

NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW

Discipline/Unit/Department: Manufacturing (Machining) & Electronics

Program(s) or Certificate(s) Associated:

Automated Systems Technician

Computer Aided Production Technology (under 18 units)

Computer numerical control programming

Digital Electronics

Electronics Technology

Green Technician (under 18 units)

Electrical apprenticeship program

Sound communications apprenticeship program

Contact Person: Paul Van Hulle & Dean Hines

Due: April 20, 2016

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

programreview@norccollege.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.norcollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx>

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

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

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

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

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

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Comprehensive Instructional Program Review Update

Unit: Manufacturing (Machining) & Electronics

Contact Person: Paul Van Hulle & Dean Hines

Date: March 8, 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?	Yes, we have deleted the cross listings known as machining	Yes, this program review will focus on machining since we have temporarily hired a new instructor specializing in automated systems and electrical subjects.
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT ? If not, discuss if you are in process or have future plans to do so.	Yes	Yes, during the fall 2015 semester we have developed one new certificate “Conventional machining operations”. We have also updated the computer aided production certificate and change the name to Computer numerical control operations certificate. <i>Dean Hines created one new certificate for the apprentice program</i>
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.		<i>Also, Dean Hines has updated one apprenticeship program known as</i>
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 .		
---	--	--

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? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

Discipline																				
ACC	ADJ	AML	AMY	ANT	ARE	ART	BIO	BUS	CAT	CHE	CIS	COM	CON	CSC	DAN	EAR	ECO	ELE		
ENE	ENG	ESL	FRE	GAM	GEG	GUI	HES	HIS	HUM	ILA	JOU	JPN	KIN	LIB	MAC	MAG	MAN	MAT		
MIC	MKT	MUC	MUS	PHI	PHO	PHP	PHS	PHY	POL	PSY	REA	RLE	SCT	SOC	SPA	SPE	THE	WKX		
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		64.4%	85.6%	68.1%	85.0%	67.0%	82.5%	78.8%	91.9%	66.4%	92.2%									
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	50.0%	100.0%									
	Asian	75.0%	75.0%	72.7%	90.3%	60.0%	70.0%	20.0%	20.0%	50.0%	81.3%									
	Black or African American	0.0%	20.0%	14.3%	57.1%	33.3%	66.7%	0.0%	100.0%	33.3%	100.0%									
	Hispanic/Latino	62.1%	83.7%	64.0%	84.0%	58.3%	75.0%	80.7%	96.5%	66.2%	95.6%									
	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	71.4%	100.0%	83.3%	83.3%	0.0%	50.0%	100.0%	100.0%	0.0%	0.0%									
	White	70.7%	85.4%	80.0%	88.6%	88.2%	100.0%	87.1%	93.5%	76.3%	89.7%									
Non-Respondent	100.0%	100.0%	75.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%										
AGE	19 or less	63.0%	96.3%	52.4%	85.7%	83.3%	83.3%	77.3%	90.3%	64.7%	88.2%									
	20 to 24	73.0%	91.9%	66.7%	87.9%	64.5%	80.6%	78.4%	94.6%	73.3%	97.8%									
	25 to 29	54.5%	81.8%	88.2%	88.2%	75.0%	83.3%	72.7%	90.3%	72.4%	89.7%									
	30 to 34	80.0%	90.0%	57.1%	78.6%	100.0%	100.0%	93.3%	93.3%	57.1%	100.0%									
	35 to 39	70.0%	80.0%	70.0%	80.0%	55.6%	100.0%	75.0%	100.0%	37.5%	75.0%									
	40 to 49	58.3%	75.0%	80.0%	90.0%	66.7%	88.9%	50.0%	50.0%	71.4%	100.0%									
	50+	36.4%	54.5%	75.0%	75.0%	25.0%	37.5%	100.0%	100.0%	50.0%	75.0%									
GENDER	Female	33.3%	100.0%	53.3%	73.3%	70.0%	90.0%	100.0%	100.0%	33.3%	75.0%									
	Male	65.2%	85.2%	70.4%	86.7%	67.4%	81.4%	76.1%	90.9%	69.8%	94.0%									
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%									

