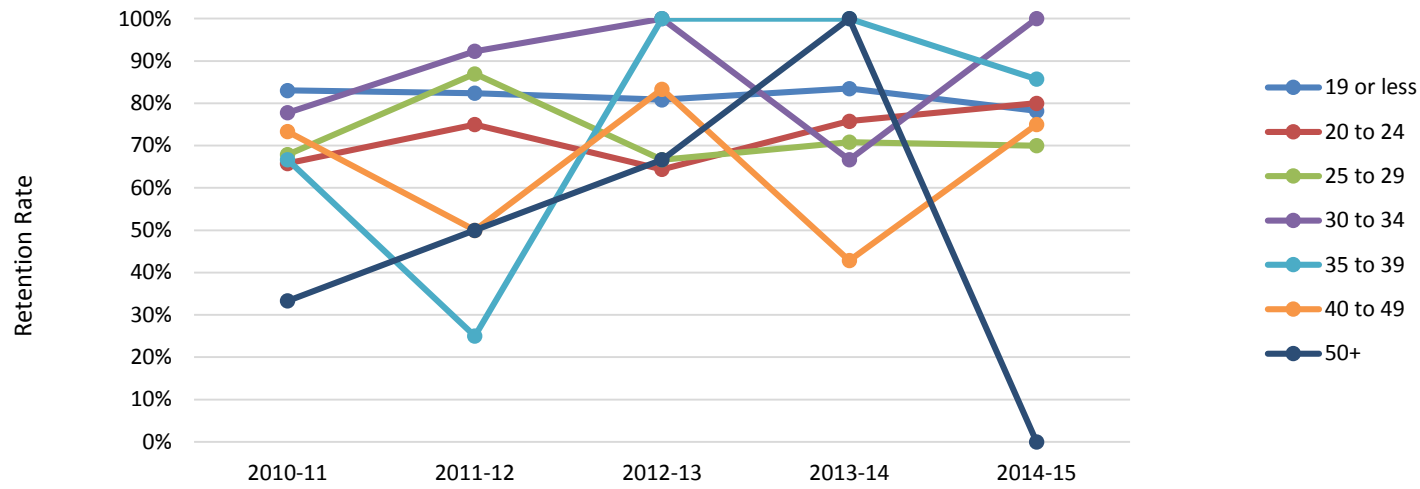
HYBRID RETENTION RATE BY ETHNICITY



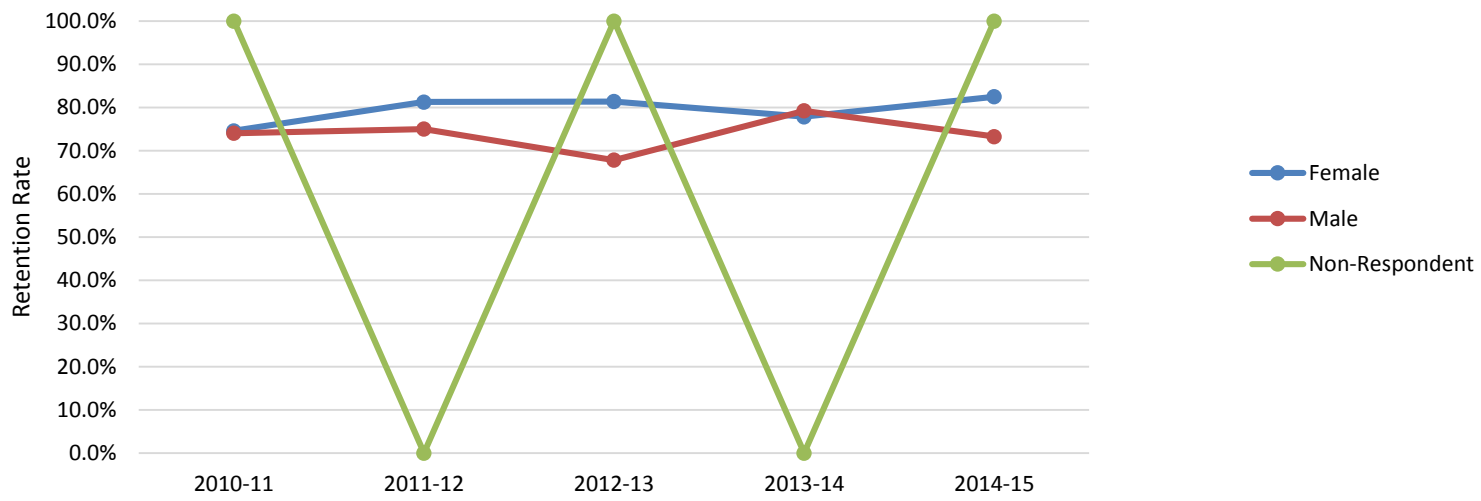
FACE-TO-FACE RETENTION RATE BY GENDER



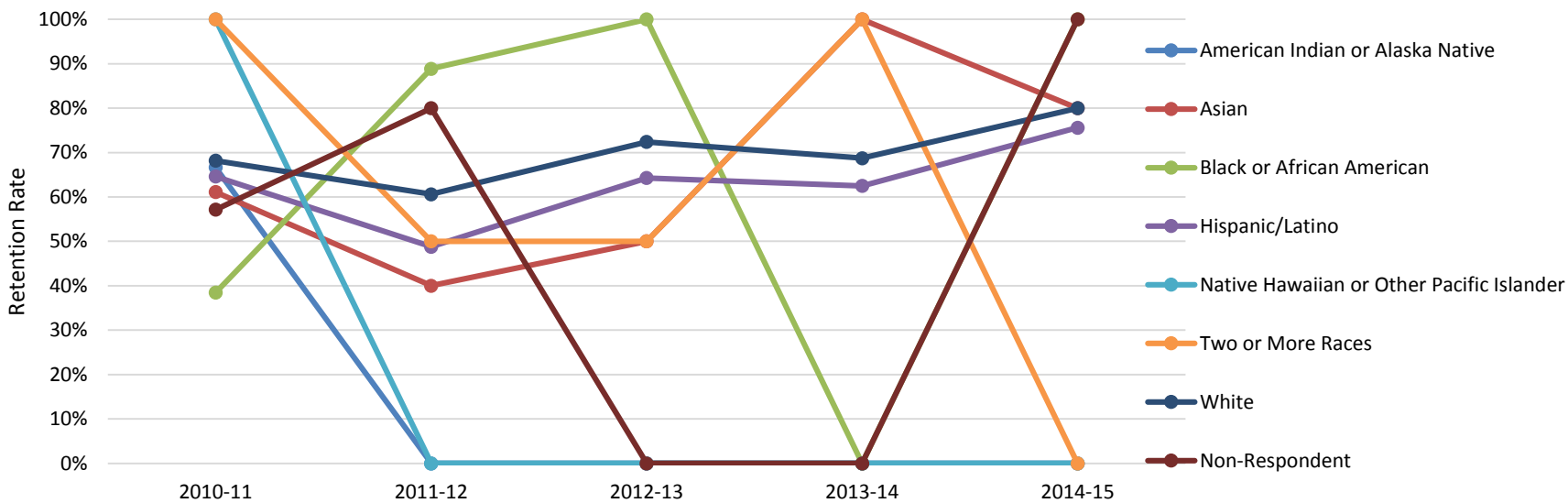
HYBRID RETENTION RATE BY AGE



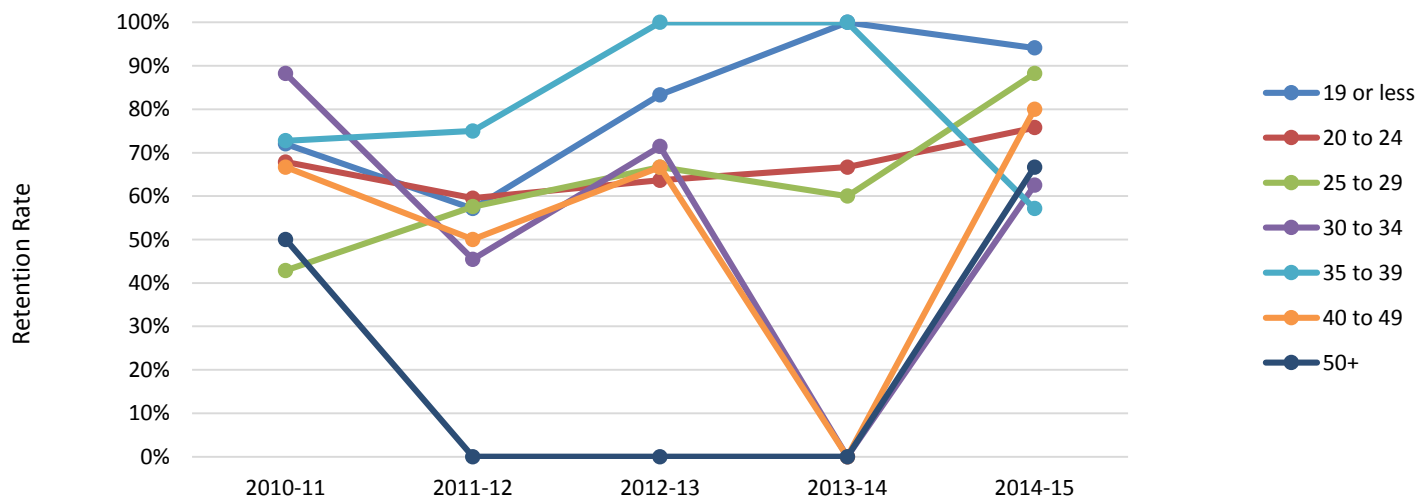
HYBRID RETENTION RATE BY GENDER

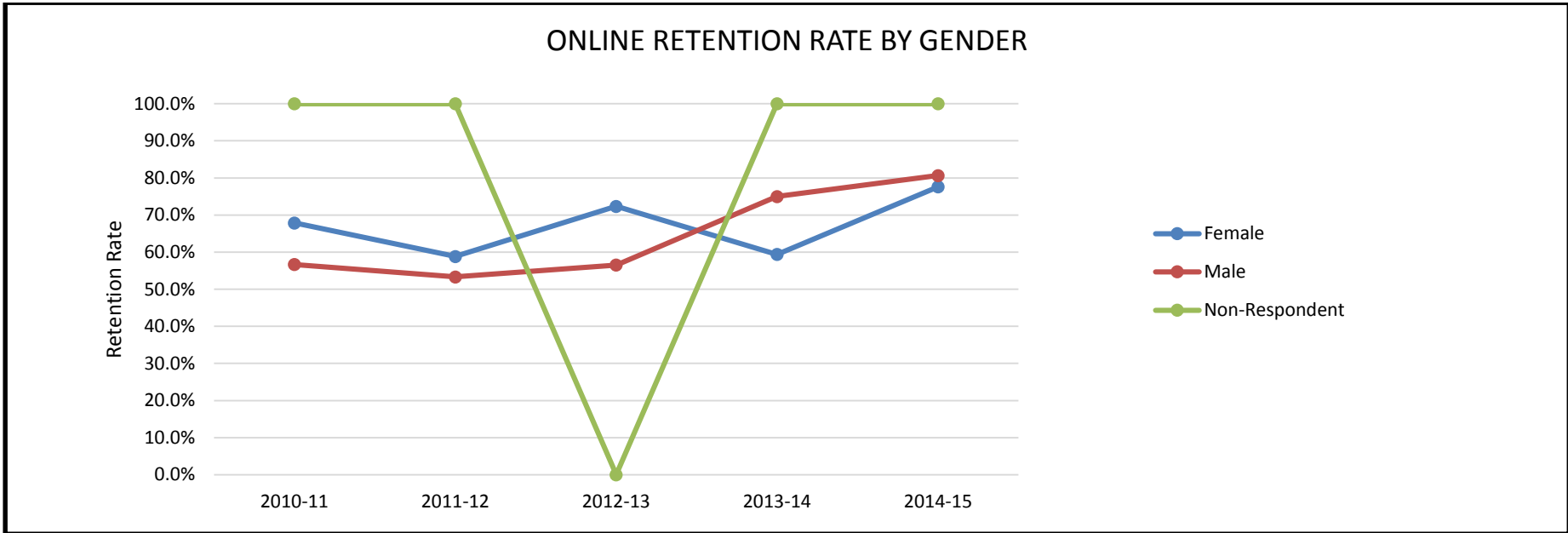


ONLINE RETENTION RATE BY ETHNICITY



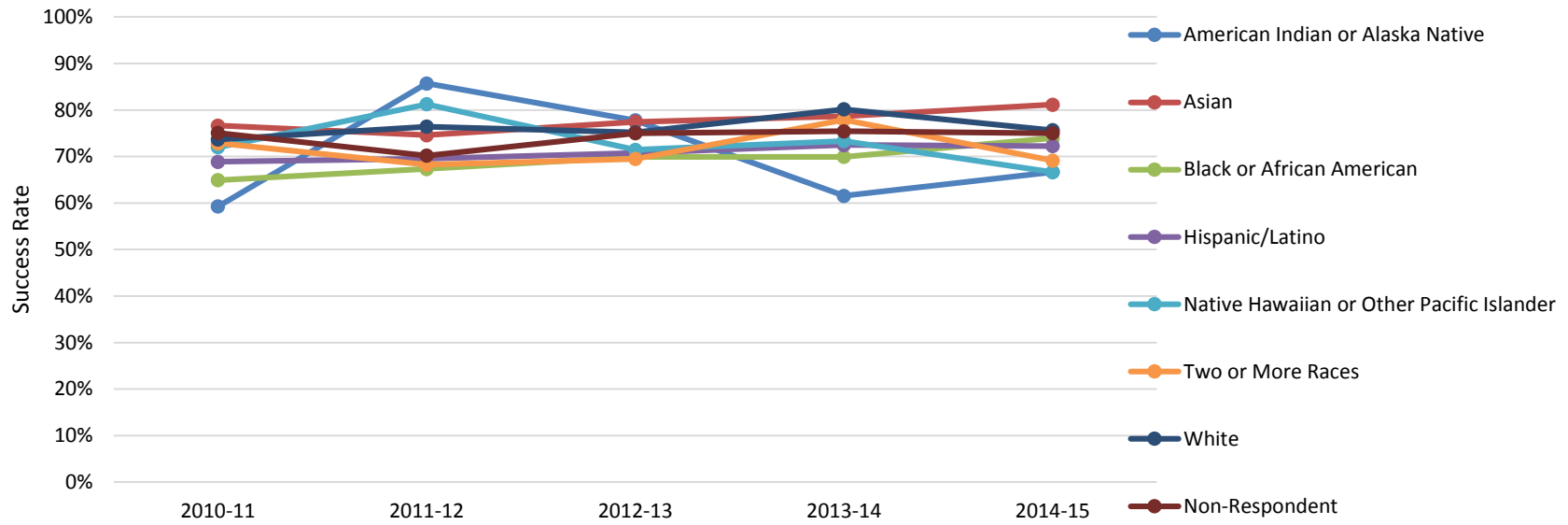
ONLINE RETENTION RATE BY AGE



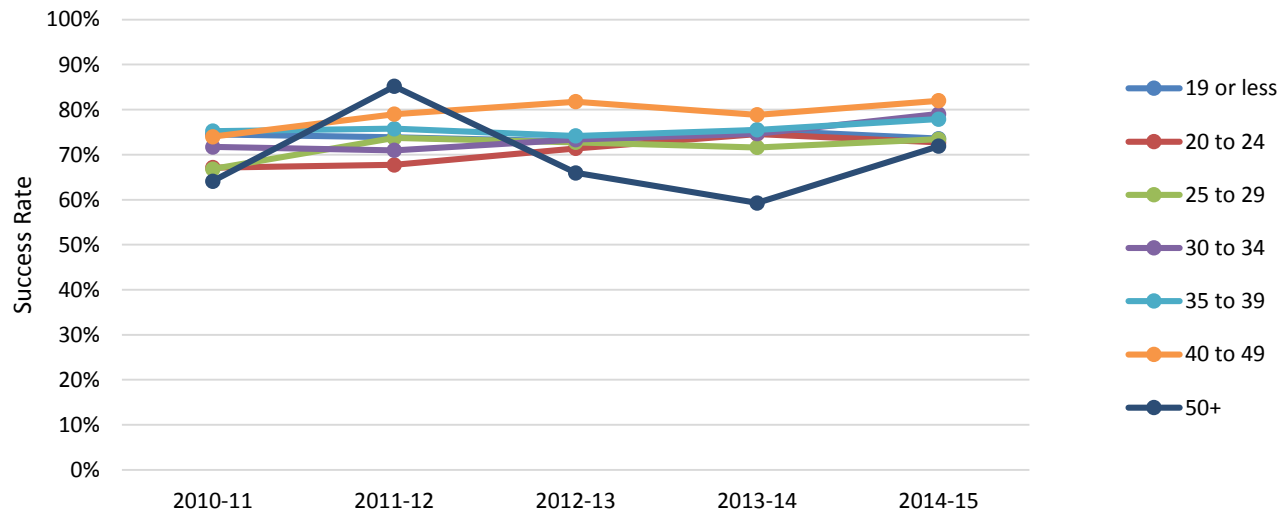


Success Charts

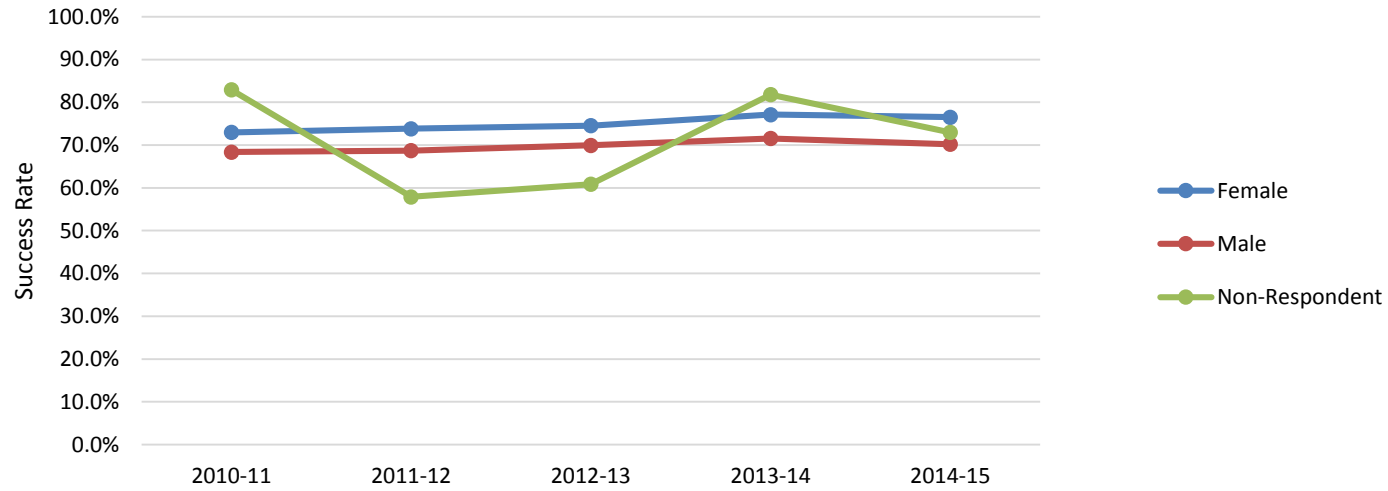
OVERALL SUCCESS RATE BY ETHNICITY



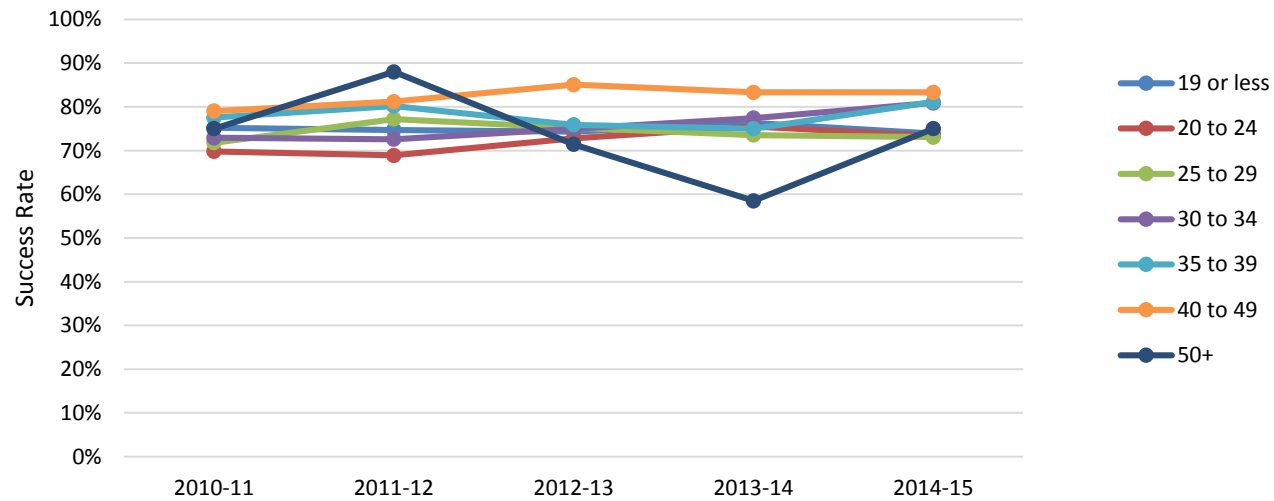
OVERALL SUCCESS RATE BY AGE



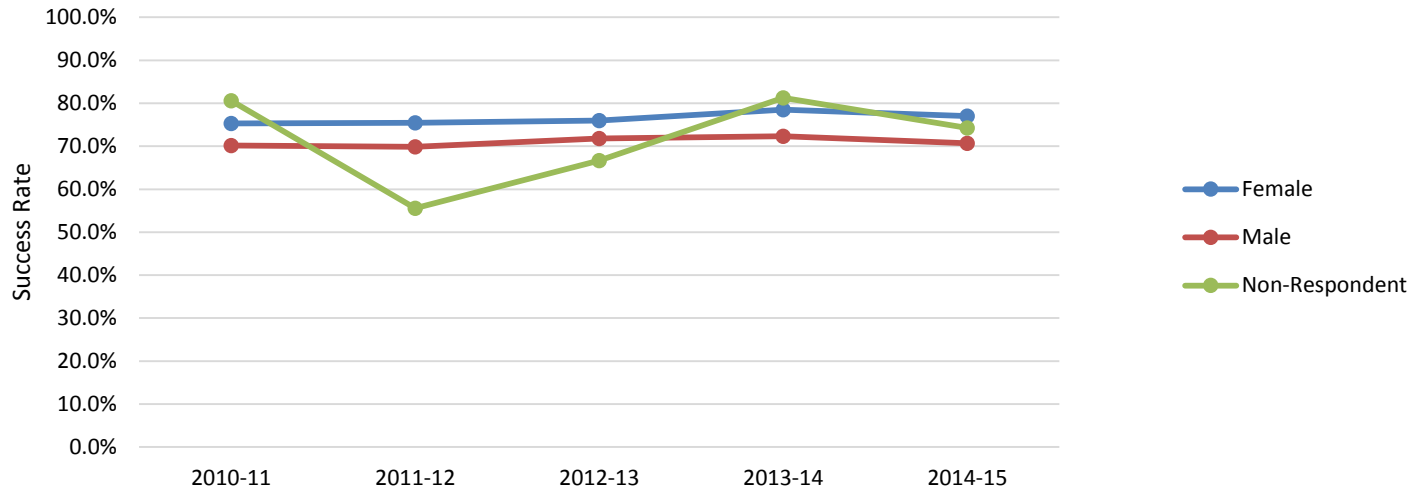
OVERALL SUCCESS RATE BY GENDER



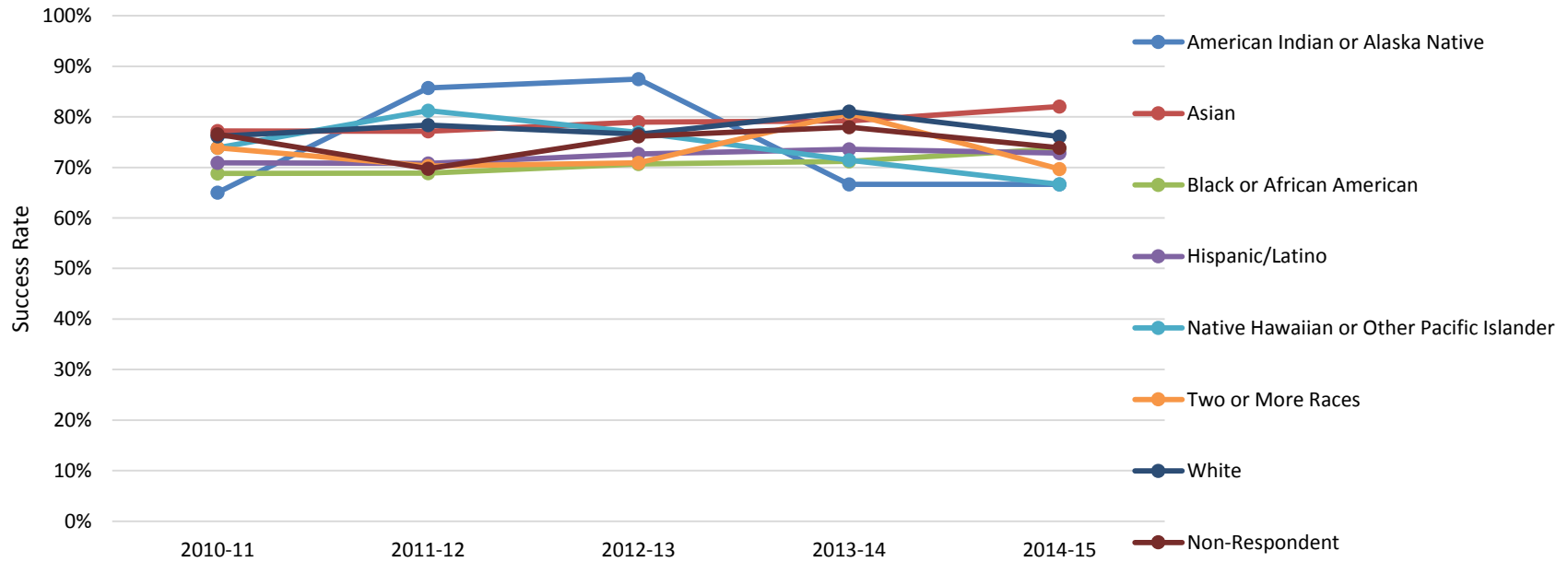
FACE-TO-FACE SUCCESS RATE BY AGE



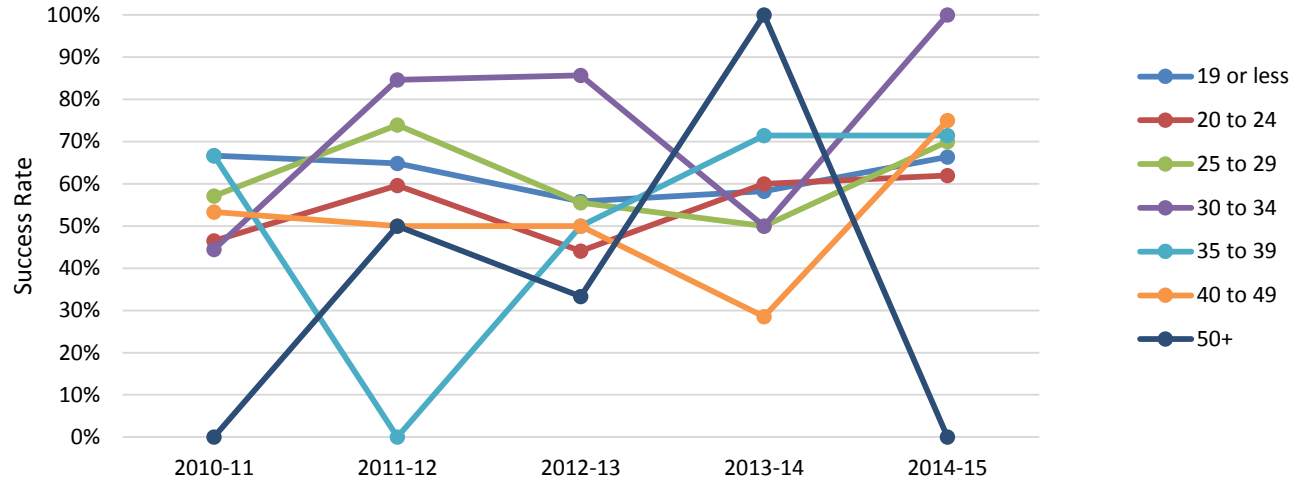
FACE-TO-FACE SUCCESS RATE BY GENDER



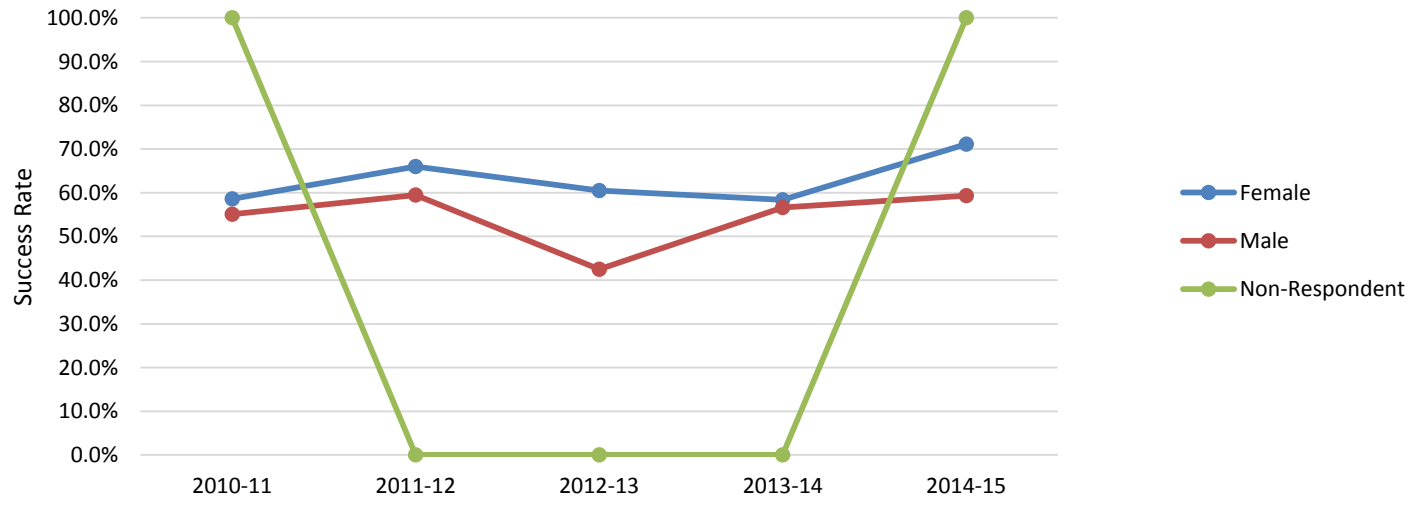
FACE-TO-FACE SUCCESS RATE BY ETHNICITY



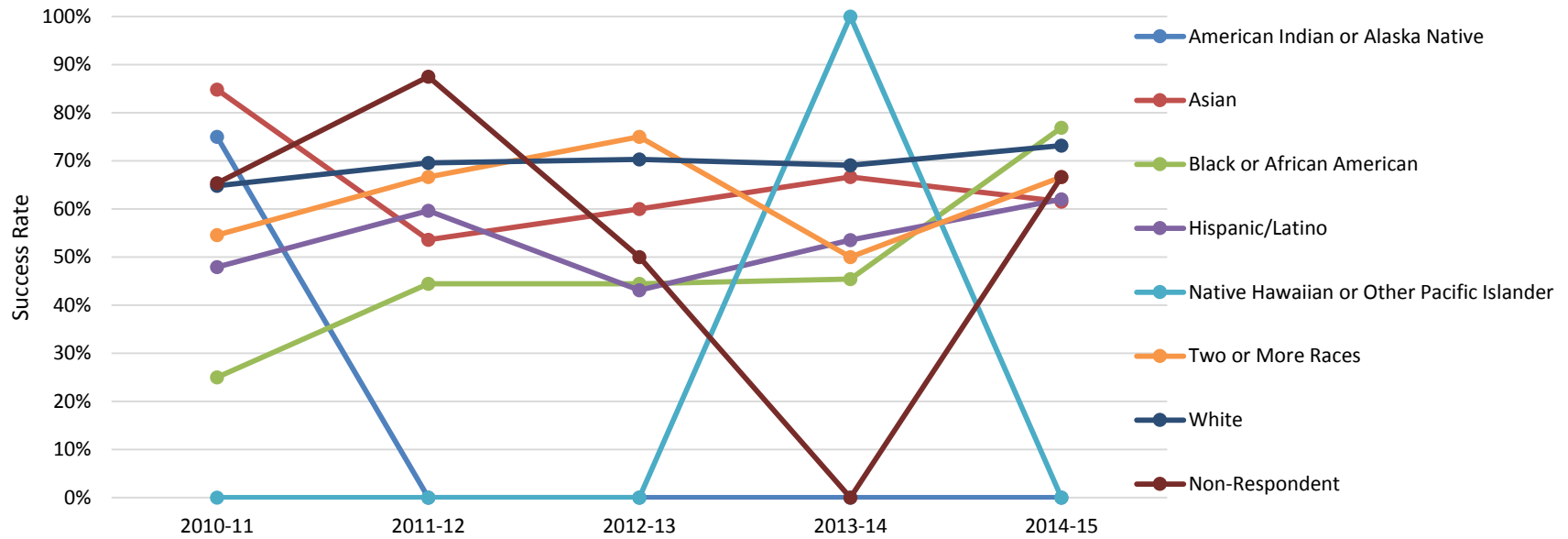
HYBRID SUCCESS RATE BY AGE



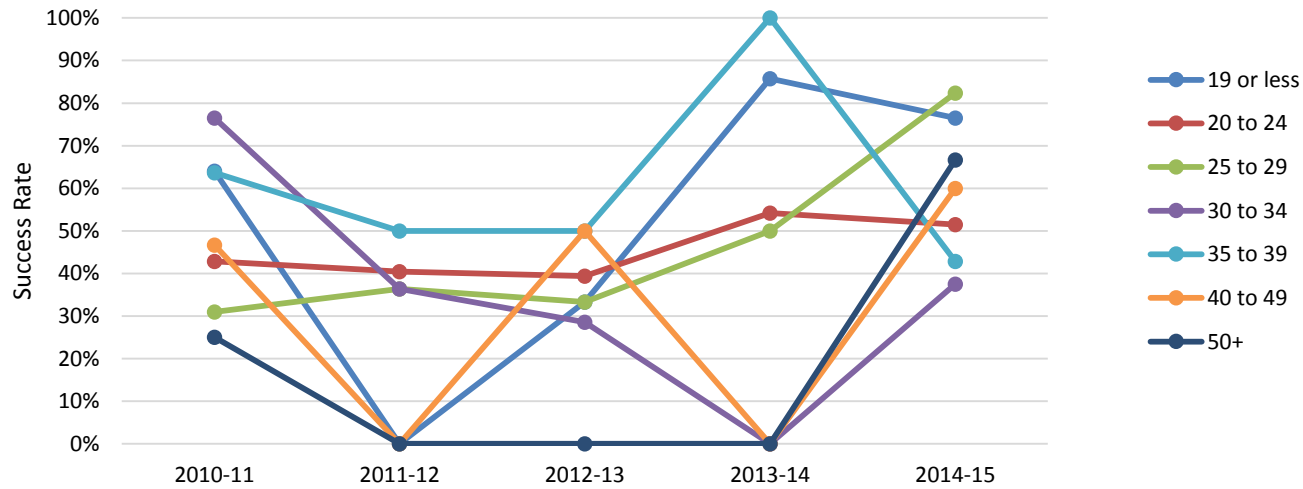
HYBRID SUCCESS RATE BY GENDER



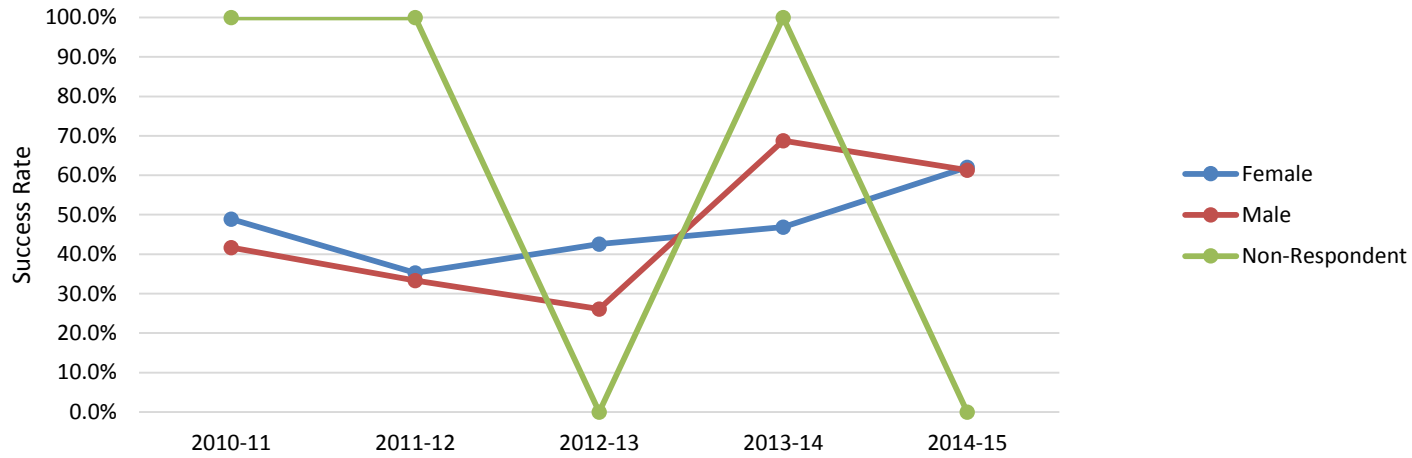
HYBRID SUCCESS RATE BY ETHNICITY



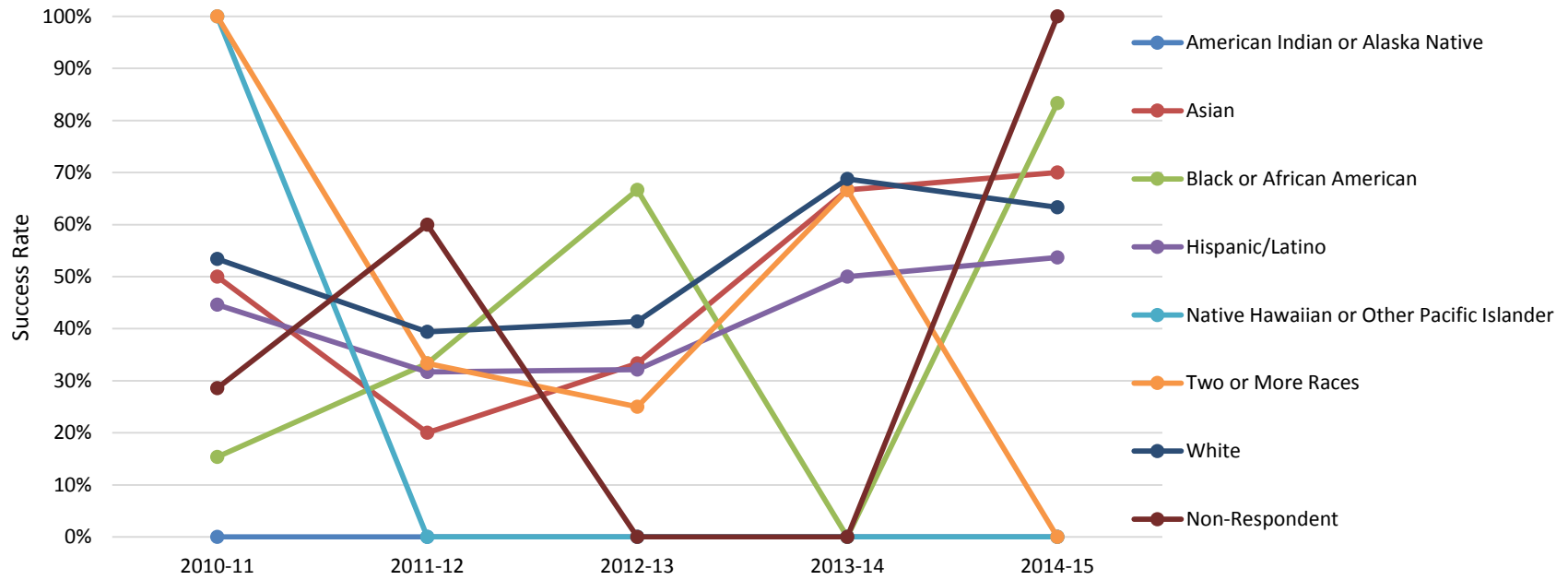
ONLINE SUCCESS RATE BY AGE



ONLINE SUCCESS RATE BY GENDER

