NORCO COLLEGE COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Unit: Sociology

Please give the full title of the discipline or program.

Contact Person: Khalil Andacheh
Due in draft: March 15, 2015
Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs
Norco: Diane.Dieckmeyer@norcocollege.edu
If you are CTE: Kevin.Fleming@norcocollege.edu

Form Last Revised: December 2014

Norco College

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

Comprehensive Instructional Program Review Update
Instructions

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

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years. This document serves as a long-term strategic planning document   This planning document should reflect the period since the last 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 Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

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

Goal 2: Improve the Quality of Student Life

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

Goal 3: Increase Student Access

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

Goal 4: Create Effective Community Partnerships

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

Goal 5: Strengthen Student Learning

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

Goal 6: Demonstrate Effective Planning Processes

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

Goal 7: Strengthen Our Commitment To Our Employees

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

I. Norco College Comprehensive Instructional Program Review Update

Unit: Sociology
Contact Person: Khalil Andacheh
Date: 5/23/2015

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 or if not, are you in the process?	Last four years discipline has created associated degree transfer program.	The same last four year program is going to be continued.
Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.	NA	NA

2. **List your retention and success rates as well as your efficiency for the previous four years. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.**

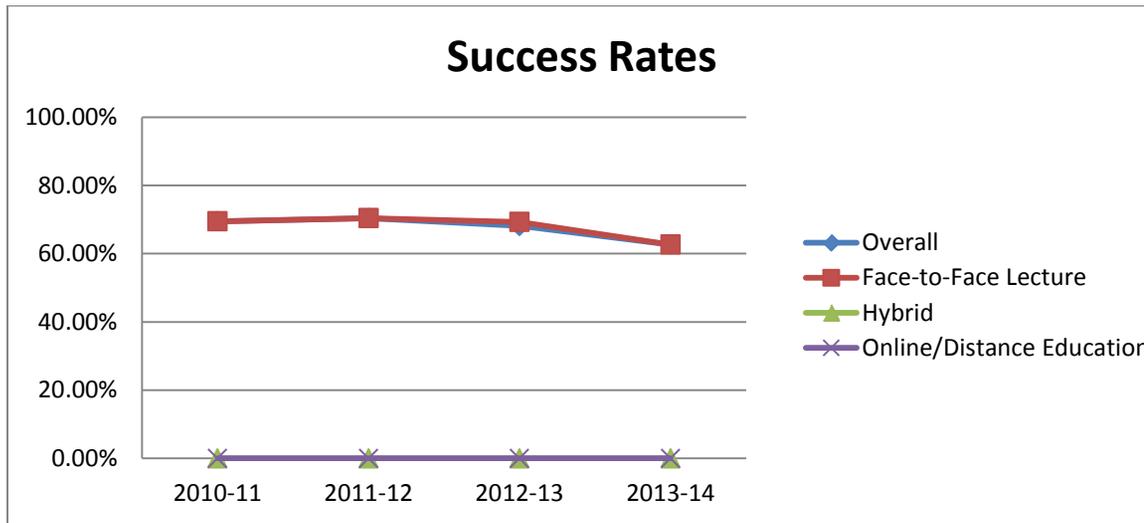| Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	69.48%	70.40%	68.14%	62.68%
Face-to-Face Lecture	69.48%	70.40%	69.29%	62.68%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%

Table of success rate shows that there was 0.92% increase in years 2011/2012 comparing years 2010/2011. From 2012/2013 success rate took a reduction trend. Comparison of 2011/2012 and 2012/2013 shows 2.26% reduction in success rate. After receiving the results of success rate discipline evaluated all of the variables directly related to student success reduction rate including (teaching style, homework, student's class participation, number of tests, and content of tests). The result of investigation revealed that almost last four years above mentioned variables are almost consistent. After confirming consistency of six variables the textbook been have been evaluated. Finding shows that textbook materials do not match with power points slides contents which confused students.