OVERALL SUCCESS RATE BY ETHNICITY

OVERALL RETENTION RATE BY ETHNICITY

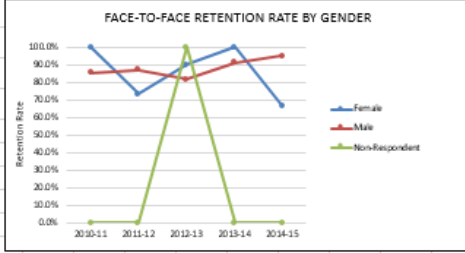
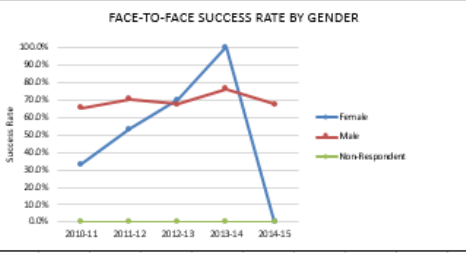
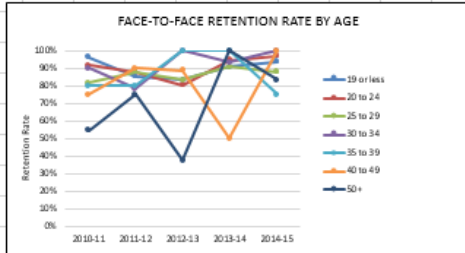
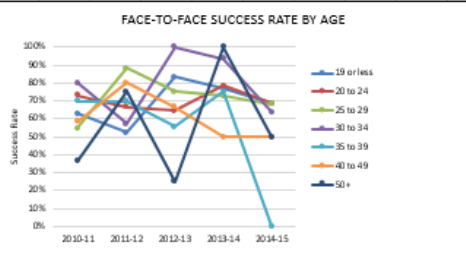
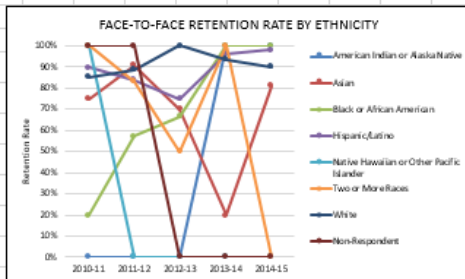
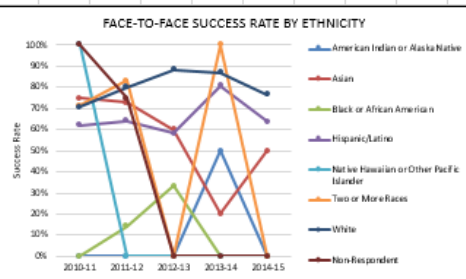
OVERALL SUCCESS RATE BY AGE

OVERALL RETENTION RATE BY AGE

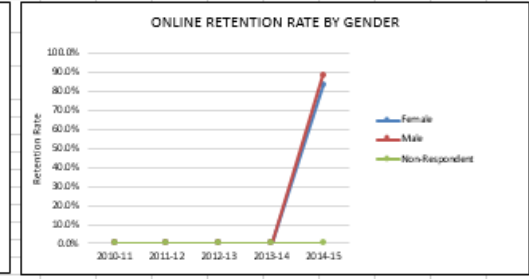
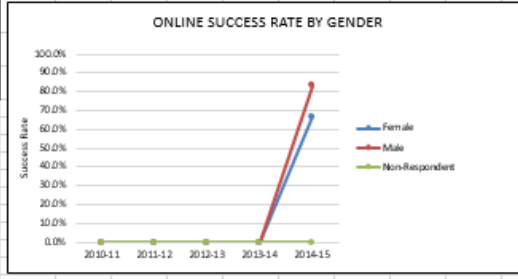
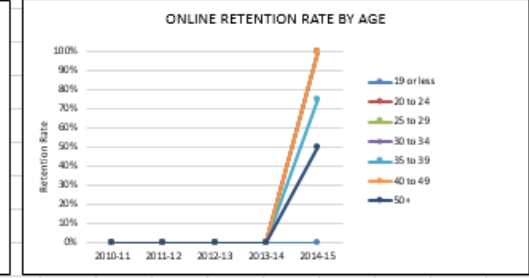
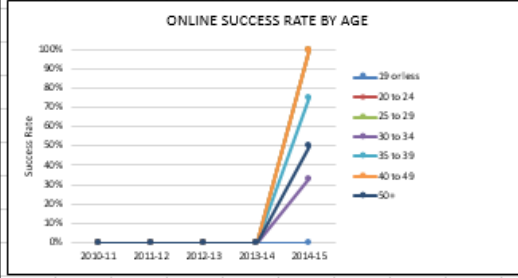
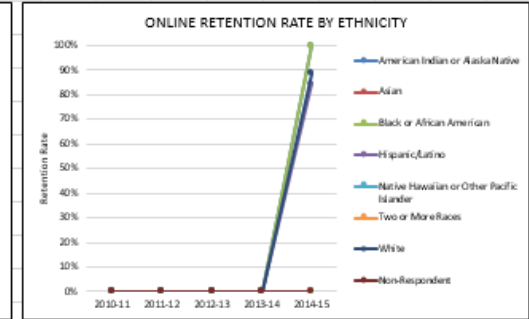
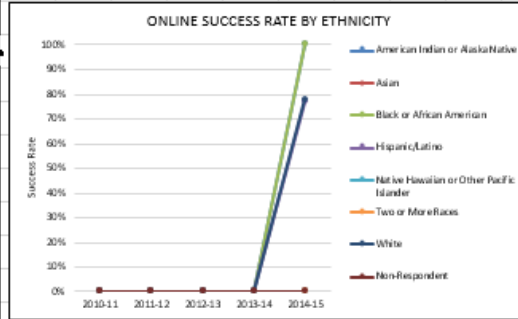
OVERALL SUCCESS RATE BY GENDER

