

NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit: PHILOSOPHY

(If applicable) Program or Certificate ADT in Philosophy

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: Mr. Luis Montes

Due: April 20, 2016

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: March 2016

Norco College

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

Annual Instructional Program Review Update

Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20th in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

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

<http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

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

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

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

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Annual Instructional Program Review Update

Unit: **PHILOSOPHY**
Contact Person: **L. MONTES**
Date: **APRIL 20, 2016**

Trends and Relevant Data

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

The philosophy unit serves the students of Norco College, providing courses that (i) build foundational skills, (ii) satisfy GE requirements as part of pathways to transfer, and (iii) satisfy requirements for the ADT in philosophy.

2. Have there been any changes in the status of your unit? (if not, please indicate with an “N/A”)

a. Has your unit shifted departments?

No. Philosophy is one of the disciplines in the AHWL department.

b. Have any new certificates or complete programs been created by your unit?

Yes. The philosophy ADT was approved at the college in 2013 and was accepted by the state in Fall 2014.

c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

No.

3. List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately. What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?

SUCCESS AND RETENTION, BREAKDOWN BY COURSE, OVERVIEW: data is included only for courses that were offered in 2014/2015.

Courses		Success				Retention				Comments
		2010-2014	2013-2014	2014-2015	Change	2010-2014	2013-2014	2014-2015	Change	
PHI 10 Intro to Phi	Overall	65.4%	67.0%	57.0%	-10.0%	85.0%	85.9%	77.4%	-8.5%	No Hybrid sections for this course.
	Face2face	69.1%	68.2%	53.6%	-14.6%	87.3%	86.5%	74.8%	-11.7%	
	Hybrid									
	Online	56.7%	63.9%	65.9%	2.0%	79.1%	84.4%	84.1%	-0.3%	
PHI 10H Intro to Phi	Overall									PHI 10H was not offered in 2014-2015
	Face2face									
	Hybrid									
	Online									
PHI 11 Critical Th	Overall	69.4%	61.6%	61.3%	-0.3%	88.2%	86.4%	81.9%	-4.5%	No Hybrid section offered in 2014-2015 Online section first offered in 2014-2015
	Face2face	68.8%	59.2%	58.1%	-1.1%	87.0%	84.7%	80.1%	-4.6%	
	Hybrid									
	Online	N/A	N/A	83.3%	N/A	N/A	N/A	94.4%	N/A	
PHI 12 Intro to Eth	Overall	67.9%	65.2%	83.1%	17.9%	89.6%	83.7%	84.5%	0.8%	No Hybrid sections for this course No Online sections for this course PHI 15 was not offered in 2014-2015
	Face2face	67.9%	65.2%	83.1%	17.9%	89.6%	83.7%	84.5%	0.8%	
	Hybrid									
	Online									
PHI 15 Bio-med Eth	Overall									PHI 15 was not offered in 2014-2015
	Face2face									
	Hybrid									
	Online									
PHI 32 Symb Logic	Overall	72.2%	78.8%	69.2%	-9.6%	81.5%	81.8%	92.3%	10.5%	No Hybrid sections for this course No Online sections for this course
	Face2face	72.2%	78.8%	69.2%	-9.6%	81.5%	81.8%	92.3%	10.5%	
	Hybrid									
	Online									
PHI 33 Soc&Pol Phi	Overall	57.0%	58.1%	46.7%	-11.4%	80.2%	83.7%	80.0%	-3.7%	Class offered 2010-2011, 13-14, & 14-15 No Hybrid sections for this course No Online sections for this course
	Face2face	57.0%	58.1%	46.7%	-11.4%	80.2%	83.7%	80.0%	-3.7%	
	Hybrid									
	Online									
PHI 35 Phil Religion	Overall	52.9%	26.3%	47.4%	21.1%	71.4%	47.4%	78.9%	31.5%	No Hybrid sections for this course No Online sections for this course
	Face2face	52.9%	26.3%	47.4%	21.1%	71.4%	47.4%	78.9%	31.5%	
	Hybrid									
	Online									