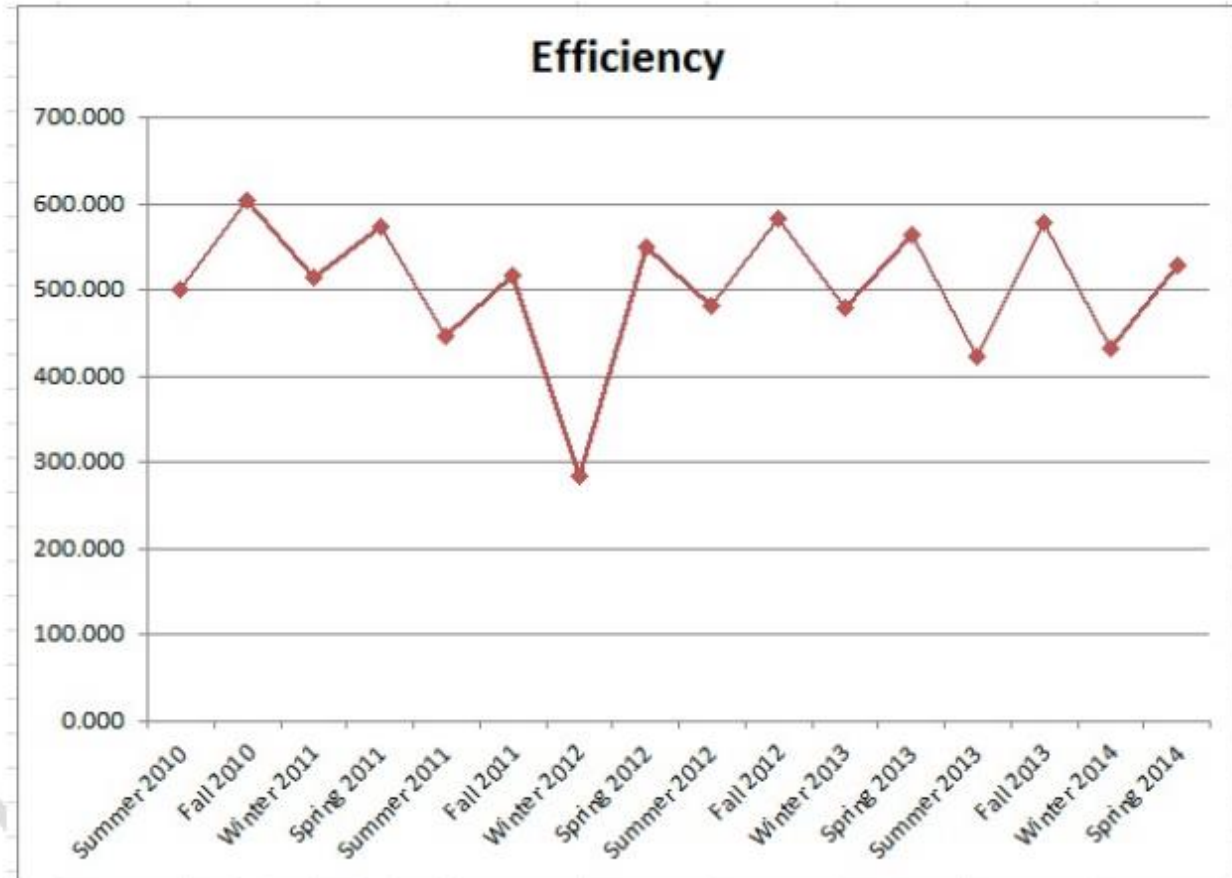


ONLINE SUCCESS RATE BY ETHNICITY



Efficiency

Term	Efficiency
Summer 2010	500.675
Fall 2010	603.455
Winter 2011	515.299
Spring 2011	572.171
Summer 2011	446.202
Fall 2011	517.292
Winter 2012	283.637
Spring 2012	550.083
Summer 2012	482.006
Fall 2012	582.460
Winter 2013	478.129
Spring 2013	563.363
Summer 2013	423.506
Fall 2013	576.988
Winter 2014	432.607
Spring 2014	528.801
Total	545.785



The English discipline has efficiency issues during the short semesters due to the nature of the reporting mechanism. WSCH cannot be used and often positive attendance is a necessity. TBA labs are directly related as well as course caps. The Winter 2012 efficiency was not as a result of the classroom efficiency but the TBA lab. Those factors during the short semesters, drive efficiency downward even though if the reporting method were different, it would be commiserate to the regular semesters. The lab has been reorganized and the way in which students choose and attend labs has been modified.

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

Associate in Arts for Transfer (A.A.-T) Degree Total		15	25	41
	English-150100			1