OVERALL RETENTION RATE BY GENDER

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		64.4%	85.6%	68.1%	85.0%	67.0%	81.9%	78.8%	91.3%	63.5%	93.3%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	100.0%
	Asian	75.0%	75.0%	72.7%	30.9%	60.0%	70.0%	20.0%	20.0%	50.0%	81.3%
	Black or African American	0.0%	20.0%	14.3%	57.1%	33.3%	66.7%	0.0%	100.0%	0.0%	100.0%
	Hispanic/Latino	62.1%	83.7%	64.0%	84.0%	58.3%	75.0%	80.7%	36.5%	63.6%	38.2%
	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	71.4%	100.0%	83.3%	83.3%	0.0%	50.0%	100.0%	100.0%	0.0%	0.0%
	White	70.7%	85.4%	80.0%	88.6%	88.2%	100.0%	87.1%	93.5%	76.7%	30.0%
	Non-Respondent	100.0%	100.0%	75.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AGE	19 or less	60.0%	96.3%	52.4%	85.7%	83.3%	83.3%	77.3%	90.3%	68.8%	33.8%
	20 to 24	73.0%	91.3%	66.7%	87.3%	64.5%	80.6%	78.4%	34.6%	68.4%	37.4%
	25 to 29	54.5%	81.8%	88.2%	88.2%	75.0%	83.3%	72.7%	90.9%	68.0%	88.0%
	30 to 34	80.0%	30.0%	57.1%	78.6%	100.0%	100.0%	93.3%	93.3%	63.6%	100.0%
	35 to 39	70.0%	80.0%	70.0%	80.0%	55.6%	100.0%	75.0%	100.0%	0.0%	75.0%
	40 to 49	58.3%	75.0%	80.0%	30.0%	66.7%	88.3%	50.0%	50.0%	50.0%	100.0%
	50+	36.4%	54.5%	75.0%	75.0%	25.0%	37.5%	100.0%	100.0%	50.0%	83.3%
GENDER	Female	33.3%	100.0%	53.3%	73.3%	70.0%	30.0%	100.0%	100.0%	0.0%	66.7%
	Male	65.2%	85.2%	70.4%	86.7%	67.4%	81.4%	76.1%	30.3%	67.3%	34.3%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%

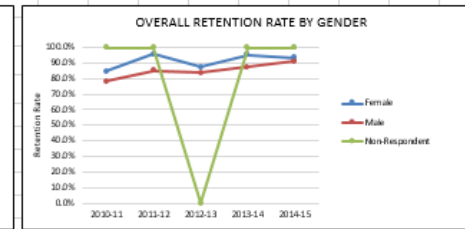
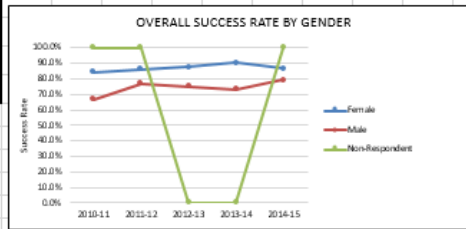
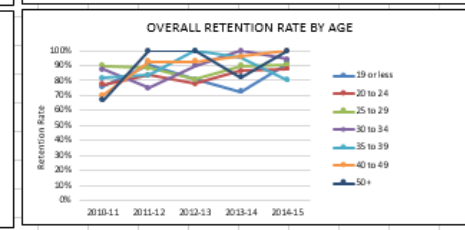
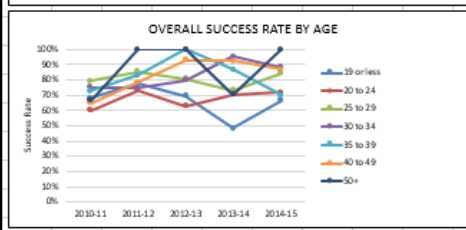
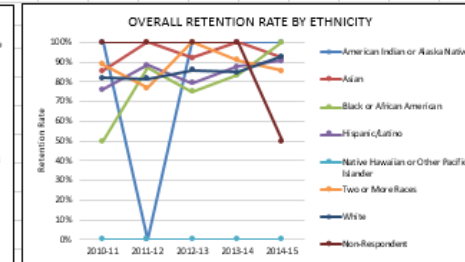
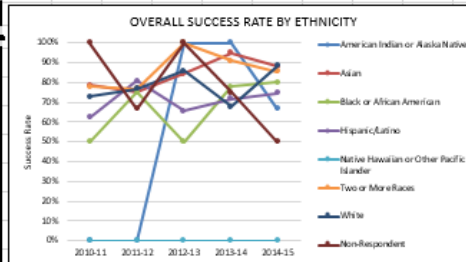


ONLINE		2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	79.2%	87.5%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	76.3%	84.6%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	77.8%	88.3%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AGE	19 or less	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	20 to 24	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	25 to 29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	100.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	75.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
GENDER	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	83.3%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	88.3%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