PHI-10

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		65.6%	86.3%	63.2%	81.2%	65.6%	86.4%	67.0%	85.9%	57.0%	77.4%
ETHNICITY	American Indian or Alaska Native	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%
	Asian	72.7%	87.0%	82.4%	89.7%	71.1%	86.7%	74.4%	88.4%	64.3%	80.4%
	Black or African American	51.1%	87.2%	71.1%	88.9%	63.2%	94.7%	64.4%	93.3%	57.9%	73.7%
	Hispanic/Latino	61.6%	84.4%	52.4%	74.0%	61.1%	85.0%	64.3%	84.3%	50.7%	75.0%
	Native Hawaiian or Other Pacific Islander	66.7%	100.0%	100.0%	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%	100.0%
	Two or More Races	58.8%	82.4%	57.1%	90.5%	70.0%	80.0%	59.1%	81.8%	50.0%	73.1%
	White	69.1%	87.2%	67.6%	83.5%	71.8%	88.9%	71.7%	87.7%	68.3%	83.4%
	Non-Respondent	78.1%	90.6%	64.3%	82.1%	75.0%	75.0%	80.0%	80.0%	66.7%	66.7%
AGE	19 or less	73.4%	95.8%	67.7%	86.2%	75.3%	92.2%	66.3%	89.8%	55.1%	77.5%
	20 to 24	62.0%	81.4%	58.3%	76.2%	63.1%	83.1%	66.0%	82.4%	55.4%	76.0%
	25 to 29	54.2%	68.8%	66.1%	83.9%	46.7%	73.3%	70.7%	92.7%	58.3%	78.3%
	30 to 34	66.7%	86.7%	56.5%	78.3%	46.7%	93.3%	77.8%	88.9%	65.6%	75.0%
	35 to 39	75.0%	93.8%	80.0%	90.0%	90.0%	100.0%	60.0%	90.0%	72.2%	83.3%
	40 to 49	36.0%	68.0%	52.6%	68.4%	72.2%	100.0%	80.0%	80.0%	80.0%	100.0%
	50+	75.0%	91.7%	80.0%	80.0%	80.0%	100.0%	50.0%	50.0%	50.0%	75.0%
GENDER	Female	65.5%	84.3%	60.9%	77.9%	61.2%	83.6%	65.2%	83.0%	57.2%	77.3%
	Male	66.0%	88.7%	65.1%	84.2%	70.9%	89.2%	68.7%	88.9%	56.5%	77.5%
	Non-Respondent	50.0%	83.3%	100.0%	100.0%	0.0%	100.0%	100.0%	100.0%	75.0%	75.0%

Both success and retention rates are lower than last Fall.

- Success rates for 2014-2015 are lowest for Two or more races, Hispanic/Latino, 19 or less and 50+ years old students, and male students.
- Success rates for 2014-2015 are highest for White, 40 to 49 years old and Female students.
- Retention rates for 2014-2015 are lowest for Black/African American and Two or more races, 30 to 40 and above 50 years old students, and equal for both genders
- Retention rates for 2014-2015 are highest for White, 35 to 39 years old students, and equal for both genders
- Success rates have been low most consistently for Hispanic/Latino students.
- Success rates have been high most consistently for Asian, White, and Non-Respondent, 35-39, and male students.
- Retention rates have been low most consistently for Hispanic/Latino and Two or More Races, 20-24, and female students
- Retention rates have been high most consistently for Asian and Black/African American, 19 or less, 35-39, and male students.

PHI-10 FACE TO FACE

PHI-10 ONLINE

	Face-to-face	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	73.6%	91.5%	68.2%	84.6%	66.4%	86.5%	68.2%	86.5%	53.6%	74.8%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	Asian	84.0%	94.0%	87.1%	93.5%	66.7%	86.7%	79.4%	94.1%	69.0%	81.0%
	Black or African American	75.0%	85.0%	89.7%	96.6%	63.2%	89.5%	80.0%	100.0%	52.9%	70.6%
	Hispanic/Latino	68.3%	89.6%	55.2%	76.5%	64.1%	85.9%	64.3%	84.6%	46.2%	72.7%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
	Two or More Races	66.7%	91.7%	64.7%	94.1%	70.6%	76.5%	64.3%	85.7%	56.3%	68.8%
	White	74.6%	94.1%	71.6%	86.2%	70.3%	87.8%	70.2%	85.7%	64.6%	80.2%
	Non-Respondent	85.7%	90.5%	76.5%	94.1%	80.0%	80.0%	75.0%	75.0%	66.7%	66.7%
AGE	19 or less	77.3%	97.4%	71.9%	88.7%	75.0%	91.9%	65.3%	91.0%	52.7%	75.3%
	20 to 24	68.7%	86.4%	60.7%	78.5%	62.9%	82.6%	68.6%	82.4%	54.0%	74.9%
	25 to 29	77.8%	77.8%	67.7%	83.9%	40.7%	70.4%	80.0%	93.3%	56.3%	71.9%
	30 to 34	66.7%	100.0%	83.3%	91.7%	40.0%	80.0%	100.0%	100.0%	50.0%	66.7%
	35 to 39	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	50.0%	75.0%	42.9%	71.4%
	40 to 49	33.3%	55.6%	85.7%	85.7%	100.0%	100.0%	77.8%	77.8%	66.7%	100.0%
	50+	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	50.0%	50.0%	100.0%	100.0%
GENDER	Female	77.2%	91.3%	66.3%	82.1%	61.5%	80.7%	68.0%	84.5%	53.5%	75.8%
	Male	70.7%	91.9%	69.5%	86.5%	70.4%	89.9%	68.0%	88.3%	53.3%	74.0%
	Non-Respondent	60.0%	80.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	75.0%	75.0%