The Associate Degree of Transfer does not have very many degrees awarded. However, it has only be in existence for two full years. We are increasing our offerings in literature and doing a better job of letting students know that the degree exists. It is too early to tell how well the ADT is going.

Summer Advantage

This program continues to create a pipeline for first-year students in English and Math. We see an increase in first-year students based on the access created for these students with Early Registration dates. According to the Institutional Research, Summer Advantage enrollments from the Summer 2015 program are as follows:

Enrollment in Fall 2015 (By the end of early registration)

- 89% of Summer Advantage completers registered in at least one course at Norco in Fall 2015.
- 90% enrolled in both English and math.
- 77% enrolled in 12 or more units.

Students Percent Eligible for Early Registration 483

Enrolled in Courses 430 89%

Enrolled English 404 94%

Enrolled Math 409 95%

Enrolled English & Math 387 90%

Full-Time 334 77%

The Summer Advantage 2014 Report provides the following data:

Table 5-Comparison of Course Intensity between Summer Advantage & 1st Time Students

	Enrolled in Math and English	Enrolled in Math or English	Not enrolled in Math or English	Did not Enroll beyond census
Summer Advantage	344/438 (78.5%)	79/438 (18.0%)	15/438 (3.4%)	37
First-Time Students	266/1169 (22.8%)	456/1169 (39.0%)	447/1169 (38.2%)	n/a

This shows how Summer Advantage is affecting the number of students entering the English pipeline. These data are from the most recent Summer Advantage program in summer 2015.

Table 16-Term-to-term retention for Summer Advantage and Comparison Group

Term-to-Term Retention	Summer Advantage	All Other First-Time College Students
Fall 14-Spring 15	385/438	751/1169
	87.9%*	64.2%
Fall 14-Fall 15	336/438	705/1169
	76.7%**	60.3%

**Indicates significant difference between groups (t=11.28, p< 0.001)*

*** Indicates significant difference between groups (t=6.62, p< 0.001)*

Fall-to-spring and fall-to-fall retention showed group differences of 23.7% and 16.4%, respectively. These differences between groups were statistically significant, and indicated that with utmost confidence one could assume that this difference was very unlikely to occur by chance. As shown previously, there were several systematic differences (most likely attributable to the influence of the Summer Advantage program) in unit load, and course selection in first semester (English and math enrollment). These may have contributed to increased persistence during the year. In addition, outreach efforts made by counseling mentioned previously, may have also had a positive impact on the Summer Advantage students.