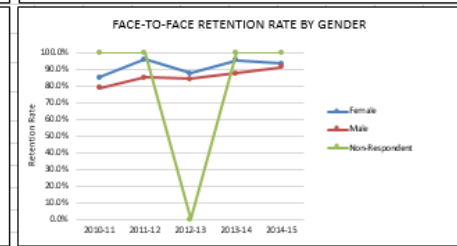
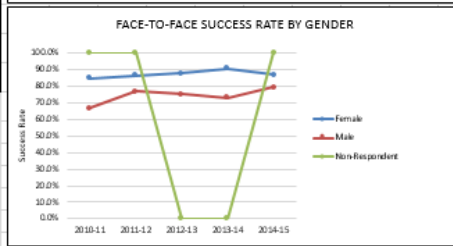
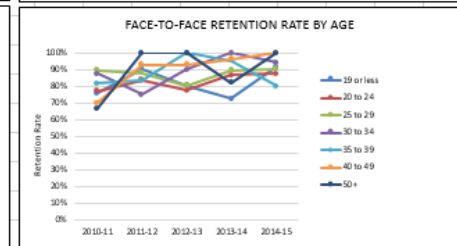
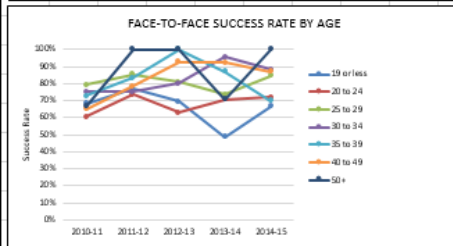
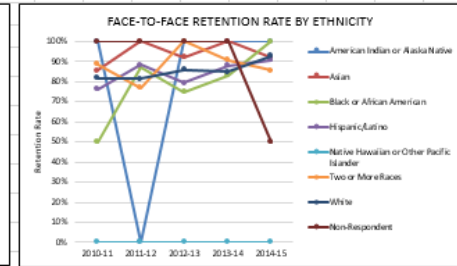
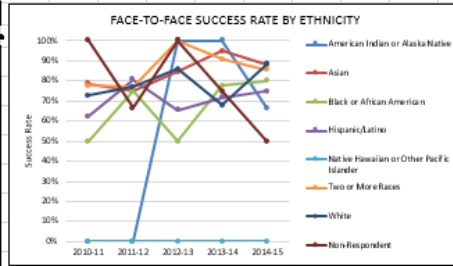


1	Discipline																																					
2	ACC	ADJ	AML	AMY	ANT	ARE	ART	BIO	BUS	CAT	CHE	CIS	COM	CON	CSC	DAN	EAR	ECO	ELE	ENE	ENG	ESL	FRE	GAM	GEG	GUI	HES	HIS	HUM	ILA	JOU	JPN	KIN	LIB	MAG	MAN	MAT	
3	MIC	MKT	MUC	MUS	PHI	PHO	PHP	PHS	PHY	POL	PSY	REA	RLE	SCT	SOC	SPA	SPE	THE	W/KX																			

	OVERALL	2010-11		2011-12		2012-13		2013-14		2014-15	
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total		68.1%	78.3%	78.1%	86.3%	75.3%	83.5%	74.3%	88.2%	80.2%	91.5%
ETHNICITY	American Indian or Alaska Native	0.0%	100.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	66.7%	100.0%
	Asian	78.6%	85.7%	75.0%	100.0%	84.6%	92.3%	95.0%	100.0%	88.0%	92.0%
	Black or African American	50.0%	50.0%	75.0%	87.5%	50.0%	75.0%	77.8%	83.3%	80.0%	100.0%
	Hispanic/Latino	62.5%	76.3%	80.8%	88.5%	65.5%	79.3%	71.8%	87.9%	74.7%	90.8%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	77.8%	88.3%	76.3%	76.3%	100.0%	100.0%	90.9%	90.9%	85.7%	85.7%
	White	72.7%	81.8%	76.3%	81.5%	86.0%	86.0%	67.8%	84.7%	88.4%	93.0%
	Non-Respondent	100.0%	100.0%	66.7%	100.0%	100.0%	100.0%	75.0%	100.0%	50.0%	50.0%
AGE	19 or less	68.0%	76.0%	77.4%	90.6%	69.4%	80.6%	48.5%	72.7%	66.7%	91.7%
	20 to 24	60.4%	77.4%	73.5%	83.7%	63.0%	77.8%	70.7%	86.7%	71.9%	87.7%
	25 to 29	79.3%	89.7%	85.3%	88.2%	80.6%	80.6%	73.5%	89.8%	84.4%	90.6%
	30 to 34	75.0%	87.5%	75.0%	75.0%	80.0%	90.0%	95.5%	100.0%	88.2%	94.1%
	35 to 39	72.7%	81.8%	83.3%	83.3%	100.0%	100.0%	87.0%	95.7%	70.0%	80.0%
	40 to 49	65.0%	70.0%	78.6%	92.9%	92.9%	92.9%	92.3%	96.2%	87.0%	100.0%
	50+	66.7%	66.7%	100.0%	100.0%	100.0%	100.0%	70.6%	82.4%	100.0%	100.0%
GENDER	Female	84.6%	84.6%	86.4%	95.5%	87.5%	87.5%	90.5%	95.2%	86.7%	93.3%
	Male	66.7%	78.4%	76.3%	85.0%	75.2%	83.9%	73.1%	87.4%	79.4%	91.3%
	Non-Respondent	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%