	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	50.2%	76.4%	48.6%	71.2%	64.1%	84.4%	63.9%	84.4%	65.9%	84.1%
ETHNICITY	American Indian or Alaska Native	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Asian	51.9%	74.1%	33.3%	50.0%	80.0%	86.7%	55.6%	66.7%	50.0%	78.6%
	Black or African American	33.3%	88.9%	37.5%	75.0%	63.2%	100.0%	33.3%	80.0%	65.2%	78.3%
	Hispanic/Latino	43.3%	70.0%	41.7%	64.6%	54.3%	82.9%	64.4%	83.1%	66.7%	83.3%
	Native Hawaiian or Other Pacific Islander	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Two or More Races	40.0%	60.0%	25.0%	75.0%	66.7%	100.0%	50.0%	75.0%	40.0%	80.0%
	White	60.0%	75.7%	60.7%	78.7%	74.4%	90.7%	74.1%	90.7%	75.5%	89.8%
	Non-Respondent	63.6%	90.9%	45.5%	63.6%	66.7%	66.7%	100.0%	100.0%	0.0%	0.0%
AGE	19 or less	55.8%	88.4%	37.9%	69.0%	77.8%	94.4%	72.4%	82.8%	65.9%	87.8%
	20 to 24	51.1%	73.3%	51.7%	70.0%	63.5%	84.1%	58.8%	82.4%	60.0%	80.0%
	25 to 29	40.0%	63.3%	64.0%	84.0%	51.5%	75.8%	65.4%	92.3%	60.7%	85.7%
	30 to 34	66.7%	77.8%	27.3%	63.6%	50.0%	100.0%	60.0%	80.0%	75.0%	80.0%
	35 to 39	42.9%	85.7%	66.7%	83.3%	88.9%	100.0%	66.7%	100.0%	90.9%	90.9%
	40 to 49	37.5%	75.0%	33.3%	58.3%	66.7%	100.0%	83.3%	83.3%	85.7%	100.0%
	50+	62.5%	87.5%	66.7%	66.7%	80.0%	100.0%	50.0%	50.0%	0.0%	50.0%
GENDER	Female	49.6%	74.8%	48.2%	68.2%	60.8%	87.6%	58.5%	79.3%	64.2%	80.2%
	Male	52.2%	79.1%	49.2%	75.4%	72.2%	87.0%	70.8%	90.8%	69.0%	91.4%
	Non-Respondent	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%

Surprisingly, Online classes have a higher Success and Retention rates in 2014-2015.

PHI-11 OVERALL

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		76.4%	89.9%	65.4%	88.6%	74.2%	87.8%	61.6%	86.4%	61.3%	81.9%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
	Asian	84.0%	96.0%	85.7%	95.2%	78.9%	86.8%	72.2%	88.9%	66.7%	71.4%
	Black or African American	72.7%	81.8%	62.5%	87.5%	85.7%	85.7%	47.4%	94.7%	61.5%	84.6%
	Hispanic/Latino	70.4%	85.7%	58.1%	87.2%	72.5%	85.9%	57.7%	82.6%	52.7%	80.0%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	100.0%	100.0%	66.7%	100.0%	66.7%	91.7%	72.2%	94.4%	70.0%	100.0%
	White	80.3%	92.1%	67.8%	86.4%	75.0%	92.3%	67.1%	88.6%	73.6%	85.1%
	Non-Respondent	72.2%	94.4%	71.4%	100.0%	66.7%	77.8%	75.0%	100.0%	100.0%	100.0%
AGE	19 or less	80.9%	95.6%	65.9%	92.7%	76.6%	90.9%	70.5%	96.2%	67.6%	87.3%
	20 to 24	72.3%	88.4%	66.3%	89.4%	78.0%	91.4%	60.9%	88.0%	58.1%	79.1%
	25 to 29	78.6%	85.7%	55.6%	77.8%	69.4%	83.3%	45.7%	68.6%	57.6%	87.9%
	30 to 34	66.7%	77.8%	75.0%	75.0%	70.0%	80.0%	50.0%	66.7%	78.6%	92.9%
	35 to 39	71.4%	85.7%	75.0%	100.0%	50.0%	62.5%	80.0%	100.0%	55.6%	66.7%
	40 to 49	90.9%	90.9%	58.3%	83.3%	33.3%	44.4%	61.5%	76.9%	40.0%	40.0%
	50+	100.0%	100.0%	100.0%	100.0%	33.3%	66.7%	66.7%	66.7%	100.0%	100.0%
GENDER	Female	70.8%	85.0%	62.6%	87.9%	74.0%	86.4%	62.5%	88.2%	57.2%	77.2%
	Male	81.1%	94.3%	68.1%	89.4%	74.5%	89.9%	61.2%	84.3%	65.7%	87.3%
	Non-Respondent	100.0%	100.0%	0.0%	0.0%	66.7%	66.7%	0.0%	100.0%	66.7%	66.7%

- Success rates have been low most consistently for Hispanic/Latino students.
- Success rates have been high most consistently for Asian, and 19 or less students.
- Retention rates have been low most consistently for Hispanic/Latino students.
- Retention rates have been high most consistently for 19 or less students.