						Exams Graded:	
Exam Item Analysis Report						**35**	

Instructor:	Khalil Andacheh	**Total Possible:**		5		**Average:**	4.6
Exam Name:	SOC 1 SPR 15 Final MW 7:10	**Highest Score:**		5	100.00%	**Median:**	5
Exam Date:	Monday, June 15, 2015	**Lowest Score:**		3	60.00%	**KR20:**	0.1440092

Correct responses are shown in bold and italics						**Correct**	**Pct. Incorrect**
Q1	A (3%)	B (0%)	C (3%)	*D (94%)*	E (0%)	94%	6%
Q2	A (3%)	B (0%)	C (0%)	*D (97%)*	E (0%)	97%	3%
Q3	A (11%)	B (3%)	C (14%)	*D (71%)*	E (0%)	71%	29.0%
Q4	*A (100%)*	B (0%)	C (0%)	D (0%)	E (0%)	100%	0%
Q5	A (0%)	B (3%)	*C (97%)*	D (0%)	E (0%)	97%	3.0%

Success Rates

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	87.61%	87.55%	85.42%	85.22%
Face-to-Face Lecture	87.61%	87.55%	86.86%	85.22%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	0.00%

Retention statistics in sociology show that the retention rate has reduced 2.39% from year 2010-2011 to 2013-2014. I tried to think, is there any association between retention reduction and success rate? It is hard to draw a scientific conclusion because lack of enough information. There is a kind of culture in Norco College, more drop rate in spring than summer semester. There are no concreate evidence but common sense brings the issue in light that the spring drop rate could be the issue in all California Community Colleges. I proposed the idea in my academic professional development to have a research about those students who drop courses in spring semester at Norco College. Sociology discipline like to have this study scientifically.

Retention Rates

Term	Efficiency
Summer 2010	905.533
Fall 2010	855.440
Winter 2011	801.500
Spring 2011	863.207
Summer 2011	738.325
Fall 2011	922.250
Winter 2012	1004.756
Spring 2012	920.698
Summer 2012	0.000
Fall 2012	836.417
Winter 2013	1010.450
Spring 2013	924.770
Summer 2013	1009.767
Fall 2013	892.655
Winter 2014	833.050
Spring 2014	840.650
Total	882.292

Efficiency: Discipline divided efficiency in to four categories to have a better picture regarding to efficiency.
 Comparison of winter and summer is not available. In summer 2012 because of budget cut discipline did not offer summer course. Comparison of efficiencies of fall and spring semesters shows that in last four years there is no significant change in efficiency. Spring semesters total scores is 3506.762 points and fall 3549.325 points which spring semesters has only 42.563 points higher efficiency than fall semesters.

Comparing winter sessions with spring semesters it shows winter session efficiency is 100.431 points higher than spring semesters.

Comparing winter session with fall semester it shows winter session efficiency is 142.994 points higher than fall semesters it could be very productive if data availability permitted to compare winter and summer intersessions scores and also compare those two intersessions with spring and fall semester's scores to have a broad view of regular semester and intersession's scores. In general winter and summer sessions have higher efficiency points, this may be related students population variables.
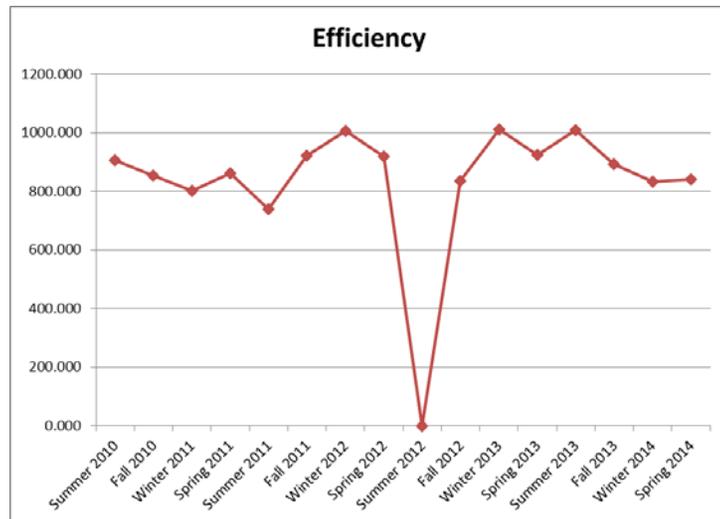
Program Learning Outcome

Exam Item Analysis Report				Exams Graded: 32					

Instructor:	Khalil Andacheh		**Total Possible:**	5		**Average:**	4.5	90.00%	
Exam Name:	SOC 1 SPR 15 Final T-TH 9:40-11:05		**Highest Score:**	5	100.00%	**Median:**	5	100.00%	
Exam Date:	Monday, June 15, 2015		**Lowest Score:**	2	40.00%	**KR20:**	0.4723011		