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		68.1%	78.3%	78.1%	86.3%	75.3%	88.2%	74.3%	88.2%	80.2%	91.5%
American Indian or Alaska Native		0.0%	100.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	66.7%	100.0%
Asian		78.6%	85.7%	75.0%	100.0%	84.6%	92.3%	95.0%	100.0%	88.0%	92.0%
Black or African American		50.0%	50.0%	75.0%	87.5%	50.0%	75.0%	77.8%	83.3%	80.0%	100.0%
Hispanic/Latino		62.5%	76.3%	80.8%	88.5%	65.5%	79.3%	71.8%	87.9%	74.7%	90.8%
Native Hawaiian or Other Pacific Islander		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races		77.8%	88.3%	76.3%	76.3%	100.0%	100.0%	90.3%	90.3%	85.7%	85.7%
White		72.7%	81.8%	76.3%	81.5%	86.0%	86.0%	67.8%	84.7%	88.4%	93.0%
Non-Respondent		100.0%	100.0%	66.7%	100.0%	100.0%	100.0%	75.0%	100.0%	50.0%	50.0%
AGE											
19 or less		68.0%	76.0%	77.4%	90.6%	63.4%	80.6%	48.5%	72.7%	66.7%	91.7%
20 to 24		60.4%	77.4%	73.5%	83.7%	63.0%	77.8%	70.7%	86.7%	71.9%	87.7%
25 to 29		79.3%	89.7%	85.3%	88.2%	80.6%	80.6%	73.5%	89.8%	84.4%	90.6%
30 to 34		75.0%	87.5%	75.0%	75.0%	80.0%	90.0%	95.5%	100.0%	88.2%	94.1%
35 to 39		72.7%	81.8%	83.3%	83.3%	100.0%	100.0%	87.0%	95.7%	70.0%	80.0%
40 to 49		65.0%	70.0%	78.6%	92.9%	92.9%	92.9%	92.3%	96.2%	87.0%	100.0%
50+		66.7%	66.7%	100.0%	100.0%	100.0%	100.0%	70.6%	82.4%	100.0%	100.0%
GENDER											
Female		84.6%	84.6%	86.4%	95.5%	87.5%	87.5%	90.5%	95.2%	86.7%	93.3%
Male		66.7%	78.4%	76.3%	85.0%	75.2%	83.9%	73.1%	87.4%	79.4%	91.3%
Non-Respondent		100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%



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

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
Manufacturing updated the certificates/courses.	Changed the automated systems certificate (AS732-CE732)	Completed	Goal 1 objective 7	No
National Institute for Metalworking Skills (NIMS)	Creating two new certificates that relate to NIMs certification.	Not completed. Made great progress on this this year. Curriculum is currently going through committee. One certificate is known as conventional machine operations certificate and the other is known as the CNC operations certificate. The previous computer aided production certificate is being changed to the CNC operations certificate.	Goal 4 objective 6	No
Change Automated Systems Technician (AS737-CE737)	Deleted course/certificate	Completed	Goal 1 objective 7	No
Deletion of Manufacturing management certificate program	Deleted course/certificate	Completed	Goal 1 objective 7	No

Materials and Operations Management Certificate program CE800	Deleted course/certificate	Completed	Goal 1 objective 5	No
Development of program level outcomes for	Program level outcome mapping and data on track	Completed	Goal 5 objective 3	No

Computer Aided Production Technology certificate program CE799	dat			
Continue to provide a commitment to upgrading courses per industry standards	Industry advisory meeting every year.	On going	Goal 4 objective 2 and 7	No
<u>Marketing:</u> We are excited to have a new Associate Dean of Instruction, who has been assigned to work with our vocational programs, and one of his focuses will be marketing. We will continue to work with our industry partners to get course offerings, certificate and degree patterns posted at local companies. Continue recruitment efforts at the local high schools.	Kevin Fleming and Jesse Lopez is working hard to find marketing opportunities.	On going	Goal 3	
<u>Outreach:</u> Continued participation on Norco Campus tours and activities where the public is invited on campus. ENE/MAN Instructors will continue to visit many of the local high schools to present the programs offered.		On going Though I am not working on this as much as I used to because of the time required by the department chair's position I still have a handful opportunities to give tours of the classroom. For example, a few weeks ago I had 100 5 th grade student visit the classroom.	Goal 3	

<p><u>Website:</u> We intend to continue to develop/refine our portions of the Norco College website to better enhance access to our programs.</p>		<p>Not working on this and no real progress has been made</p>		
<p>Support student success by building authentic meaningful relationships with the students we teach. We must continue to mentor, tutor, motivate and counsel our students, because they provide our focus, purpose, and passion in the decision making process.</p>		<p>On going For example we use student lab aides to support student learning</p>	<p>Goal 1</p>	
<p>More emphasis will be placed on marketing strategies and recruitment of John F. Kennedy High School students.</p>		<p>On going</p>	<p>Goal 4, objective 5</p>	

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.