The Summer Advantage Report also discusses the pipeline and persistence.

Pipeline persistence resulted in relatively large differences between Summer Advantage students and fall 2014 first-time college students. Table 17 displays the percentage of students successfully completing transfer-level English and math courses within the first year of attending college.

Table 17-Pipeline Completion in English and Math

Pipeline Completion	Summer Advantage	All Other First-Time College Students
English	159/438	108/1169
	36.3%*	9.2%
Math	89/438	101/1169
	20.3%**	8.6%

**Indicates significant difference between groups (t=9.998, p< 0.001)*

***Indicates significant difference between groups (t=3.194, p< 0.005)*

These trends have been significant in the increase in course offerings over time.

Impacts to Scheduling and Course Offerings:

The following chart demonstrates a significant increase in courses such as ENG 50, ENG 1A and ENG 1B. This growth may be attributed to the pipeline changes created by Summer Advantage, the opportunities, support and increased intentionality of course taking patterns of new students. In addition, it has been suggested that as students have a shorter pathway, they have less fatigue with the course pattern and complete more quickly.

Course offerings in English over time:

	2015		2016	
	Fall		Spring	
1B	13	17%	15	17%
1A	24	31%	29	34%
50	16	21%	19	22%
60B	8	10%	9	10%
60A	11	14%	8	62%
80	6	8%	6	7%
	78		86	

	2014		2015	
	Fall		Spring	
1B	10	13%	13	18%
1A	24	32%	25	34%
50	15	20%	15	20%
60B	9	12%	8	11%
60A	12	16%	7	9%
80	5	7%	6	8%
	75		74	

	2013		2014	
	Fall		Spring	
1B	11	15%	9	14%
1A	24	32%	22	35%
50	15	20%	12	19%
60B	8	11%	8	13%
60A	12	16%	7	11%
80	4	20%	5	8%
	74		63	

	2012		2013	
	Fall		Spring	
1B	10	14%	7	11%
1A	20	29%	21	34%
50	15	22%	13	21%
60B	8	12%	7	11%
60A	13	19%	8	13%
80	3	4%	5	8%
	69		61	

In addition to the Summer Advantage program, the English discipline has been participating in the Title V grant to increase the number of students who successfully complete the basic skills pathway. Most recently, the English and Math disciplines have been awarded a grant specifically to address the basic skills pathway.

4. 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	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
<u>Course Level Leaders-</u>	One result of spring 2011 assessment of English 1A was to select individual faculty to “lead” efforts for each matriculated course. Areas of instructional support include: Identify Best-Practices; Create a Handbook; and serve as mentor/resource for support, including pedagogical, to all faculty teaching at that course level. In addition, course leaders, working with colleagues will establish a framework of standard practices for each course.	Each course has a course leader or team of leaders. Leaders have created best-practices packets of information and are the lead person for any assessment measures for the courses.	Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning --Course leaders serve as resources to support faculty teaching to the SLOs of each course Goal 7: Strengthen Our Commitment to Our Employees --Course leaders provide support for

<p><u>Develop Accelerated English Course</u></p>	<p>As a result of identified need to improve student success-ENG 885- Pilot implemented-A self-paced, open-entry/open-exit, Writing and Reading Center-based modular course designed for those who need concentrated attention in various areas of grammar, punctuation, and composition. Offered Fall 2011 and Spring 2012.</p>	<p>English 80 has been successfully implemented and is expanding as one of basic skills offerings for students.</p> <p>Acceleration continues to have positive results. A brief analysis was conducted on the make up of the students in ENG 80 to determine if there were patterns to enrollments. We are very encouraged by the success rate of students who completed English 80 and then enrolled in ENG 1A. The low success rate of ENG 80 for 2012-2013 seems to be reversing. We can make some guesses that improvement of recruitment efforts with counseling and making sure that students know the rigor required for the course is helping attract the students who are motivated.</p> <p>226 enrollments in English 80 in 12-13, 58%</p> <table border="1" data-bbox="905 870 1570 1123"> <thead> <tr> <th colspan="3">English 80 Students 12-13</th> </tr> <tr> <th></th> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Successful</td> <td>131</td> <td>58%</td> </tr> <tr> <td>Unsuccessful</td> <td>95</td> <td>42%</td> </tr> <tr> <td>Total</td> <td>226</td> <td>100%</td> </tr> </tbody> </table> <p>were successful.</p> <p>131 students were eligible to enroll in ENG-1A in after completing ENG-80. 82 students enrolled in ENG-1A by Spring 14 and had an 81.7% success rate.</p> <table border="1" data-bbox="905 1349 1570 1481"> <thead> <tr> <th colspan="3">English 1A Students</th> </tr> <tr> <th></th> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Successful</td> <td>67</td> <td>81.7%</td> </tr> </tbody> </table>	English 80 Students 12-13				Count	Percent	Successful	131	58%	Unsuccessful	95	42%	Total	226	100%	English 1A Students				Count	Percent	Successful	67	81.7%	<p>colleagues</p> <p>Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning --English 80 provides a more effective pathway to prepare some students for college-level writing, thus eliminating attrition through the composition sequence for students who are prepared for the rigor of the accelerated course</p>
English 80 Students 12-13																											
	Count	Percent																									
Successful	131	58%																									
Unsuccessful	95	42%																									
Total	226	100%																									
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		<table border="1"> <tr> <td>Unsuccessful</td> <td>15</td> <td>18.3%</td> </tr> <tr> <td>Total</td> <td>82</td> <td>100%</td> </tr> </table> <p>There were 261 enrollments in English 80 in</p> <table border="1"> <tr> <td colspan="3">English 80 Students 12-13</td> </tr> <tr> <td></td> <td>Count</td> <td>Percent</td> </tr> <tr> <td>Successful</td> <td>164</td> <td>62.8%</td> </tr> <tr> <td>Unsuccessful</td> <td>97</td> <td>37.2%</td> </tr> <tr> <td>Total</td> <td>261</td> <td>100%</td> </tr> </table> <p>13-14, 62.8% were successful.</p> <p>*will follow these students into Eng-1A in Fall 2014</p> <p>English 80 Study Students included in this study enrolled in English 80 at Norco College in Fall 12, Spring 13 or Fall 13 and had the opportunity to subsequently enroll in English 1A in Spring 13, Fall 13 or Spring 14. Measures were taken to only include students who followed the English 80 pathway to English 1A. Students who enrolled in English 80 and then subsequently went back to the traditional pathway (English 60A, 60B, 50) were excluded from this study.</p>	Unsuccessful	15	18.3%	Total	82	100%	English 80 Students 12-13				Count	Percent	Successful	164	62.8%	Unsuccessful	97	37.2%	Total	261	100%	
Unsuccessful	15	18.3%																						
Total	82	100%																						
English 80 Students 12-13																								
	Count	Percent																						
Successful	164	62.8%																						
Unsuccessful	97	37.2%																						
Total	261	100%																						
<u>Establish Course Level College-based Assessments</u>	The discipline is developing a rotation and timeline for assessing the	A chart of rotation has been established for the discipline at the college. The primary SLO evaluation is still a function of the district discipline.	Goal 1: Increase Student Achievement and Success, and																					

<p><u>and a Rotation for Continued Dialogue and Implementation</u></p>	<p>matriculated courses at the college level. As the first step in transfer and the requirement for graduation, a collaborative assessment of English 1A was undertaken in spring 2011. While assessment was directly connected the three general education outcomes-- information competency, written expression, and critical thinking—the assessment was relevant to the student learning outcomes (SLOs) embedded in the course outline of record (COR). As a result of this assessment, English 1A is being reassessed in spring 2012 along with English 60A. The discipline continues to participate in district-wide assessments (such as literature courses) where appropriate.</p>		<p>Goal 5: Strengthen Student Learning --The goal of assessment is more effective instruction so that students can achieve the SLOs</p>
<p><u>Discipline Facilitator-</u></p>	<p>As a result of recognizing the need for a discipline leader focused on pedagogy, assessment, and district</p>	<p>The current arrangement is that the chair of the department with an English designation is the facilitator for ENG. More coordination is necessary.</p>	<p>Goal 7: Strengthen Our Commitment to Our Employees --A facilitator</p>

	<p>wide curriculum who will facilitate regular meetings and projects specifically related to discipline needs.</p> <p>The discipline continues to work on defining-the role of a Norco College Discipline Facilitator as it pertains to the district discipline, the college, and our colleagues at the other two campuses.</p>		<p>supports the work of faculty through coordination of discipline efforts and bringing to the discipline important college, district, and statewide developments</p>
<p>Create an English 70 course to provide an alternative pathway to ENG 1A (in conjunction with ENG 50)</p> <p>Links to comprehensive program review goal of further examination of basic skills instruction</p>	<p>SLO identification and mapping</p> <p>Write course(s) outlines</p> <p>Curriculum Approval</p>	<p>This course is in production in CurricuNet. It needs more modifications to the SLOs.</p>	<p>Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning</p> <p>--Like English 80, this course will create an additional pathway to promote students' acquisition of basic skills, with the goal of greater persistence and success in the composition sequence</p>

Accelerate English Instructor Training for English 80 Links to comprehensive program review goal of further examination of basic skills instruction	Facilitate Workshops for full-time and associate faculty who are planning on teaching accelerated English courses. Provide materials and venue for collaborative instruction.	This is part of the Basic Skills Grant that has just been awarded.	Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning --The success of English 80 has created a need for instructor training to provide for more sections to support student learning and success

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

2011-2015-N/A

New faculty will be hired in 2016-no impact at this time.

6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the Educational Master Plan/Strategic Plan? **Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Track success of MMAP pilot students	<ul style="list-style-type: none"> • MMAP student success rates equal that of other students • MAPP student retention exceeds that of other students by 5% Decrease number of developmental courses required by MMAP students by 25%	1-3 years	Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning --The MMAP way of assessing student potential has effects in the affective domain as well as the potential to increase student success in the English pipeline.
Apply MMAP to all possible first-time students and track progress	<ul style="list-style-type: none"> • Same student success/retention outcomes Increase students completing college-level English or math within 3 or fewer courses by 6% of Year 1	2 years	Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning --MMAP will create an additional pathway to promote students' acquisition of basic skills, with the goal of greater persistence and success in the composition sequence
	Number of participating students increases proportionately to number of first-time students	2 years	
Increase number of Summer Advantage students participating in follow-up	Increase participating students by 2% over previous year	1-3 years	Goal 4: Create Effective Community Partnerships

support workshops			Increase the number of students who participate in summer bridge programs or boot camps.
Increase number of first-time students enrolling in both English during the first term	Increase participating students by 2% over previous year	1-3 years	Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning --Many students drop out or stop taking classes because the pathway is too long; acquisition of basic skills, with the goal of greater persistence and success in the composition sequence will help students succeed in other aspects of the college as well.
Increase faculty training in acceleration	<ul style="list-style-type: none"> • Provide faculty opportunity for conference attendance to receive training about acceleration • Faculty lead produce draft of Acceleration Handbook Pilot the new Express Pathway schedule in spring 2017	1-4 years/ongoing	Goal 1: Increase Student Achievement and Success, and Goal 5: Strengthen Student Learning --The success of English 80 and other acceleration methods has created a need for instructor training to provide for more sections to support student learning and success
Host NC – CNUSD annual instructional summit for English	<ul style="list-style-type: none"> • Breakout session on dual enrollment/student success • Breakout session on mathematic 		Goal 4: Create Effective Community Partnerships: Increase community partnerships.