Correct responses are shown in bold and italics						Correct	Pct. Incorrect
Q1	A (3%)	B (6%)	C (0%)	***D (91%)***	E (0%)	91%	9%
Q2	A (13%)	B (6%)	C (0%)	***D (81%)***	E (0%)	81%	19%
Q3	A (3%)	B (9%)	C (3%)	***D (84%)***	E (0%)	84%	16%
Q4	***A (94%)***	B (0%)	C (6%)	D (0%)	E (0%)	94%	6%
Q5	A (0%)	B (0%)	***C (100%)***	D (0%)	E (0%)	100%	0%

Analyzing above table shows the results as follow:

Question # 1 of final exam matches PLO # 4 of sociology discipline which 91% of student's answers were correct and 9% incorrect.

Question #2 of final exam matches PLO#1 of sociology discipline which 81% of student's answers were correct and 19% incorrect.

Question #3 of final exam matches PLO#1 of sociology discipline which 84% of student's answers were correct and 16% incorrect.

Question #4 of final exam matches PLO#3 of sociology discipline which 94% of student's answers were correct and 6% incorrect.

Question #5 of final exam matches PLO#2 of sociology discipline which 100% of student's answer were correct and 0% incorrect.

Exam Item Analysis Report				Exams Graded: 34				
Instructor:	Khalil Andacheh	**Total Possible:**	5			**Average:**	4.5	89.41%
Exam Name:	SOC SPR 15 Final TTH 8:00	**Highest Score:**	5	100.00%		**Median:**	5	100.00%
Exam Date:	Monday, June 15, 2015	**Lowest Score:**	3	60.00%		**KR20:**	0.2906051	

Correct responses are shown in bold and italics						Correct	Pct. Incorrect
Q1	A (0%)	B (0%)	C (0%)	*D (100%)*	E (0%)	100%	0%
Q2	A (6%)	B (0%)	C (9%)	*D (85%)*	E (0%)	85%	15%
Q3	A (12%)	B (9%)	C (9%)	*D (71%)*	E (0%)	71%	29%
Q4	*A (97%)*	B (0%)	C (0%)	D (3%)	E (0%)	97%	3%
Q5	A (3%)	B (0%)	*C (94%)*	D (0%)	E (0%)	94%	6.0%

Analyzing above table shows the results as follow:

Question # 1 of final exam matches PLO # 4 of sociology discipline which 100% of student's answers were correct and 0% incorrect.

Question #2 of final exam matches PLO#1 of sociology discipline which 85% of student's answers were correct and 15% incorrect.

Question #3 of final exam matches PLO#1 of sociology discipline which 71% of student's answers were correct and 29% incorrect.

Question #4 of final exam matches PLO#3 of sociology discipline which 97% of student's answers were correct and 3% incorrect.

Question #5 of final exam matches PLO#2 of sociology discipline which 94% of student's answer were correct and 6% incorrect.

		Exams Graded:
Exam Item Analysis Report		**35**

Instructor:	Khalil Andacheh	**Total Possible:**	5		**Average:**		4.6
	SOC 1 SPR 15 Final MW	**Highest**					
Exam Name:	7:10	**Score:**	5	100.00%	**Median:**		5
		Lowest					
Exam Date:	Monday, June 15, 2015	**Score:**	3	60.00%	**KR20:**		0.1440092

Correct responses are shown in bold and italics					Correct	Pct. Incorrect
Q1	A (3%)	B (0%)	C (3%)	***D (94%)***	E (0%)	94%	6%
Q2	A (3%)	B (0%)	C (0%)	***D (97%)***	E (0%)	97%	3%
Q3	A (11%)	B (3%)	C (14%)	***D (71%)***	E (0%)	71%	29.0%
Q4	***A (100%)***	B (0%)	C (0%)	D (0%)	E (0%)	100%	0%
Q5	A (0%)	B (3%)	***C (97%)***	D (0%)	E (0%)	97%	3.0%

Analyzing above table shows the results as follow:

Question # 1 of final exam matches PLO # 4 of sociology discipline which 94% of student's answers were correct and 6% incorrect.