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
Growth of the machining, manufacturing and electronics programs	Various tours by the students at Norco College's Engineering of CACT and IT 124 classroom Attend and staff a table for the career fair at Norco College next fall and spring semesters. I am currently working with Kevin Fleming to implement a two-semester program that will allow Workforce investment act students and regular students to complete the program in two semesters. We plan on implementing this two-semester system during the summer and fall semester of 2015. Further, we plan on presenting the MAN 56 course during a 3-week period during the summer time. This should peak the interest of high school students and unemployed students.		Goal 1 #7 Goal 1 #10 Goal 3 #2 Goal 4 #8
Strengthen the supply chain	Update the supply chain technology program to	Completed, the name of the program has been changed	Goal 1 #7

<p>technology program</p>	<p>apply to the requirements of industry and this new program has a new focus of training students to become technicians in automation and robotics instead of vehicle routing. Glen recently presented the SCT 1 course. This course was a great success but the course was grant funded and had less then 10 students. We need to do more work to gain more interest in the program. I am currently working with Kevin Fleming to implement a two-semester program that will allow Workforce investment act students and regular students to complete the program in two semesters. We plan on implementing this two-semester system during the sum</p>	<p>to Automated Systems technology and is going very well due to the ACE program</p>	
<p>Improve the automated systems program. Much of the required improvement of the automated system program also has an effect on the supply chain technology program</p>	<p>We have updated both programs and will discuss this later in the document.</p>		<p>Goal 7</p>
<p>Hired many different lab techs to assist teachers in the classroom and to keep</p>		<p>This goal is no longer feasible because most of the instructors in the program</p>	<p>Goal 1 #6</p>

the labs clean		are not willing to volunteer hours to work with student lab aides to keep the labs clean and organized.	
We have created a grant to be able to hire a temporary instructor specializing in automation.		Instructor has been hired and is doing a great job.	
Improve pathways between high schools and the college	Meet with two high school teachers from Norco High and from Notre Dame high school to help improve pathways.		Goal 1 #1 and 2 Goal 4

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

- The walls around the Laser engraver have been removed as requested during the previous program review.
- Computers for It-124 have been updated, now need to request money to update the software.
- 5th axis attachment for CNC milling machine has not been provided. The man 35 course has no way to practice what they are learning when it comes to 5th axis machining.
- Developed and offer ELE-71-75. Thanks to the new temporary electronics instructors we have been able to offer these courses.

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
Creating a certificate in conventional machining	Creating the curriculum Hiring the instructors Advertising the program	Two years	
Growth of the program			

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?
MAN 57, CNC program writing	Fall 2015	Paul Van Hulle	Currently (Fall 2015) going through curriculum committee.	Major
MAN 36, Machine shop	New course as of Fall 2015	Paul Van Hulle	Currently (Fall 2015) going through curriculum committee.	New
MAN 38, General Machine shop	New course as of Fall 2015	Paul Van Hulle	Currently (Fall 2015) going through curriculum committee.	New
MAN 39, Machine shop theory	New course as of Fall 2015	Paul Van Hulle	Currently (Fall 2015) going through curriculum committee.	New
MAN 56, CNC Machine setup and operations	Fall 2015	Paul Van Hulle	Currently (Fall 2015) going through curriculum committee.	Major

MAN 75A Robotic systems	Course deletion as of Fall 2015	Paul Van Hulle	Currently (Fall 2015) going through curriculum committee.	Deletion
MAN 35, Computer Aided Manufacturing-Mastercam	4/15/14	Paul Van Hulle and Kevin Wils	Active course	The textbooks in the course were last updated in 2014, The course still looks good and only has 3 SLOs. No changes needed at this time.
MAN/ELE 55, Occupational Safety and Health Administration OSHA	09/06	Paul Van Hulle	Long due for a minor modification	This was a new course in 2006. This course needs to be updated as soon as possible. Sample assignments are missing. Textbooks from 2004. Only 3 SLOs that look good. It will be a minor modification
MAN 59, Computer aided manufacturing GibbsCAM	06/2010	Paul Van Hulle	Needs to have a major modification, the course needs to be put up for deletion or find an instructor. Deletion is what I am leaning towards.	This was a new course in 2010 SLOs look good but need to delete school wide skills from the SLOs
MAN 60, Hydraulic and pneumatic systems	01/2010	Paul Van Hulle	Long due for a major modification	Too many SLOs and we need to delete the school wide SLOs from the COR. Textbooks are old.
MAN/ELE 61 Robotics for manufacturing	04/2014	Paul Van Hulle	This was recently updated in 2014.	6 SLOs look good. I have problems letting