	<ul style="list-style-type: none"> • Breakout session on English Breakout session on pathways, ADTs, CTE		
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Course Outlines of Record (COR)

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

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?
ENG 1A	ENG 1A English Composition	Jeffrey Rhyne		*Active* **Course Major Modification**
ENG 1AH	Honors English Composition	Jeffrey Rhyne		*Active* **Course Major Modification**
ENG 1B	Critical Thinking and Writing	Tammy Kearn		*Active* **Course Major Modification**
ENG 1BH	Honors Critical Thinking and Writing	Thatcher Carter		*Active* **Course Major Modification**
ENG 4	Writing Tutor Training	Kruizenga-Muro		*Active* **Course Major Modification**
ENG 6	British Literature I: Anglo-Saxon through Eighteenth Century *Active*	Kelly Douglass		*Active* **Course Major Modification**
ENG 7	British Literature II: Romanticism through Modernism/Post-Modernism *Active* **Course Major	Kelly Douglass		*Active* **Course Major Modification**

ENG 8	Introduction to Mythology	Kelly Douglass		*Active* **Course Minor Modification**
ENG 9	Introduction to Shakespeare	Kelly Douglass		*Active* **Course Major Modification
ENG 10	Special Studies in Literature	Kelly Douglass		*Active* **Course Major Modification**
ENG 11	Creative Writing	Kristine Anderson		*Active* **Course Major Modification**
ENG 12	Special Studies in Creative Writing	Kristine Anderson		*Active* **Course Major Modification**
ENG 14	American Literature I: Pre-Contact through Civil War	Kelly Douglass		*Active* **Course Major Modification**
ENG 15	American Literature II: 1860 to the Present	Kelly Douglass		*Active* **Course Major Modification**
ENG 20	Survey of African American Literature	Kelly Douglass		*Active* **Course Major Modification**
ENG 30	Children's Literature	Kelly Douglass		*Active* **Course Major Modification**
ENG 23	The Bible As Literature	Kelly Douglass		*Active* **Course Major Modification**
ENG 35	Images of Women in Literature	Kelly Douglass		*Active* **Course Major Modification**
ENG 40	World Literature I: From Ancient Literatures to the Seventeenth Century	Kelly Douglass		*Active* **Course Major Modification**
ENG 41	World Literature II: Seventeenth Century Through the Present	Kelly Douglass		*Active* **Course Major Modification**
ENG 44	Poetry from the Twentieth Century to the Present	Kelly Douglass		*Active* **Course Major Modification**
ENG 45	Modern Drama	Kelly Douglass		*Active* **Course Major Modification**
ENG 48	Short Story and Novel from the Twentieth Century to the Present	Kelly Douglass		*Active* **Course Major Modification**
ENG 50	Basic English Composition	Joe Anguiano		*Active* **Course Minor

				Modification**
ENG 60B	English Fundamentals: Paragraph to Essay	Brit Osgood-Treston		*Active* **Course Minor Modification**
ENG 60A	English Fundamentals: Sentence to Paragraph	Brit Osgood-Treston		*Active* **Course Minor Modification**
ENG 80	Preparatory Composition	Jeffrey Rhyne		*Active* **Course Major Modification**
ENG 85	Writing Clinic (English)	Denise Kruizena-Muro		*Active* **Course Minor Modification**
ENG 885	Writing Clinic	Denise Kruizena-Muro		*Active* **Course Minor Modification**

Norco College Comprehensive Instructional Program Review Update

Unit: English
 Contact Person: Melissa Bader
 Date: 04/20/2016

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
English	8	29

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

Long Term Resource Planning

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

8. Staff Needs

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

<p>List Staff Positions Needed</p> <p>Please justify and explain each faculty request as they pertain to the goals listed in item #6. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Number of years request has been made</p>	<p>Annual TCP*</p>	<p>EMP Goals</p>	<p>Short Term Goal (S)</p> <p>Long Term Goal (L)</p>

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>1. Faculty Lead Assignments for Summer Advantage <u>Justification</u> : Norco College needs to institutionalize the leadership for the Summer Advantage program. It is currently done with special projects, but as it is continuing to grow, it needs to be something that is facilitated by the two faculty heads. It is beginning to expand beyond committee work during the regular year.</p>	(N)	2	<p>Reassign .2000/ faculty lead \$24,776/yea r</p>	<p>Goal 1: Increase Student Achievement and Success</p> <p>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.</p> <p>4.Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).</p> <p>5.Increase completion rate of degrees and certificates over 6 years.</p> <p>6.Increase success and retention rates.</p> <p>8.Increase the percentage of students who begin addressing basic skills needs in their first year.</p> <p>the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.</p> <p>4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).</p>	(L)
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* 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: English

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

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. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. General Replacement for older office equipment. <u>Justification:</u>					
2. <u>Justification</u>					
3. <u>Justification</u>					
4. <u>Justification</u>					
5. <u>Justification</u>					
6. <u>Justification</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](#).

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.

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

<p>List Professional Development Needs. 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.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. Further training for Accelerated English <u>Justification:</u> To address department needs, yearly and comprehensive program review goals</p>			Will vary depending on --number of faculty involved --whether full-time or part-time faculty --possible guest speaker	3, 4, 5, 6, 8 (as noted in goals above)
<p>2. Equity Training for Faculty <u>Justification:</u> To help meet the equity goals of the college</p>			Will vary depending on --number of faculty involved --whether full-time or part-time faculty --possible guest speaker	1, 2, 3, and 5: increase student success, student life, access, and learning

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.

<p>3. Further training in reading skills, such as 3CSN's Reading Apprenticeship program <u>Justification</u>: Reading is an important part of acceleration courses but most English faculty have not received training in the teaching of reading. The costs are minimal: just travel for most workshops. However, we might consider hosting a 3CSN Reading Apprenticeship workshop at Norco College, which might incur costs.</p>			<p>Will vary depending on --number of faculty involved --whether full-time or part-time faculty --possible guest speaker</p>	<p>1, 2, 3, and 5: increase student success, student life, access, and learning</p>
<p>4. <u>Justification</u></p>				
<p>5. <u>Justification</u></p>				
<p>6. <u>Justification</u></p>				

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

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

11. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college⁴

<p style="text-align: center;">List Student Support Services Needs</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;">EMP GOALS</p>	<p style="text-align: center;">Distance Education</p>
<p>1. Extend visits from counselors to ENG 80. Students could complete Ed plans and be directed to more acceleration if possible. <u>Justification:</u> We have had a few informal visits to the ENG 80 classes, but it would be great to institutionalize this as a practice for the accelerated ENG courses. We could capture the students who have demonstrated a desire to move more rapidly through the coursework and help them reach their goal for completion with a plan.</p>	<p style="text-align: center;">Goal 1; Goal 5</p>	<p style="text-align: center;">no</p>
<p>2. Establish a Tutoring Budget that replaces the funds absorbed by the hiring of Computer lab aides. <u>Justification:</u> The English discipline gave the integrated learning lab the entirety of their tutor budget as a result of the revision of the job descriptions. We were assured that there would be funds for tutoring for English. Currently there are no tutors and were just informed there will be no funds made available. If we are unable to secure funds, English will rewrite the tutor job listings to comply with the new regulations (student specific hiring) and would request at that time that we are given back the funding (\$23,725) adopted in the 2010-2011 budget.</p>	<p style="text-align: center;">Goal 1; Goal 2</p>	<p style="text-align: center;">no</p>
<p>3. <u>Justification</u></p>		
<p>4. <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.

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.

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

Unit Name: English

12. 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. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. Adjunct Office Room</p> <p><u>Justification</u> Adjunct instructors have made several requests for a space to work with students in an office-hours like atmosphere. The LRC is a difficult space to work in such a capacity. Many surrounding colleges and universities have a dedicated shared space for associate faculty to meet with students outside of class</p>	\$4,000	1	\$4,000	Goal 1: Increase Student Achievement and Success Goal 2: Improve the Quality of Student Life Goal 3: Increase Student Access Goal 7: Strengthen Our Commitment To Our Employees
<p>2.</p> <p><u>Justification</u></p>				
<p>3.</p> <p><u>Justification</u></p>				

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.

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

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

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Trends and status change, prior and next four years identified	Trends and status change section is blank	Only prior or next four years completed, not both	/	Prior and next four years section completed with clear information in both, or identified as N/A
2. Retention, success, and efficiency rates have been identified and reflected upon	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. (If Applicable) Specific program/certificate data are included and discussed	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. Goals from prior comprehensive identified, activities linked to the goal, progress stated	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

5. Long term goals identified, activities and timeline stated	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. Long term goals aligned to mission and EMP	No link between the long term goals and 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
7. Course Outline of Record section is completed	COR section is blank	COR section is partially completed, missing some courses from catalog	/	COR section is completed in its entirety – all courses in catalog identified
8. Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
Column scores				
(If no programs of study are applicable, do not average in points from item #3)				

Additional comments:

II. Comprehensive Program Review Assessment Update

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

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

Section 1: Discipline Evaluation of Assessment Process

- a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
ENG 60A	C	<ul style="list-style-type: none"> Embedded Multiple Choice Exam Final In-Class Paragraph Evaluated Against Rubric in Common Scoring Session 	<ul style="list-style-type: none"> This mode assesses student knowledge of the language used in writing. This mode assesses student degree of mastery to demonstrate different components of the composition SLO in written work.
ENG 60B	C	<ul style="list-style-type: none"> Pre - Post Test Reading Log 	<ul style="list-style-type: none"> This mode assesses students' reading and comprehension abilities at the start and conclusion of the course.
ENG 50	C	<ul style="list-style-type: none"> Late Term Out-of-Class Essay without Instructor Assistance Evaluated Against 	<ul style="list-style-type: none"> This mode assesses student degree of mastery to demonstrate different components of the

		Rubric in Common Scoring Session	composition SLO in written work.
ENG 80	C	<ul style="list-style-type: none"> • Late Term Out-of-Class Essay without Instructor Assistance Evaluated Against Rubric in Common Scoring Session 	<ul style="list-style-type: none"> • This mode assesses student degree of mastery to demonstrate different components of the composition SLO in written work.
ENG 1A	C	<ul style="list-style-type: none"> • Late Term Out-of-Class Research Essay Evaluated Against Rubric in Common Scoring Session • Midterm Out-of-Class Common Essay Evaluated Against a Rubric in Common Scoring Session • Instructor Survey • Instructor Evaluation of Student Competency in a Late-Term Assignment for specific SLO mapped to GE PLO. 	<ul style="list-style-type: none"> • This mode assesses the degree of mastery for specific SLOs in written work. • This mode assesses the mid-semester progress for competency of SLOs in written work. • This mode gathers information about different instructor pedagogical approaches and assignments in relation to the SLOs. • This mode assesses the degree of competency for specific SLO mapped to GE PLO.
ENG1AH	C	<ul style="list-style-type: none"> • Late Term Out-of-Class Research Essay Evaluated Against Rubric in Common Scoring Session • Midterm Out-of-Class Common Essay Evaluated Against a Rubric in Common Scoring Session • Instructor Survey • Instructor Evaluation of Student Competency 	<ul style="list-style-type: none"> • This mode assesses the degree of mastery for specific SLOs in written work. • This mode assesses the mid-semester progress for competency of SLOs in written work. • This mode gathers information about different instructor pedagogical approaches and assignments in relation to the SLOs. • This mode assesses the degree of competency for

		<p>in a Late-Term Assignment for specific SLO mapped to GE PLO.</p>	<p>specific SLO mapped to GE PLO.</p>
ENG 1B	C	<ul style="list-style-type: none"> • Instructor Survey • Student Survey • Instructor Evaluation of Student Competency in a Late-Term Assignment for specific SLO mapped to GE PLO. 	<ul style="list-style-type: none"> • This mode reflects instructor perceptions of their own teaching and assignments in relation to the specific SLO mapped to GE PLO. • This mode reflects student perceptions of the extent that the course contributed to achievement of the specific SLO mapped to GE PLO. • This mode assesses the degree of competency for specific SLO mapped to GE PLO.
ENG 1BH	C	<ul style="list-style-type: none"> • Instructor Survey • Student Survey • Instructor Evaluation of Student Competency in a Late-Term Assignment for specific SLO mapped to GE PLO. 	<ul style="list-style-type: none"> • This mode reflects instructor perceptions of their own teaching and assignments in relation to the specific SLO mapped to GE PLO. • This mode reflects student perceptions of the extent that the course contributed to achievement of the specific SLO mapped to GE PLO. • This mode assesses the degree of competency for specific SLO mapped to GE PLO.
ENG 4	I	<ul style="list-style-type: none"> • Pre-Post Test Critique of Written Assignment 	<ul style="list-style-type: none"> • This mode helps to determine whether teaching methods used throughout the semester have prompted students to focus on higher-order rather than lower-order concerns.