PHI-12 OVERALL

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		62.5%	91.7%	65.1%	88.1%	78.9%	94.7%	65.2%	83.7%	83.1%	84.5%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	Asian	66.7%	66.7%	85.7%	100.0%	90.9%	100.0%	75.0%	75.0%	100.0%	100.0%
	Black or African American	50.0%	83.3%	80.0%	80.0%	66.7%	100.0%	44.4%	77.8%	80.0%	80.0%
	Hispanic/Latino	58.3%	91.7%	54.7%	83.0%	75.7%	94.6%	60.0%	84.4%	84.6%	87.2%
	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%	100.0%	75.0%	100.0%	100.0%	100.0%	60.0%	60.0%	100.0%	100.0%
	White	83.3%	100.0%	72.5%	92.5%	76.2%	90.5%	80.0%	92.0%	76.2%	76.2%
	Non-Respondent	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%
AGE	19 or less	50.0%	90.0%	76.0%	92.0%	75.7%	91.9%	65.5%	96.6%	91.7%	91.7%
	20 to 24	68.4%	100.0%	43.9%	82.9%	76.0%	96.0%	66.0%	78.0%	74.1%	77.8%
	25 to 29	50.0%	50.0%	72.7%	81.8%	100.0%	100.0%	66.7%	83.3%	60.0%	60.0%
	30 to 34	100.0%	100.0%	100.0%	100.0%	75.0%	100.0%	75.0%	75.0%	100.0%	100.0%
	35 to 39	50.0%	50.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%
	40 to 49	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	50+	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	50.0%	100.0%	0.0%	0.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GENDER	Female	54.2%	87.5%	78.3%	88.3%	83.7%	93.0%	65.1%	79.1%	77.1%	77.1%
	Male	70.8%	95.8%	47.9%	87.5%	72.7%	97.0%	64.6%	87.5%	88.2%	91.2%
	Non-Respondent	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%

- Success rates have been high most consistently for Asian students.

PHI-32 OVERALL

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		81.6%	86.8%	86.7%	86.7%	41.7%	70.8%	78.8%	81.8%	69.2%	92.3%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	100.0%	100.0%	66.7%	66.7%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
	Black or African American	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	0.0%	0.0%
	Hispanic/Latino	80.0%	93.3%	90.0%	90.0%	27.3%	54.5%	66.7%	72.2%	75.0%	87.5%
	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%	50.0%	100.0%	66.7%	66.7%	100.0%	100.0%
	White	81.3%	81.3%	100.0%	100.0%	42.9%	71.4%	100.0%	100.0%	50.0%	100.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
AGE	19 or less	82.4%	94.1%	76.9%	76.9%	37.5%	75.0%	90.0%	90.0%	0.0%	100.0%
	20 to 24	75.0%	75.0%	92.9%	92.9%	46.2%	76.9%	81.3%	87.5%	80.0%	90.0%
	25 to 29	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	50.0%	100.0%
	30 to 34	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GENDER	Female	83.3%	94.4%	80.0%	80.0%	33.3%	66.7%	82.4%	82.4%	71.4%	100.0%
	Male	78.9%	78.9%	93.3%	93.3%	50.0%	75.0%	75.0%	81.3%	66.7%	83.3%
	Non-Respondent	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

- No consistent pattern or trend has been identified across the years.

PHI-33 OVERALL

	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	55.8%	76.7%	0.0%	0.0%	0.0%	0.0%	58.1%	83.7%	46.7%	80.0%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	50.0%	50.0%
	Black or African American	66.7%	100.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
	Hispanic/Latino	72.2%	83.3%	0.0%	0.0%	0.0%	0.0%	52.0%	80.0%	33.3%	83.3%
	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	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%
	White	38.5%	76.9%	0.0%	0.0%	0.0%	0.0%	63.6%	81.8%	66.7%	83.3%
	Non-Respondent	50.0%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AGE	19 or less	62.5%	83.3%	0.0%	0.0%	0.0%	0.0%	58.8%	88.2%	33.3%	66.7%
	20 to 24	50.0%	68.8%	0.0%	0.0%	0.0%	0.0%	44.4%	72.2%	50.0%	87.5%
	25 to 29	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	75.0%	100.0%	0.0%	0.0%
	30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GENDER	Female	57.1%	81.0%	0.0%	0.0%	0.0%	0.0%	61.1%	83.3%	60.0%	80.0%
	Male	54.5%	72.7%	0.0%	0.0%	0.0%	0.0%	56.5%	87.0%	40.0%	80.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%

- There is not enough data to draw conclusions about patterns or trends across the years.