Question #2 of final exam matches PLO#1 of sociology discipline which 97% of student's answers were correct and 3% incorrect.

Question #3 of final exam matches PLO#1 of sociology discipline which 71% of student's answers were correct and 29% incorrect.

Question #4 of final exam matches PLO#3 of sociology discipline which 100% of student's answers were correct and 0% incorrect.

Question #5 of final exam matches PLO#2 of sociology discipline which 97% of student's answer were correct and 3% incorrect.

							Pct.

		Exams Graded:
Exam Item Analysis Report		**32**

		Total Possible:	5		**Average:**	4.3	86.88%
Instructor:	Khalil Andacheh						
	SOC 1 Final SPR 15 MW	**Highest Score:**	5		**Median:**	4	80.00%
Exam Name:	8:45						
		Lowest Score:	2	40.00%	**KR20:**	0.2614138	
Exam Date:	Monday, June 15, 2015						

Correct responses are shown in bold and italics					Correct	Pct. Incorrect
Q1	A (0%)	B (3%)	C (0%)	***D (97%)***	E (0%)	97%	3%
Q2	A (16%)	B (3%)	C (0%)	***D (81%)***	E (0%)	81%	19%
Q3	A (6%)	B (19%)	C (3%)	***D (72%)***	E (0%)	72%	28%
Q4	***A (88%)***	B (0%)	C (6%)	D (6%)	E (0%)	88%	12%
Q5	A (0%)	B (3%)	***C (97%)***	D (0%)	E (0%)	97%	3%

 Analyzing above table shows the results as follow:

Question # 1 of final exam matches PLO # 4 of sociology discipline which 97% of student's answers were correct and 3% incorrect.

Question #2 of final exam matches PLO#1 of sociology discipline which 81% of student's answers were correct and 19% incorrect.

Question #3 of final exam matches PLO#1 of sociology discipline which 72% of student's answers were correct and 28% incorrect.

Question #4 of final exam matches PLO#3 of sociology discipline which 88% of student's answers were correct and 12% incorrect.

Question #5 of final exam matches PLO#2 of sociology discipline which 97% of student's answer were correct and 3% incorrect.

Exam Item Analysis Report					Exams Graded: 40		
Instructor:	Khalil Andacheh	**Total Possible:**	5		**Average:**	4.4	88.00%
Exam Name:	SOC 1 SPR 15 Final MW 10:30	**Highest Score:**	5	100.00%	**Median:**	5	100.00%
Exam Date:	Monday, June 15, 2015	**Lowest Score:**	1	20.00%	**KR20:**	0.5264137	
Correct responses are shown in bold and italics					**Correct**	**Pct. Incorrect**	
Q1	A (2%)	B (5%)	C (0%)	*D (93%)*	E (0%)	93%	7%
Q2	A (15%)	B (5%)	C (5%)	*D (75%)*	E (0%)	75%	25%
Q3	A (2%)	B (8%)	C (10%)	*D (80%)*	E (0%)	80%	20%
Q4	*A (93%)*	B (3%)	C (0, 0.00%)	D (3%)	E (0%)	93%	7%
Q5	A (0%)	B (0%)	*C (100%)*	D (0%)	E (0%)	100%	0%

Analyzing above table shows the results as follow:

Question # 1 of final exam matches PLO # 4 of sociology discipline which 93% of student's answers were correct and 7% incorrect.

Question #2 of final exam matches PLO#1 of sociology discipline which 75% of student's answers were correct and 25% incorrect.

Question #3 of final exam matches PLO#1 of sociology discipline which 80% of student's answers were correct and 20% incorrect.

Question #4 of final exam matches PLO#3 of sociology discipline which 93% of student's answers were correct and7% incorrect.

Question #5 of final exam matches PLO#2 of sociology discipline which 100% of student's answer were correct and 0% incorrect.