			This course is a stand-alone course. Probably needs to be deleted, if I can let it go.	this go because the students really liked it what I taught it. It does need more work to make it more industry relevant. The discipline needs to have a meeting to decide if we are going to make it part of a certificate.
MAN/ELE 63, LabView Visual programming for automated systems	1/2010	Paul Van Hulle		This is a stand-alone course that has great industry relevance. The discipline needs to have a meeting to decide if we are going to make it part of a certificate.
MAN/ELE 64, Programmable logic controllers	1/2012	Paul Van Hulle	Need to do a major modification in order to delete the school wide SLOs and to update the textbooks.	Major
Electronics				
ELE 10 Survey Electronics	7/2006	Glen Graham	This course is in the curriculum approval process. It does not look like it is moving. I am having problems finding what the status of the course	There is an error between the lecture hours in the course description. It looks like Glen is trying to delete vacuum tubes out of the course. I need to call Glen and

			is. It has not been submitted.	talk to him about submitting the course.
ELE 11 DC Electronics	1/2012	Glen Graham	Need to make changes to this course to delete the SLOs so that it does not include school wide outcomes and to decrease the hours of the course so that one part time instructor can teach two courses.	
ELE 13 AC Electronics	1/2012	Glen Graham	Need to make changes to this course to delete the SLOs so that it does not include school wide outcomes and to decrease the hours of the course so that one part time instructor can teach two courses.	
ELE 21 DC-AC Electronic	9/2006	Glen Graham	I keep hearing that Glen plans to delete this course because ELE 11 and 13 were supposed to replace it. I do not see it going through as a deletion.	
ELE 23 Electronics Devices	Not submitted 9/2006	Dean Hines	This course is not going through the curriculum process. I thought that we	We also need to add sample assignments.

			were going to change the amount of hours of the course.	
ELE 24 Active Circuit Analysis	12/2003	Not sure	Need to add course assignments.	
ELE 25 Digital Techniques	Not submitted 9/2006	Dean Hines	This course is not going through the curriculum process. I thought that we were going to change the amount of hours of the course.	
ELE 26 Microcontrollers	As of Fall 2015 this course is moving through the curriculum approval process	Paul Van Hulle and Dean Hines	Rationale: Shorten course in order to make it so one part time instructor can teach two courses. This has been approved by the discipline including Dean Hines and Glen Graham. I will also update the textbooks of the	
ELE 27 Technical Communications	10/2011	Glen Graham	Too many SLOs in this course need to make changes.	
ELE 28 MultiSim CAD & PCB Design/Fab	Fall 2015	Dean Hines	Need to remove school wide SLOs	Fall 2015, changes were made to decrease lecture hours.
ELE 71 Residential Wiring for Electricians	ELE 71 Residential Electrical Wiring	Fall 2015. it is currently at level 4		
ELE 72 Commercial and Industrial Electrical	ELE 72 Commercial and Industrial Electrical Wiring	Fall 2015. it is currently at level 4		
ELE 73 Electric Motors for Electricians	ELE 73 Electric Motors and Transformer	Fall 2015. it is currently at level 4		
ELE 74 Industrial Electrical Automation	ELE 74 Industrial Wiring and Controls	Fall 2015. it is currently at level 4		
ELE 75 Electronics for Electricians	ELE 75 Solid State Devices and Lighting	Fall 2015. it is currently at level 4		

	Controls			
ELE 76 Electrician Specialties	ELE 76 Low Voltage Wiring and Alternate Energy Generation	Fall 2015. it is currently at level 4		
ELE 77 Survey of Electrical Trades	ELE 77 Electrical Theory	Fall 2015. it is currently at level 4		
ELE 91 Fundamentals of Solar Energy	1/2012	Need to remove school wide SLOs	This course looks good	
ELE 400 Introduction to the Electrical Trades and Construction Safety	5/2015		This course looks good	
ELE 401 Introduction to Electrical Theory, Basic Math Concepts, and the National Electric Code	5/2015		This course looks good	
ELE 402 Advanced DC Circuit Concepts, Introduction to 3-Phase AC Circuits, Test Equipment, and National Electric Code Applications	5/2015		This course looks good	
ELE 403 AC Circuit Concepts, Applied Electronics, and National Electric Code Applications	5/2015		This course looks good	
ELE 404 Digital Logic Circuits, Conductor Characteristics, Applications, and National Electric Code (NEC)	5/2015		This course looks good	
ELE 405 Electrician Blueprint Reading with Code Applications for National Electrical Code (NEC)	5/2015		This course looks good	
ELE 406 Grounding Systems, Advanced Blueprints and Specifications, Motor Design and Installation, and National Electric Code	5/2015		This course looks good	
ELE 407 Motor Control Principles, Generators and Power Supplies, with National Electric Code (NEC)	5/2015		This course looks good	
ELE 408 Transformer Theory, Leadership, Management, and Test Equipment	5/2015		This course looks good	
ELE 409 Electrician Specialty Systems	5/2015		This course looks good	
ELE 420 Intro to Sound/Communication Trade Industry	Fall 2015	Level 4		
ELE 421 Electrical Theory and Practices DC	Fall 2015	Level 4		
ELE 422 Electrical Theory and Practices AC	Fall 2015	Level 4		