	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	54.5%	81.8%	60.0%	80.0%	70.6%	76.5%	26.3%	47.4%	47.4%	78.9%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	100.0%	100.0%	66.7%	66.7%	0.0%	0.0%	66.7%	66.7%	75.0%	75.0%
	Black or African American	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	33.3%	66.7%
	Hispanic/Latino	66.7%	77.8%	66.7%	88.9%	66.7%	77.8%	14.3%	35.7%	60.0%	60.0%
	Native Hawaiian or Other Pacific Islander	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Two or More Races	0.0%	100.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	33.3%	100.0%
	White	28.6%	71.4%	50.0%	83.3%	66.7%	66.7%	50.0%	100.0%	33.3%	100.0%
	Non-Respondent	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AGE	19 or less	66.7%	100.0%	77.8%	88.9%	83.3%	83.3%	33.3%	50.0%	50.0%	75.0%
	20 to 24	46.7%	73.3%	42.9%	71.4%	80.0%	80.0%	27.3%	45.5%	50.0%	80.0%
	25 to 29	0.0%	0.0%	100.0%	100.0%	50.0%	66.7%	0.0%	0.0%	0.0%	100.0%
	30 to 34	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
	35 to 39	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
GENDER	Female	44.4%	66.7%	60.0%	70.0%	66.7%	77.8%	15.4%	38.5%	37.5%	62.5%
	Male	61.5%	92.3%	60.0%	90.0%	75.0%	75.0%	50.0%	66.7%	54.5%	90.9%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

- Success rates have been high most consistently for 19 or less students.

OBSERVATIONS BASED ON THE ABOVE SUCCESS AND RETENTION RATES DATA.

Overall success and retention rates for 2014-2015 are lower than the previous year and low compared to the average for the previous four years. Success for PHI 12 and Retention for PHI 32 and PHI 35 increased, but there is not enough data to indicate a trend.

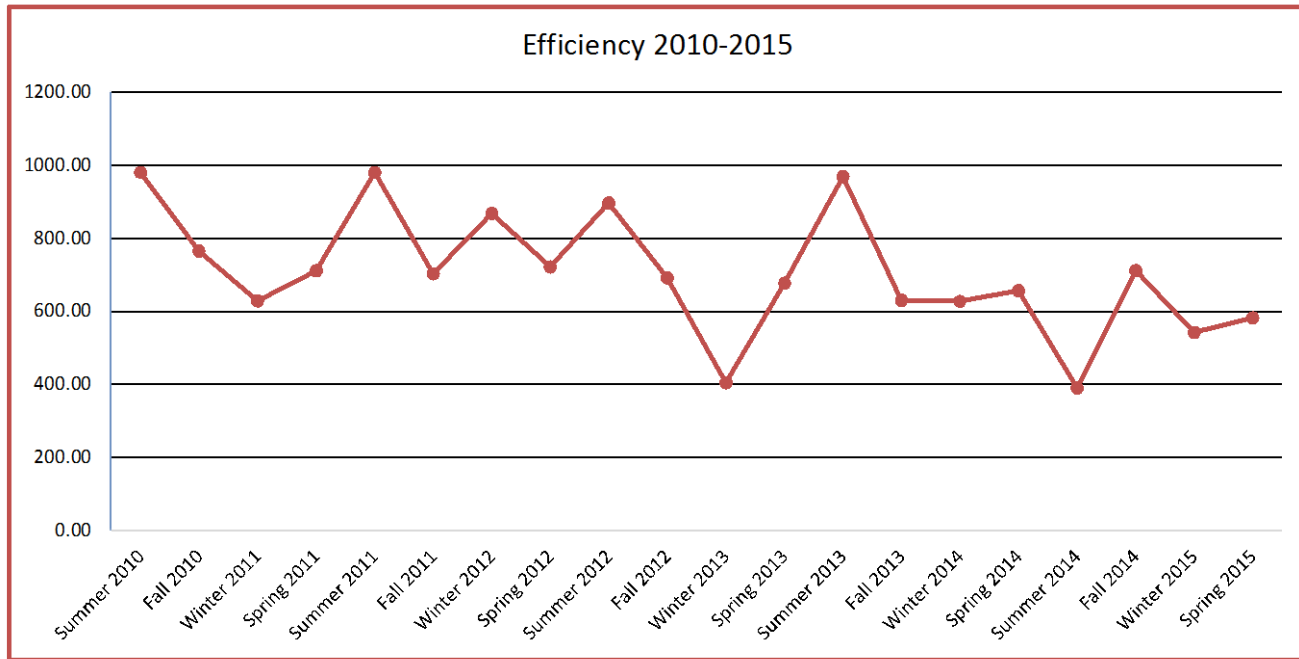
Online sections for 2014-2015 had higher success and retention rates than face-to-face classes; this is unusual, but our group of online instructors bring a lot of experience to their courses and commitment to constant improvement.

Of all the different groups, students who are Hispanic/Latino most consistently showed low success and retention rates. Students who are Asian most consistently showed high success and retention rates. In the cases of other groups, rates fluctuated, making it difficult to identify any definite pattern or trend across the years.

It is difficult at this stage to identify the main causes of the decline in success and retention. Success and retention in philosophy may have dropped this last year for the same reason that success and retention dropped (slightly) across the college—the state of the economy, for instance. At the Spring Flex Workshop in February 2016, results of an informal survey conducted by Student Life showed that a large number of students face a variety of non-academic challenges that make success in college courses difficult. Motivation, confidence, and self-esteem; finances; and family issues or relationships were among the most significant non-academic challenges that students face. Other characteristics of the students taking philosophy courses may affect success and retention, especially their reading, writing, and critical thinking ability. Finally, features of course design and instruction may be contributing to the decline.