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)
Discipline priority goal last fours was to have Soc.50 in school catalog. It was approved.	Fortunately, discipline first time offered soc.50 in year 2011.	Last two years Discipline offered the Soc.50.The course offered and enrollment was significant. Every semester soc.50 offered was assessed	Almost all businesses and professions needs some kind of skills in research which matches with school's mission "We provide foundational skills and pathways to transfer, career and technical education" and also (Goal#1)	NA
Reminder: Discipline did not have previous comprehensive data.	Current comprehensive is going to be the base for discipline			

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

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
First discipline's goal is that to have several laptop computer to familiarize student with practical research method.	Last three years discipline has requested four laptop. Dean of instruction also agree with request	There is hope discipline will get up coming years.	Teaching to student the basic practical knowledge matches with educational master plan and school's Mission "Increase the percentage of students who begin addressing basic skills needs in their first year. (Goal #1)	NA
Second goal is to have SPSS statistical program to teach students after they gathered data be able to use some simple statistics.	last three years discipline in has requested four laptop	There is hope discipline will get up coming years	Directly related goal #1and objects #5and #8. "Increase completion rate of degrees and certificates over 6 years". "Increase percentage of students who complete 15 units, 30 units, 60 units" (Goa#1)	NA
New sociological theories course	SBS chair and dean of instruction aware of that it is a discipline's long term goals	It may finalize by year 2018.	Increase student achievements and success. (Goal #1)	
Taking sociology students to museum of tolerance in	Activities will star may he start year 2018	Time line is by the end of 2018.	This kind of activities are related to Mission	

			"celebrating diversity, and promoting collaboration" and goal #2	
LA				

Course Outlines of Record (COR)

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

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
Honors soc.1	4/2/2013	Jami Brown		Major modification

Soc.1	2/23/2015	Jami Brown		Major modification
Soc.2	4/9/2014	Jami Brown		Major modification
Soc.3	4/9/2014	Jami Brown		Major modification
Soc.10	4/9/2014	Jami Brown		Major Modification
Soc.12	10/7 2014	Jami Brown		Major modification
Soc.15	5/30/2014	Jami Brown		Major modification
Soc.20	4/9/2014	Jami Brown		Major modification
Soc.50	3?12/2014	Eric Thompson		

Norco College Comprehensive Instructional Program Review Update

Unit: Sociology_
Contact Person: _Khalil Andacheh
Date: _____

Current Human Resource Status

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

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Introduction to sociology (Soc.1)	1	5	NA
American social problems (Soc.2)			
Social inequality (soc.3)			
Race and gender (Soc.10)			
Marriage and intimate relation (Soc.12)			
Women in America (Soc.15)			

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

Long Term Resource Planning

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

Unit Name: Sociology_____

6. 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 #3.** Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*	Distanced Education	Short Term Goal (S) Long Term Goal (L)
1. **Sociology instructor(rank#1)** Reason: More than 50% of discipline offered courses are taught by part time faculty	N	S123,881	It may possible	S
2. Reason:				
3. Reason:				
4. Reason:				
5. Reason:				

* 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 <u>must</u> 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.

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[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.

7. Equipment (including technology) Not Covered by Current Budget[2]

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.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. Six lab top for student use (rank1) Reason:	I	$1000	6	6000	Goal #1	NA
2. Statistics program Reason: Students will research practically (Rank1)	1	$15000	1	$1,000	Goal #1	NA
3. Reason:						
4. Reason:						
5. Reason:						
6. Reason:						

* 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).

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[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.

Unit Name: _____

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

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.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. NA Reason:					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

*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.

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[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.

9. Student Support Services, Library, and Learning Resource Center **(see definition below*)** Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include <u>specific</u> titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college[4]

List Student Support Services Needs 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.	**EMP GOALS**	**Distance Education**
1. **Textbook reserve in library every semester** <u>Reason:</u>	**$600**	**NA**
2. <u>Reason:</u>		
3. <u>Reason:</u>		
4. <u>Reason:</u>		
5. <u>Reason:</u>		
6. <u>Reason:</u>		

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

** These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

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[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.

10. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]
** For immediate hazards, contact your supervisor **

List Other Needs that do not fit elsewhere. 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.	Annual TCO*				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. NA <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

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

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[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. **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
4. **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

5. **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
6. **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
7. **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				

Additional comments:

II. Comprehensive Program Review Assessment Update

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

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

Section 1: Discipline Evaluation of Assessment Process

a. Please identify the modes of assessments (embedded tests, assignments with rubrics, class projects etc.) you have conducted as a unit since your last comprehensive program review. Please indicate if the assessments were designed by individual faculty or if there was a collaborative group that planned and executed the assessments.