ENG 6	I	<ul style="list-style-type: none"> • Survey: Self-Reported Gains • Final Exams Evaluated Against SLO Rubric 	<ul style="list-style-type: none"> • This mode reflects student perceptions of own learning of the SLOs and suggestions for improvement to the class. • This mode assesses the degree of mastery for specific SLOs in written work.
ENG 7	I	<ul style="list-style-type: none"> • Student Survey • Late Term Essay Evaluated Against ADT PLO Rubric 	<ul style="list-style-type: none"> • This mode reflects student experiences taking classes at Norco College and suggestions for improvement to the course and ADT program. • This mode assesses the degree of mastery for specific SLOs in out-of-class written work.
ENG / HUM 8	I	<ul style="list-style-type: none"> • Essay Assignments Mapped to SLOs and Student Grades 	<ul style="list-style-type: none"> • This mode assesses the SLO alignment and distribution of writing assignments and student success.
ENG 9	I	<ul style="list-style-type: none"> • Survey: Self-Reported Gains • Written Assignments Evaluated Against SLO Rubric 	<ul style="list-style-type: none"> • This mode reflects student perceptions of own learning and suggestions for improvement to the class. • This mode assesses the degree of mastery for specific SLOs in written work.
ENG 14	I	<ul style="list-style-type: none"> • Survey: Self-Reported Gains • Final Exams Evaluated Against SLO Rubric • Essay Assignments Mapped to SLOs and Student Grades 	<ul style="list-style-type: none"> • This mode reflects student perceptions of own learning of the SLOs and suggestions for improvement to the class. • This mode assesses the degree of mastery for specific SLOs in written work. • This mode assesses the SLO alignment and distribution of writing assignments and student success.

ENG 15	I	<ul style="list-style-type: none"> • Essay Assignments Mapped to SLOs and Student Grades 	<ul style="list-style-type: none"> • This mode assesses the SLO alignment and distribution of writing assignments and student success.
ENG 20	I	<ul style="list-style-type: none"> • Essay Assignments Mapped to SLOs and Student Grades 	<ul style="list-style-type: none"> • This mode assesses the SLO alignment and distribution of writing assignments and student success.
ENG 30	I	<ul style="list-style-type: none"> • Essay Questions on Final Exam with Scoring Rubric • Student Survey • Late Term Essay Evaluated Against ADT PLO Rubric 	<ul style="list-style-type: none"> • This mode assesses the degree of mastery for specific SLOs. • This mode reflects experiences taking classes at Norco College and suggestions for improvement to the course and ADT program. • This mode assesses the degree of mastery for specific SLOs in out-of-class written work
ENG 35	I	<ul style="list-style-type: none"> • Essay Assignments Mapped to SLOs and Student Grades 	<ul style="list-style-type: none"> • This mode assesses the SLO alignment and distribution of writing assignments and student success.
ENG 44	I	<ul style="list-style-type: none"> • Pre-Post Multiple Choice Exam 	<ul style="list-style-type: none"> • This mode assesses student knowledge and understanding of the basic language and terminology of literary analysis at the beginning and end of the semester.
ENG 85	I	<ul style="list-style-type: none"> • Pre-Post Course Survey: Self-Reported Gains 	<ul style="list-style-type: none"> • This mode reflects initial placement of students opting to take the class, student goals for the class, self-reported skills gained, and suggestions for improvement to the class.

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

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment Yes or No
English ADT	<ul style="list-style-type: none"> • Emphasis on Critical Thinking Professional Development • New Rotation Established • Shared assessment reports and ongoing dialogue course improvement for new instructors • Mapping of Assignments to SLOs and PLOs, with emphasis on single-section courses. 	<p>Upcoming Assessments --No current results on impact to student success</p> <p>More consistency of multi-section and single-section courses taught by different instructors</p> <p>Heightened awareness of SLOs and ADT PLOs connected to assignments</p>	
ENG 60A	<ul style="list-style-type: none"> • SLOs Revised • Explore other methods than multiple choice exam to measure composition SLO (such as pre-post, revision of early writing) • Provided instructors with brief handbooks to guide them in teaching the course, including FAQ's about course 	Upcoming Assessments-No current results on impact to student success	YES

	<p>expectations, teaching suggestions, and sample syllabi, assignments, and rubrics for guidance in teaching the course</p> <ul style="list-style-type: none"> • Appointed Course Leader(s) 		
ENG 60B	<ul style="list-style-type: none"> • SLOs Revised • Provided instructors with brief handbooks to guide them in teaching the course, including FAQ's about course expectations, teaching suggestions, and sample syllabi, assignments, and rubrics for guidance in teaching the course • Appointed Course Leader(s) 	Upcoming Assessments --No current results on impact to student success	YES
ENG 50	<ul style="list-style-type: none"> • SLOs Revised • Explore alternative methods to measure composition SLO • Provided instructors with brief handbooks to guide them in teaching the course, including FAQ's about course expectations, teaching suggestions, and sample syllabi, assignments, and rubrics for guidance in 	Upcoming Assessments --No current results on impact to student success	YES

	<p>teaching the course</p> <ul style="list-style-type: none"> Appointed Course Leader(s) 		
ENG 80	<ul style="list-style-type: none"> Explore alternative methods to measure composition SLO 	Upcoming Assessments --No current results on impact to student success	NO
ENG 1A	<ul style="list-style-type: none"> SLOs Revised Adopted standardized rhetoric text Held instructor workshop to discuss assessment results, best practices, and sample assignments Provided instructors with brief handbooks to guide them in teaching the course, including FAQ's about course expectations, teaching suggestions, and sample syllabi, assignments, and rubrics for guidance in teaching the course Appointed Course Leader(s) Implemented Common Essay Assignment and Ongoing Assessment 	<p>Upcoming Assessments-No current results on impact to student success</p> <p style="text-align: center;">Follow-Up Assessment Results</p> <p>Positive Impact: Improvement in Written Expression and Information Competency SLOs</p> <p>Neutral Impact: Critical Thinking did not improve significantly</p>	YES
ENG 1A H	<ul style="list-style-type: none"> SLOs Revised Adopted standardized rhetoric 	Upcoming Assessments-No current results on impact to student success	YES

	<p>text</p> <ul style="list-style-type: none"> • Held instructor workshop to discuss assessment results, best practices, and sample assignments • Provided instructors with brief handbooks to guide them in teaching the course, including FAQ's about course expectations, teaching suggestions, and sample syllabi, assignments, and rubrics for guidance in teaching the course • Appointed Course Leader(s) • Implemented Common Essay Assignment and Ongoing Assessment 	<p style="text-align: center;">Follow-Up Assessment Results</p> <p>Positive Impact: Improvement in Written Expression and Information Competency SLOs</p> <p>Neutral Impact: Critical Thinking did not improve significantly</p>	
<p>ENG 1B</p>	<ul style="list-style-type: none"> • SLOs Revised • Provided instructors with brief handbooks to guide them in teaching the course, including FAQ's about course expectations, teaching suggestions, and sample syllabi, assignments, and rubrics for guidance in teaching the course • Appointed Course Leader(s) 	<p>Upcoming Assessments-No current results on impact to student success</p> <p>Heightened awareness of SLOs connected to assignments</p>	<p style="text-align: center;">YES</p>

	<ul style="list-style-type: none"> • Mapping of Assignments to SLOs 		
ENG 1B H	<ul style="list-style-type: none"> • SLOs Revised • Provided instructors with brief handbooks to guide them in teaching the course, including FAQ's about course expectations, teaching suggestions, and sample syllabi, assignments, and rubrics for guidance in teaching the course • Appointed Course Leader(s) • Mapping of Assignments to SLOs 	<p>Upcoming Assessments--No current results on impact to student success</p> <p>Heightened awareness of SLOs connected to assignments</p>	YES
ENG 4	<ul style="list-style-type: none"> • Adopt new text 	Upcoming Assessments --No current results on impact to student success	NO
ENG 6	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D • Focus on fewer works (depth rather than breadth) so there can be more emphasis on close reading, critical thinking, and academic writing. • New Rotation Established: New instructors will receive previous assessment reports and suggestions for course improvement 	<p>Upcoming Assessments --No current results on impact to student success</p> <p>More consistency of single-section courses taught by different instructors</p>	YES

<p>ENG 7</p>	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D • Focus on fewer works (depth rather than breadth) so there can be more emphasis on close reading, critical thinking, and academic writing. • New Rotation Established: New instructors will receive previous assessment reports and suggestions for course improvement 	<p>Upcoming Assessments --No current results on impact to student success</p> <p>More consistency of single-section courses taught by different instructors</p>	<p>YES</p>
<p>ENG 8 / HUM 23</p>	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D • New Rotation Established: New instructors will receive previous assessment reports and suggestions for course improvement • Mapping of Assignments to SLOs 	<p>Upcoming Assessments --No current results on impact to student success</p> <p>More consistency of single-section courses taught by different instructors.</p> <p>Heightened awareness of SLOs connected to assignments</p>	<p>YES</p>
<p>ENG 9</p>	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D • Focus on fewer works (depth rather than breadth) so there can be more emphasis on close reading, critical thinking, and academic writing. • New Rotation Established: New instructors will receive previous assessment reports and 	<p>Upcoming Assessments --No current results on impact to student success</p> <p>More consistency of single-section courses taught by different instructors</p>	<p>YES</p>

	suggestions for course improvement		
ENG 14	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D • Focus on fewer works (depth rather than breadth) so there can be more emphasis on close reading, critical thinking, and academic writing. • New Rotation Established: New instructors will receive previous assessment reports and suggestions for course improvement • Mapping of Assignments to SLOs 	<p>Upcoming Assessments --No current results on impact to student success</p> <p>More consistency of single-section courses taught by different instructors</p> <p>Heightened awareness of SLOs connected to assignments</p>	YES
ENG 15	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D • New Rotation Established: New instructors will receive previous assessment reports and suggestions for course improvement • Mapping of Assignments to SLOs 	<p>Upcoming Assessments --No current results on impact to student success</p> <p>More consistency of single-section courses taught by different instructors</p> <p>Heightened awareness of SLOs connected to assignments</p>	YES
ENG 20	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D • New Rotation Established: New 	<p>Upcoming Assessments --No current results on impact to student success</p>	YES

	<p>instructors will receive previous assessment reports and suggestions for course improvement</p> <ul style="list-style-type: none"> • Mapping of Assignments to SLOs 	<p>More consistency of single-section courses taught by different instructors</p> <p>Heightened awareness of SLOs connected to assignments</p>	
ENG 30	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D • Focus on fewer works (depth rather than breadth) so there can be more emphasis on close reading, critical thinking, and academic writing. • New Rotation Established: New instructors will receive previous assessment reports and suggestions for course improvement 	<p>Upcoming Assessments --No current results on impact to student success</p> <p>More consistency of single-section courses taught by different instructors</p>	YES
ENG 35	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D • New Rotation Established: New instructors will receive previous assessment reports and suggestions for course improvement • Mapping of Assignments to SLOs 	<p>Upcoming Assessments --No current results on impact to student success</p> <p>More consistency of single-section courses taught by different instructors</p> <p>Heightened awareness of SLOs connected to assignments</p>	YES
ENG 44	<ul style="list-style-type: none"> • SLOs revised and aligned to CI-D 	<p>Upcoming Assessments --No current results on impact to student success</p>	YES

	<ul style="list-style-type: none"> New Rotation Established: New instructors will receive previous assessment reports and suggestions for course improvement 	More consistency of single-section courses taught by different instructors	
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c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
Composition Courses	CNUSD High School Students who have taken the Expository Reading and Writing Course may be coming into pre-transfer and transfer-level college composition classes better prepared. The ERWC is a high school college-preparatory course that is intended to better align with the expectations of college and university English composition courses. The course focuses on critical reading of non-fiction texts and writing in response to those texts---a curriculum designed to better prepare students for the types of reading and writing required at the college level as well as introducing them to concepts and terminology common in college composition courses. The implementation of EWRC may be contributing to students being better prepared in our courses, regardless of the level tested into, and easing their transition into the college environment.

d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student's ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