More data is needed in order to plan an effective strategy for raising success rates to at least 70% and retention rates to 85% across all philosophy courses. Having a full-time faculty member to coordinate assessment and review within the discipline would be a good starting point. The full-time faculty member could work with associate faculty to set goals, assess courses, identify needed changes, provide resources, and implement new strategies.

Term	Efficiency
Summer 2010	980.600
Fall 2010	765.626
Winter 2011	629.275
Spring 2011	711.792
Summer 2011	980.600
Fall 2011	703.024
Winter 2012	868.711
Spring 2012	722.313
Summer 2012	897.400
Fall 2012	692.182
Winter 2013	405.000
Spring 2013	677.364
Summer 2013	969.360
Fall 2013	630.500
Winter 2014	628.000
Spring 2014	657.259
Summer 2014	390.000
Fall 2014	712.176
Winter 2015	542.750
Spring 2015	582.558
Total	687.350



OBSERVATIONS BASED ON EFFICIENCY DATA.

Efficiency overall has declined over the last five years, but the average for Fall 2014/Spring 2015 (Avg: 647) is comparable to the average for Fall 2013/Spring 2014 (Avg: 644). We should also keep in mind that the highs and lows show up in the Winter and Summer terms.

4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?
5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Strategic Plan/Educational Master Plan](#)?

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
Improve retention and success in all courses.	Continue assessment and dialogue with associate faculty.	Goal 1.6. Increase success and retention rates.	Not specific to DE
Improve retention and success for DE courses.	Get additional feedback from DE instructors.	Goal 1.6	Specific to DE
Develop a plan for coordinating assessment within the discipline.	Contact all associate faculty regarding assessment. Set up procedures to make the process as straightforward/easy as possible. Arrange for a meeting of the associate faculty. Set up a schedule for assessment.	Goal 5.2. Increase the percentage of student learning outcome assessments that use authentic methods.	Not specific to DE
Develop a plan for following up on assessment and closing the loop.	Begin by identifying those assessments where the loop has not yet been closed and contact that faculty member.	Goal 5.3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.	Not specific to DE
Ensure that the course rotation for the ADT in philosophy is followed.	Review recent course offerings and work with the chair on the schedule.	Goal 1.5. Increase completion rate of degrees and certificates over 6 years.	Not specific to DE
Update the catalog of course offerings.	Review, for inclusion and exclusion, the current catalog of course offerings.	Goal 1.5	Not specific to DE
Develop a plan for PLO assessment.	Contact assessment committee for guidance.	Goal 5.3	Not specific to DE

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

Norco College Annual Instructional Program Review Update

Unit: **PHILOSOPHY**
 Contact Person: **L. MONTES**
 Date: **APRIL 20, 2016**

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
	0	6

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

7. Staff Needs

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

<p>List Staff Positions Needed for Academic Year 2016-2017 Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Number of years requested</p>	<p>Annual TCP*</p>
<p>1. Full-time philosophy instructor Reason: Current full-time instructor retired in June 2015. (Hiring in process Spring 2016) <u>Justification:</u></p>	<p>R</p>	<p>3</p>	<p>119,257</p>
<p>2. <u>Justification:</u></p>			
<p>3. <u>Justification:</u></p>			

* 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](#).

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.

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

<p>List Equipment or Equipment Repair Needed for Academic Year 2016-2017 Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.</p>	<p>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	Annual TCO*				EMP GOALS
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	
<p>1. Subscription to a video service such as Films on Demand Justification: Goal 1.5. Access to high-quality educational videos would provide additional resources for instructors to use in courses, including DE courses.</p>	I	1			\$7,220 per year	
<p>2. Justification:</p>						
<p>3. Justification:</p>						
<p>4. Justification:</p>						
<p>5. Justification:</p>						

* 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.

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

List Professional Development Needs for Academic Year 2016-2017 Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. NA <u>Justification:</u>				
2. <u>Justification:</u>				
3. <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.

10. 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 align="center">List Student Support Services Needs for Academic Year 2016-2017</p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.</p>	<p align="center">EMP GOALS</p>
<p>1. NA <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>	

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

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

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

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

**** For immediate hazards, contact your supervisor ****

<p align="center">List Other Needs that do not fit elsewhere.</p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. NA <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>				

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.

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon.	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. Previous recourse requests stated and impact discussed.	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
3. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

USE ASSESSMENT DATA FROM fall 2014-spr 15

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu, or talk to your NAC representative.

1. Identify where you are in the cycle of SLO assessment for each course you assessed in fall 2014 - spring 2015. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields Yes or No	SLOs with Changes Made to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified Changes Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in Loop-Closing assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
PHI 33	1,2,3,4,5,6	Spring 2015	Yes		4 – SLO needs to be eliminated or revised. See below, section (4). 5 – SLO needs to be reassessed using a larger sample of students and with a	1,2,3 – Students scored high overall on assessments of these SLO's	

					different assessment format. 6 – struggling students need to be helped, to move them beyond merely absorbing and repeating material to defending an interpretation.		