ELE 423 Semiconductor Electronics	Fall 2015	Level 4		
ELE 424 Intro to digital Electronics and Signaling Devices	Fall 2015	Level 4		
ELE 425 Management/Alarms/Codes/Circuits	Fall 2015	Level 4		
ELE 499 Work Experience: Electricians Apprenticeship	Not sure what the status of this. The work experience teacher is working on this ????????????			
SCT courses				
SCT 1 Introduction to Automated Warehousing	12/2013	Paul Van Hulle		Major, this course looks good. SLOs look good.
SCT 2 Supply Chain Technology Analysis and Models	Fall 2015	Paul Van Hulle	Course deletion	Certificate was modified and this course was not included.
SCT 3 Supply Chain Technology	Fall 2015	Paul Van Hulle	Course deletion	Certificate was modified and this course was not included.
SCT 4 Transportation Technology and Vehicle Routing	Fall 2015	Paul Van Hulle	Course deletion	Certificate was modified and this course was not included.
SCT 5 Supply Chain Packaging	Still pending, this needs to be deleted.			
SCT 200 Supply Chain Technology Work Experience	Not sure what the status of this. The work experience teacher is working on this ????????????			

Norco College Comprehensive Instructional Program Review Update

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)
Electronics	1 (two year temp)	8
Manufacturing	1	2

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
0	0	0

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

List Staff Positions Needed 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.	Indicate (N) = New or (R) = Replacement	Number of years request has been made	Annual TCP*	EMP Goals	Short Term Goal (S) Long Term Goal (L)
--	---	---	-----------------------	---------------------	---

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. Lab Technician for the CACT and IT 124 classrooms, manufacturing and electronics labs</p> <p>Reason: Lab aide for the CACT building. The machines in the CACT and the classroom need a person to maintain the machinery and to organize the tools and consumables. Currently, we are using student workers to replace the tasks that the previous technician used to do. Since this is a student worker I am now required to come to the campus at 10:00am and I end my day at 9:30pm. This student worker has class while I am teaching and cannot do the tasks that the previous technician used to do. In addition, recently the Naval Base asked Norco College to help them fabricate and machine some gauges for their lab. We currently do not have adequate staff support to complete these community requests. A part-time Lab Technician could help in this regard.</p> <p>I have been running architecture, electronics, electrician, supply chain technology, industrial automation, machining, and manufacturing for many years without proper support/faculty. According to the Enrollment Management Dashboard, these disciplines total 18.21 FTEF in 2015-2016.</p> <p>Currently, I do all of the purchasing, program review and assessment for these disciplines/programs. I keep up labs for industrial technology 124, and 3 classrooms in the CACT building. If you go into IT-124 you will note that I am not doing a great job with it but Dean Hines has been helpful, although he is categorical. We used to have Jim Sutton help with much of the lab upkeep, but after Jim retired we could not replace his position and were forced to switch to using student lab aides to help with lab upkeep and organization. Student lab aides are well intentioned but can only do so much; plus I or another full timer instructor has got to be there to supervise their work, which adds an undue burden on me as the sole faculty member over all these disciplines.</p>	<p>R</p>	<p>Part-time \$28,000 plus fringe benefits</p>			
--	-----------------	---	--	--	--

<p>I recall one time when I had asked a lab aide to buy shelving for a shed near the CACT. I did not get involved with checking the size of these. He bought the wrong size. Guess who had to physically return them? Total volunteer hours put out by two instructors was about 8 hours. Dean and I brought them back to the Granger warehouse in Riverside.</p> <p>I can't tell you how many hours I have spent at home depot, electronics warehouse, and harbor freight doing what a Lab Aide should do. Many of my purchase reqs have at least 50 items that have to be decided on. I am so glad that I took electronics in college; I at least know the difference between a capacitor, inductor, and resistor.</p>					
<p>2. By the end of this semester Gerald Cordier will be leaving the engineering program. Carlos Garcia also is talking about retiring this semester. The engineering program is critical for the success of Manufacturing and Electronics. The loss of these two instructors will be detrimental for the engineering, manufacturing, machining and electronics programs.</p>	R	\$60,000			

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#).

Unit Name: Manufacturing (Machining) & Electronics

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. Software for the CMM machine <u>Justification</u>					
2. repair of the 3d printers <u>Justification</u>					
3. Fluid sim software <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
1. <u>Justification</u>				
2. <u>Justification</u>				
3. <u>Justification</u>				
4. <u>Justification</u>				
5. <u>Justification</u>				
6. <u>Justification</u>				

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

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

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.

Unit Name: _____

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. <u>Justification</u></p>		
<p>2. <u>Justification</u></p>		
<p>3. <u>Justification</u></p>		
<p>4. <u>Justification</u></p>		
<p>5. <u>Justification</u></p>		
<p>6. <u>Justification</u></p>		

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

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

Unit Name: _____

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.

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

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

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.

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:

- 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

- 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

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.

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				3	