   - Different types of method applied to measure assessment.   1. Pre and post multipole choice questions. 2. Term project included qualitative research students. Should pick up the topic of interest and apply five steps of a scientific method. 3. Student should read two scientific articles about social issues and criticize the findings of the two articles.

   - This is the first comprehensive program review have done in sociology discipline.

   - All of the assessments have done by one full time and five part time faculties.

b. Please provide an overview of the types of changes or modifications (updated test questions, revised PowerPoints, redesigned assignments, new assignments) that were made in a course or a program in response to your assessments.

   - Evaluating the last four years of success, retention and efficiency rates shows a slight decrease from year 2012 to 2014. After looking all of the variables which involved with success, retention, and efficiency rates, the discipline found out that the textbook was the single variable caused the slight reduction. New textbook adapted in fall 2015 to evaluate further to find the cause of slight reduction.

c. Please identify any elements or approaches that seem to garner greater success, or have led to permanent modifications in any courses. Please speak to changes that did not seem to make any impact and provide a reasoned argument as to why you think this occurred. Please consider any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline.

- Individual attention to those students who are behind of average class scale. Personal consideration creates a relationships between student and instructor has a positive outcome for student success. One soc.1 student was gang member who coming to school with gang suites and had unusual behavior in class but very smart. He failed in first test and I start taking him regularly we crated friend ship. This person's behavior changed and his final grade was a B if he couldn't fail in the first test final grade may be A.
  I believe giving a little bit personal attention to Afro-Americans and also Latinos students who they usually are behind of class average make a big change.
- Regularly seeing those students who are falling behind causes a great change and has positive impact on their success.

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

- As instructor we shouldn't take our own personal problems to class.
- Start class with happy face talk students two three minutes that are not related chapter teaching. This kinds of behavior relax students
- Usually students do not like responsibility. Making students part of teaching processes, I assign chapter reading as an extra credit to what he or she understood in assigned chapter to present in ten minutes in class to create competition between students. This has three positive outcome 1) when students present other student pay more attention 2) increase students self-stem which is very constructive 3) when instructor starts lecture, student already have some basic background helps them to concentrate more.

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.

- I think research method (Soc.50) is essential for all social science students. I rotate soc.50 every other semester with other sociology courses, I believe I have to have soc.50 every semester, students after taking soc.1 they take soc.50 not to learn research method, it helps students to have analytical mind which is essential for critical thinking. The base of critical thinking is that to have logical understanding of social phenomena. Several years I demand to have (SPSS) statistical package which support student learning. I wish we have enough budget to have the package by year 20 16. Practical evolvement in research helps a lot to students learning.

Section 2: Overview of Completed Assessment

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

Course Number and Name and/or Program	Total number of initial assessments conducted	Total Number of Improvements/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)
Soc.1	*4*	*2*	*1*	*7*
Soc.50	*2*	*1*	*1*	*4*
Soc.3	1	*1*	0	2

Section 3:   Plan for Assessment

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

Plan for the next 4 years	**Courses and Programs to be assessed**
Plan for Year 1	Soc.1, Soc.Soc.50. Soc.3
Plan for Year 2	Soc.1 H, Soc.2. Soc.10, Soc.20
Plan for Year 3	Soc.15, Soc.1, Soc.50
Plan for Year 4	Soc.2, soc.10, Soc.20

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

Assessment Unit Name: _____   **Average score** _____

	0	1	2	3
Section 1 • **Modes of assessment** • **Modifications to courses** • **Success indicators** • **Teaching approaches** • **Resources**	No attempt made to provide responses to any of the questions (1-4) 0	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 *understanding* of student success and learning in the classroom 1	Clear and consistent responses to each question, indication the discipline has attempted to use discipline based assessment results to increase *understanding* of student success and learning in the classroom 2	Clear and robust responses to each question, strong indication the discipline has utilized assessment as a tool to increase *understanding* of student success and learning in the classroom 3
Section 2 • **# of initial, improvements, loop-closing activities for course and program**	Chart is blank 0	Does not include all courses or programs 1		All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate "nothing") 3
Section 3 **Plan for assessment in the coming 4 years** • **Courses** • **Programs**	Chart is blank 0	Does not include all courses or programs 1		All courses and programs in the discipline are listed on the chart, each box has a number (including a zero to indicate "nothing") 3