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

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

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

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

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
1: (Closing the Loop Assessment for AOE in HPA)		1: (Closing Loop for GE PLO Information Competency and Technology Literacy)	

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

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
	Choose an item.	
	Choose an item.	

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

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
<p>PHI 33: SLO 4 – Evaluate the degree to which various political concepts and philosophies explain the relationship between all members and classes of society.</p>	<p>"[T]he SLO itself needs to be either eliminated or revised." (Quoted from assessment report. See appendix.)</p>	<p>"The SLO is both vague and too demanding. It is unclear what is meant by the phrase "explain the relationship between all members and classes of society." Are all possible forms of relationships to be taken into account? When referring to the relationship between "all members" of society, does this mean that a theory is supposed to consider every distinct individual in a society? Even if these questions can be answered in a way that allows for a bit of clarity, it seems too demanding for a student to evaluate how well all such relationships are explained by a political concept or philosophy. There is always a kind of relationship, or a class of members of a society, that might be omitted from consideration even in a long work of philosophy. A student who misses just one of these would not satisfy the SLO, given the present formulation of the SLO." (Quoted from assessment report. See appendix.)</p>

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

The new full-time instructor should be tasked with coordinating assessment within the discipline, including communicating assessments, outcomes, and improvements.

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

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

7. What additional support, training, etc. do you need in the coming year regarding assessment?

The new full-time instructor should be tasked with coordinating assessment within the discipline, including communicating assessments, outcomes, and improvements.

APPENDIX A:

Assessment: Course Four Column

Discipline - PHI

PHI-33: Introduction to Social and Political Philosophy

SLOs	Assessment Methods	Results	Changes Made
<p>SLO 1 - Recognize and explain different understandings of the nature and purpose of society. SLO Status: Active Approval Date: 10/07/2013</p> <p>SLO 2 - Analyze basic concepts that comprise the building blocks of political philosophy. SLO Status: Active Approval Date: 10/07/2013</p> <p>SLO 3 - Interpret primary texts from philosophy and demonstrate how they respond to the political problems faced by the societies which produced them. SLO Status: Active Approval Date: 10/07/2013</p> <p>SLO 4 - Evaluate the degree to which various political concepts and philosophies explain the relationship between all members and classes of society. SLO Status: Active Approval Date: 10/07/2013</p>	<p>Exam/ Quiz - Embedded Questions Tied to SLOs - Two written assignments - a quiz and an exam - were used to assess the six SLOs for Philosophy 33. For each SLO, a four point scale was used to assess the student work, with four being the highest and one being the lowest. Five students completed the quiz, and eight students completed the exam. The quiz was used to assess SLO 5. The quiz and the exam are included in the appendix below. The exam was used for the remaining SLOs. The quantitative results for the assessment are contained in the tables below.</p>	<p>Semester Assessed: 2014-15 (Spring 2015) Benchmark Met: N/A</p> <p>The low outcome for SLO 5 ("Appraise the potential relevance of historical political philosophies to contemporary political problems") is likely due to the low student turnout on the day that the quiz was administered, as well as the short format of a quiz. This SLO should be reassessed with a larger sample of scores, and in a format that allows for students more space to demonstrate what they have learned.</p> <p>The outcome for SLO 6 ("Formulate and defend one's own textual interpretation, perspective on political theory, and philosophical position in both oral and written work") is not as low as for SLO 5, and half of the exams earned the highest score. The average is lowered due to several exams that also received the lowest score. This SLO requires students to not only summarize a text, but also to defend an interpretation and position of their own. Going beyond merely absorbing and repeating material is a challenge for many students, and the course did work to develop these skills in the students. However, more needs to be done for those students who struggle with this.</p> <p>The low outcome for SLO 4 ("Evaluate the degree to which various political concepts and philosophies explain the relationship between all members and classes of society") is, I believe, primarily due to the fact that the SLO itself is poorly formulated. The SLO is both vague and too</p>	