- **Offering Summer Advantage Program: The SAP workshops provide first-time college students with a refresher on active-reading and writing skills. At the end of the workshop, faculty evaluation of student in-class writing helps to increase accuracy in placement of ENG courses. Over the past four years, SAP has caused a shift in enrollment, creating a different distribution for developmental courses and increasing the number of students eligible for 1A. This shift has had a positive impact on student retention because there is less opportunity for fatigue through basic skills pipeline.**
- **Implementing accelerated English courses: ENG 80 provides a more effective pathway to prepare some students for college-level writing, thus eliminating attrition through the composition sequence. Acceleration continues to have positive results, and we are very encouraged by the success rate of students who completed ENG 80 and successfully passed 1A. Increasing success may also be due, in part, to improvement of recruitment efforts with counseling and making sure students are aware of the rigor required for the course. The success of ENG 80 has created a need for more instructor training to provide for more sections to support student learning and success. Furthermore, we are in the process of developing an ENG 70 course that will create an additional pathway to promote students' acquisition of basic skills, with the goal of greater persistence and success in the composition sequence.**
- **Scheduling a portion of composition classes for three days a week instead of two: We are beginning to see increased student success when we have multiple points of contact (such as our ENG 80 classes that meet three-four times a week). Offering the same courses with different numbers of contact days will allow us to gather some data on whether changes in scheduling may have an impact on completion and success.**
- **Increasing number of Web-enhanced classes: We have had an increase in Web-enhanced classes, which can help provide students greater control over their learning, more occasions for collaborative interaction inside and outside the classroom, access to wider range of media options to enhance discussions of course content, and opportunity for more action-based learning (rather than lecture) during class.**
- **Including "thematic approaches" in the class schedule: We have started to inform students of theme-based composition courses, so they will be able to better align their class selection to their career and personal interests.**

- **Appointing Course Leaders:** Course Leaders serve as a resource to support faculty teaching to the SLOs of each course and provide support for colleagues. With the appointment of Course Leaders, we are working to improve consistency across multi-section courses and encourage collaboration among faculty to help increase student success.
 - **Shifting scheduling to emphasize more consistency of associate faculty teaching specific levels of composition courses:** Because of the number of associate faculty teaching our basic skills and transfer-level composition courses (many of whom also teach at several different colleges), it is difficult to ensure consistency across multi-section courses. We have appointed Course Leaders to work closely with associate faculty; however, having consistent associate faculty teaching specific courses also helps to improve the uniformity of course instruction and improve collaboration on assessment projects and best practices.
 - **Aligning class assignments and activities more explicitly to SLOs:** Through the mapping of assignments to SLOs, we are striving for more consistency among classes and encouraging instructor reflection on learning objectives and pedagogical approaches. In addition to instructors' heightened SLO awareness, we aim to bring more awareness and clarification to students of their learning objectives in the course.
 - **Increasing use of turnitin.com in classes:** More instructors are using turnitin.com or similar plagiarism sites to help detect and deter plagiarism. Beyond reducing opportunities of plagiarism, turnitin.com is an effective tool for providing students feedback on correct referencing techniques and improving writing skills in general.
 - **Emphasizing affective domain in course instruction:** Beyond cognitive objectives for courses, in particular basic skills courses, we are trying to stress instructional strategies that help to increase student motivation, self-awareness, and maturation in an effort to improve student success.
- e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.
- **Further instructor training in teaching basic skills:** With the implementation of Multiple Measures Assessment Project (MMAP), we will need to continue to explore effective techniques for supporting basic skills instruction. The implementation of MMAP will increase the need for transfer-level ENG composition classes dramatically and there will most likely be a reduction in our basic skills courses. While this will certainly affect distribution of courses, it will also have a significant impact on the types of students we see in our basic skills courses. While the Basic Skills Grant will provide initial support for basic skills instruction, we will need to continue to secure sustainable faculty training and professional development opportunities that will help us best serve the needs of our most underprepared students.

- **Further instructor training in teaching reading skills:** While reading is an important part of our acceleration courses, most English faculty have not received extensive training in the teaching of reading. We need to provide faculty training and workshops, such as participation in the 3CSN's Reading Apprenticeship program, to support reading instruction and better serve our basic skills students.
- **New computers (49) in the Writing Lab to ensure students are meeting the lab requirement established in the COR and to allow students to effectively complete their work in the specific time allotted:** Significant computer problems, including slow processing, frequent crashing and loss of data, slow Internet access, frequent error messages, and incorrect log times with transition to daylight savings due to old batteries, are negatively impacting student work and time reflected for the WL requirement.
- **Increased training resources and funding to pay associate faculty members for participation in assessment projects:** Given the importance of assessment to the mission and success of the college, these activities should be reinforced, and associate faculty *appropriately* reimbursed to reflect the workload involved.

****NAC's increased TrakDat training support and assessment workshops have been very helpful. Also, the updates on the NAC link, such as the explanations of the levels of assessments and shared terminology, descriptions of various assessment modes, and specific examples / models of how to complete assessment reports, have been exceedingly useful resources for both seasoned and new faculty. Continued face-to-face and online support for faculty, as well as highlights of effective assessment projects, will continue to improve understanding and morale connected to assessment projects and requirements.**

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

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

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop- closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
ENGLISH ADT • ENG 7 • ENG 30	4	4	0	8

CML AOE	0	0	0	0 (Upcoming Assessment 2016- 2017)
GE • ENG 1A / 1A H (2) • ENG 1B / 1B H (1)	2	0	1	3
ENG 60A English Fundamentals: Sentence to Paragraph	1	4	0	5
ENG 60 B English Fundamentals: Paragraph to Essay	1	3	0	4
ENG 50 Basic English Composition	1	4	0	5
ENG 80 Preparatory Composition	1	1	0	2
ENG 1A English Composition (Two Course Only Assessments / Two Linked to GE PLO Assessment)	2	6	10	18
ENG 1AH Honors English Composition	2	6	8	16

(Two Course Only Assessments / Two Linked to GE PLO Assessment)				
ENG 1B Critical Thinking / Writing (Linked to GE PLO Assessment)	1	4	0	5
ENG 1BH Honors Critical Thinking / Writing (Linked to GE PLO Assessment)	1	4	0	5
ENG 4 Writer Tutor Training	1	1	0	2
ENG 6 British Literature I	11	3	0	14
ENG 7 British Literature II (Linked to ADT Assessment)	10	3	0	13
ENG / HUM 8 Introduction to Mythology	5	3	0	8
ENG 9 Introduction to Shakespeare	4	3	0	7
ENG 10 Special Studies in Literature	0	0	0	0
ENG 11	0	0	0	0

Creative Writing				
ENG 14 American Literature I	21	4	0	25
ENG 15 American Literature II	15	3	0	18
ENG 18 Survey Native American Literature	0	0	0	0 (Discontinued)
ENG 20 Survey African American Literature	10	3	0	13
ENG / HUM 23 The Bible as Literature	0	0	0	0 (Not offered past 4 yrs.)
ENG 30 Children's Literature (1 Course Assessment / 1 Linked to ADT Assessment)	13	3	0	16
ENG 35 Images of Women in Literature	15	3	0	18
ENG 40 World Literature I	0	0	0	0 (Not offered past 4 yrs.)
ENG 41 World Literature II	0	0	0	0 (Not offered past 4 yrs.)

ENG 44 Poetry form the 20th Century to Present	2	2	0	4
ENG 45 Modern Drama	0	0	0	0 (Not offered past 4 yrs.)
ENG 48 Short Story and Novel 20th Century to Present	0	0	0	0
ENG 57 Basic Literature and Composition	0	0	0	0 (Discontinued)
ENG 85 Writing Clinic (English)	6	0	0	6
ENG 885 Writing Clinic	0	0	0	0 (Not offered past 4 yrs.)

Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

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

Plan for the next 4 years	Courses and Programs to be assessed
Plan for Year 1: 2015-2016	<p>Course SLO Assessment:</p> <ul style="list-style-type: none"> • ENG 60A (Loop-Closing SLO #2 from S2012 Assessment) • ENG 1A (Initial SLO #5) • ENG 1A H (Initial SLO #5) • ENG 1B (Initial SLO#1,2,3,4,5,6,7) • ENG 1B H (Initial SLO #1,2,3,4) • ENG 11 (Initial SLO #1,2,3,4,5) • ENG 40 (Initial SLO #1,2,3,4,5) • ENG 4 (Initial SLO #1,2,4,5,6) • ENG 41 (Initial SLO #1,2,3,4,5,6) • ENG 44 (Loop-Closing SLO #1,5 from S2013 Assessment) (Initial SLO #2,3,4,6,7,8,9,10,11) • ENG 48 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11) <p>PLO Assessment:</p> <ul style="list-style-type: none"> • GE PLO #3 <ul style="list-style-type: none"> ○ 1B & 1BH linked to PLO
Plan for Year 2: 2016-2017	<p>Course SLO Assessment:</p> <ul style="list-style-type: none"> • ENG 50 (Loop-Closing SLO #2 from S2013 Assessment) • ENG 80 (Loop-Closing SLO #4 from S2013 Assessment) • ENG 60B (Loop-Closing SLO #1 from S2015 Assessment)

	<ul style="list-style-type: none"> • ENG 60A (Initial SLO #1,2,3,4) • ENG 6 (Initial SLO # 1,2,3,4,5,6,7,8,9,10,11) • ENG 30 (Initial SLO #1,2,3,4,5,6,7,8) • ENG 35 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16) • ENG 7 (Initial SLO # 1,2,3,4,5,6,7,8,9,10,11) • ENG / HUM 8 (Initial SLO #1,2,3,4,5) • ENG 20 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11) <p>PLO Assessment:</p> <ul style="list-style-type: none"> • CML AOE • GE PLO #1
<p>Plan for Year 3: 2017-2018</p>	<p>Course SLO Assessment:</p> <ul style="list-style-type: none"> • ENG 60B (Initial SLO #1,2,3,4) • ENG 50 (Initial SLO #1,2,3) • ENG 80 (Initial SLO #1,2,3,4,5) • ENG 9 (Initial SLO #1,2,3,4) • ENG 10 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11) • ENG 14 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11) • ENG 45 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11,12) • ENG 15 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11) • ENG 44 (Initial SLO #1,2,3,4,6,7,8,9,10,11) • ENG / HUM 23 (Initial SLO #1,2,3,4,5,6) <p>PLO Assessment:</p> <ul style="list-style-type: none"> • GE PLO
<p>Plan for Year 4: 2018-2019</p>	<p>Course SLO Assessment:</p> <ul style="list-style-type: none"> • ENG 1A (Initial #1,2,3,4,5,6,7,8) • ENG 1AH (Initial #1,2,3,4,5,6) • ENG 1B (Initial #12,3,4,5,6,7) • ENG 1BH (Initial #12,3,4)

- **ENG 11(Initial SLO #1,2,3,4,5)**
- **ENG 35 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16)**
- **ENG 40 (Initial SLO #1,2,3,4,5)**
- **ENG 48 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11)**

- **ENG 4 (Initial SLO #1,2,4,5,6)**
- **ENG / HUM 8 (Initial SLO #1,2,3,4,5)**
- **ENG 20 (Initial SLO #1,2,3,4,5,6,7,8,9,10,11)**
- **ENG 41 (Initial SLO #1,2,3,4,5,6)**

PLO Assessment:

- **ENG ADT (PLO #1,2,3,4)**
- **GE PLO**

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

Assessment Unit Name: _____

Average score _____

	0	1	2	3	Comments
Section 1 <ul style="list-style-type: none"> • Modes of assessment & reasoning _____ • Changes Made to courses _____ • Success indicators _____ • Teaching approaches _____ • Resources _____ 	No attempt made to provide responses to any of the questions (1-4)	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	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom	Clear and in depth 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, and teacher development	
Section 2 <ul style="list-style-type: none"> • # of initial, changes made, loop-closing activities for course and program 	Chart is blank	Does not include all courses or programs	2	3	
Section 3 Plan for assessment in the coming 4 years <ul style="list-style-type: none"> • Programs • Courses • SLOs 	No Plan provided	Does not include all Programs _____ Courses _____ SLOs _____	2	3	
Column Totals	0	1	2	3	