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>																														
<p>SLO 5 - Appraise the potential relevance of historical political philosophies to contemporary political problems. SLO Status: Active Approval Date: 02/05/2015</p> <p>SLO 6 - Formulate and defend one's own textual interpretation, perspective on political theory, and philosophical position in both oral and written work. SLO Status: Active Approval Date: 02/05/2015</p>		<p>demanding. It is unclear what is meant by the phrase "explain the relationship between all members and classes of society." Are all possible forms of relationships to be taken into account? When referring to the relationship between "all members" of society, does this mean that a theory is supposed to consider every distinct individual in a society? Even if these questions can be answered in a way that allows for a bit of clarity, it seems too demanding for a student to evaluate how well all such relationships are explained by a political concept or philosophy. There is always a kind of relationship, or a class of members of a society, that might be omitted from consideration even in a long work of philosophy. A student who misses just one of these would not satisfy the SLO, given the present formulation of the SLO. I believe, for these reasons, that the SLO itself needs to be either eliminated or revised.</p>																															
		<p>In brief, one of the SLOs assessed needs to be revised and reconsidered. Two other low-scoring SLOs need to be reassessed with a different assignment and a larger sample of students. The course had an unusually low enrollment, and that gives some reason to suspect that the assessment results might have been affected by the low number of participating students.</p>																															
		<p>SLO 1 Recognize and explain different understandings of the nature and purpose of society.</p>																															
		<table border="0"> <tr> <td>Score</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Rubric</td> <td colspan="2">Accurately explains multiple conceptions of the nature and purpose of society.</td> <td colspan="2">Accurately explains one conception of the nature and purpose of society; or somewhat accurately explains multiple conceptions.</td> </tr> <tr> <td></td> <td colspan="4">Offers a partially accurate account of one or more conceptions of the nature and purpose of society.</td> </tr> <tr> <td></td> <td colspan="4">Offers a mostly inaccurate account of one or more conceptions of the nature and purpose of society.</td> </tr> <tr> <td>Number of Responses</td> <td colspan="2">5</td> <td colspan="2">2</td> </tr> <tr> <td></td> <td colspan="4">1</td> </tr> </table>	Score	4	3	2	1	Rubric	Accurately explains multiple conceptions of the nature and purpose of society.		Accurately explains one conception of the nature and purpose of society; or somewhat accurately explains multiple conceptions.			Offers a partially accurate account of one or more conceptions of the nature and purpose of society.					Offers a mostly inaccurate account of one or more conceptions of the nature and purpose of society.				Number of Responses	5		2			1				
Score	4	3	2	1																													
Rubric	Accurately explains multiple conceptions of the nature and purpose of society.		Accurately explains one conception of the nature and purpose of society; or somewhat accurately explains multiple conceptions.																														
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	Offers a mostly inaccurate account of one or more conceptions of the nature and purpose of society.																																
Number of Responses	5		2																														
	1																																

Average Score: 3.125

SLO 2 Analyze basic concepts that comprise the building blocks of political philosophy.

Score	4	3	2	1
Rubric	Accurately analyzes multiple basic concepts of political philosophy. Offers a mostly accurate account of multiple basic concepts of political philosophy. Offers a mostly inaccurate account of multiple basic concepts of political philosophy. Offers an account of concepts of political philosophy that is almost completely inaccurate.			
Number of Responses		4	2	1
	1			

Average Score: 3.125

SLO 3 Interpret primary texts from philosophy and demonstrate how they respond to the political problems faced by the societies which produced them.

Score	4	3	2	1
Rubric	Offers a thorough understanding of both a primary text and how it is responding to political issues in the author's society. Offers a mostly accurate account of a primary text and how it responds to political issues in the author's society. Offers a somewhat accurate account of a primary text and how it responds to political issues in the author's society. Offers a meager or inaccurate account of a primary text and how it responds to political issues in the author's society.			
Number of Responses		4	2	2

Average Score: 3.25

SLO 4 Evaluate the degree to which various political

<i>SLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Changes Made</i>
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concepts and philosophies explain the relationship between all members and classes of society.

Score	4	3	2	1
Rubric	Thoroughly evaluates the adequacy of a theory's ability to explain the relationship between all members and classes of society. Offers a partial discussion of the adequacy of a theory's ability to explain the relationship between all members and classes of society. Very briefly discusses the adequacy of a theory's ability to explain the relationship between all members and classes of society. Offers no discussion of the adequacy of a theory's ability to explain the relationship between all members and classes of society.			
Number of Responses			5	2
	1			

Average Score: 2.5

SLO 5 Appraise the potential relevance of historical political philosophies to contemporary political problems.

Score	4	3	2	1
Rubric	Accurately and thoroughly discusses the relevance of a historical philosophy to a contemporary political problem. Discusses the relevance of a historical political philosophy to a contemporary political problem in a mostly accurate manner. Discusses the relevance of a historical political philosophy to a contemporary political problem in a way that is partially accurate. Offers no accurate discussion of the relevance of a historical political philosophy to a contemporary political problem.			
Number of Responses			1	1
	3			

Average Score: 1.6

SLO 6 Formulate and defend one's own textual

SLOs

Assessment Methods

Results

Changes Made

interpretation, perspective on political theory, and philosophical position in both oral and written work.

Score 4 3 2 1

Rubric Clearly articulates and defends a textual interpretation and philosophical perspective. Clearly articulates and defends either a textual interpretation or a philosophical perspective. Generally summarizes a text without defending an interpretation of the text, and states a position without defending it by means of an argument.

May summarize a text in very general terms, and/or hint at a philosophical position being advocated, but does not develop or defend the interpretation or philosophical position.

Number of Responses 4 1 1
2

Average Score: 2.875

(02/12/2015)

Related Documents:

[PHI 33 Assessment. Spring 2015.docx](#)

[PHI 33 Assessment. Spring 2015.pdf](#)



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

Assessment Unit Name: _____ Average score _____

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