

NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit: Humanities

(If applicable) **Program or Certificate** n/a

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: Diane Palmer

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.norccollege.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@norccollege.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: Humanities

Contact Person: Diane Palmer

Date: 4/20/16

Trends and Relevant Data

1. **How does your unit support the mission of the College? *The Humanities discipline provides students with educational opportunities that broaden horizons, teach critical thinking and written and verbal communication skills. Diversity is an integral part of the curriculum as human culture and its artifacts and ideals are examined. Emerging technologies are utilized both in traditional and distance education sections. All aspects above provide experience critical to successful transfer, and more important, teach students what it is to be human..***

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? *N/A*

 - b. Have any new certificates or complete programs been created by your unit? *N/A*

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

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.**

Overall success Humanities (see chart below): Overall success has declined since 2013-14, by 14%, and retention over the

same period declined by 7.3%. In comparison to 2012-13, overall success has improved by 7.1% and retention has improved by 3.7%

2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
Success	Retention	Success	Retention	Success	Retention
74.9%	85.6%	78.3%	88.7%	64.2%	80.7%

Face-to-face Humanities success and retention (see chart below): Face-to-face data aligns closely with overall rates, with a drop in success rates of 15.3% and a drop of 7.2% in retention compared to 2013-14. In comparing 2014-15 with 2012-13, we see a 1.8% improvement in success and a decline of 9% in retention.

2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
Success	Retention	Success	Retention	Success	Retention
77.6%	88.7%	78.3%	88.7%	63.3%	80.4%

Online Humanities success and retention (see chart below): 2014-15 marks the first year since 2011-12 that humanities courses have been offered online. Success and retention rates are higher than for f-2-f, by 7.4% and 9.2% respectively. As a side-note, I currently teach the only sections of online humanities classes, and as their success rates were slightly higher than those of face-to-face, it occurs to me that it might be helpful to see individual class section data for all face-to-face classes, to determine if there is a broad range across the discipline sections or if they are all relatively similar (and too low).

2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
Success	Retention	Success	Retention	Success	Retention
57.0%	0.0%	0.0%	0.0%	69.9%	82.8%

No Hybrid sections of Hum courses are offered

What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes? Overall, Humanities success has declined over the period of 2012-13 (Bonnie Pavlis' last year) and 2014-15 (my first year). Success rose somewhat during the interim year, and I attribute in part that to the fact that all Hum sections in 2013-14 were taught by adjunct faculty. In my evaluation of several of these

faculty members I have found their classes to be somewhat less rigorous than mine in areas of assigned reading and responsive writing. I continue to work toward achieving a better balance of rigor/success/retention in my own classes, and to work with adjunct faculty to assure that all Hum classes meet the standards set out in CORs, especially regarding SLO achievement. Regarding overall retention, numbers decline, from 85.6% in 2012-13 to 80.7% in 2014-15.

Humanities classes currently require no prerequisites and yet demand a high level of reading comprehension and writing ability; I would be interested in comparing success and retention scores to another discipline in which these two factors exist, as I feel that many students enter Hum classes under-prepared to succeed given these demands.

Regarding factors of age, gender and particularly ethnicity, I want to preface further examination by saying that while I am aware that students in underserved populations struggle in school, I think a crucial data is missing in the tables we obtained. In particular, socio-economic status is the number one factor in almost every avenue of human achievement. While socio-economic status is often tied to ethnicity, it can't be assumed here that all minority students come from lower-income families, and so for me, this data is inconclusive. In addition (and related) to socio-economic status, parental educational levels are pertinent and not examined here. A third important factor is native language; it is far more difficult for an English learner than a native speaker to write an A+ essay in Humanities. Additionally, I am not an expert in social sciences, so I feel unqualified in making further assumptions about why these factors exist. I can, however, in being aware that they do, strive to provide for my struggling students a learning environment that maximizes their ability to succeed. In addition to providing class content that represents a broad range of human diversity, faculty must reach out early on to students in the struggling demographics in efforts to make them feel an engaged and contributive part of class community.

In examining factors of ethnicity, age and gender relative to success in Hum classes I have found the following:

Success Rates

Ethnicity – Humanities classes in 2014-15 had the following approximate breakdown by ethnicity:

Hispanic/Latino - 49%

White – 30%

Asian – 9%

Black - <5%

Ethnicity, face-to-face: In 2014-15, the overall success rate is low at 64.2%. White and Asian students achieved highest success rates of 72.6% and 71.4% respectively, and 60.6% of Black students were successful and Latino students' success rate was 58.6%, a significantly lower percentage. Pacific Islanders and American Indians scored in between, at 66.7% each. I feel unqualified to offer reasons for these scores, except to comment that traditionally low scoring groups come from lower socio-economic backgrounds, and it would be interesting to see this data included in our calculations. Also interesting would be inclusion of first-generation learners and immigrant students. These figures are all lower than I like, and lower than in recent years. In Hum 4 & 5, Arts and Ideas, I strive to present a diversity of arts and cultures, but perhaps the fact that much of the class is largely structured around traditionally "white" European arts inhibits students of color from full engagement with the material.

Ethnicity, online: Online humanities classes in 2014-15 had a success rate overall of 69.9%. Of those, white students performed better at 82.9%, with both Black and Latino students succeeding at rates of 66.7%. There were only two Asian students in online classes according to data, and they fared poorly at 33.3%.

Age, face-to-face: The most successful students by age are, at 80%, those 50 years and older. Students in age ranges of 19 or less (66.3%), and those age 25 to 29 (68.1%) and 35 to 39 (68.8%) all score in a similar mid-range, with those students age 20 to 24 (59.9%) and 30 to 34 (55%) scoring lower. I was unsurprised that the oldest students are the highest performers, but I am perplexed as to the low ranges for the 20 to 24 group and 30 to 34 group.

Age, online: Online student success seems very directly tied to age, but again, students in age-brackets of 20 to 24 and 30 to 34 doing most poorly at, respectively, 58.5% and 60%. Younger students, 19 and under, scored high at 87.5% as did students 35 to 39 (83%), 40 to 49 (75%) and that single uber-student over 50 who scored a whopping 100% for his or her demographic.

Gender, face-to-face: The gap between male and female success rates is slight at 2.8%, with female students succeeding at 65.3% and male students at 62.5. I attribute this to the generally superiority of women. I tease, I am not a social scientist, I have no idea why this occurs. Students in Hum 4 & 5 tend to be overwhelmingly female, at a ratio of about 3 to 1, and I do struggle to get male students to verbally engage in discussion. Perhaps they feel under-represented or overwhelmed in the sea of female faces and voices. Hum 10 and 18 are more evenly balanced regarding gender.

Gender, online: Online female students succeeded in humanities classes at a rate of 71% and males at 66.7%. Self-discipline and organizational skills are a huge component of online success, perhaps this reflects a small difference in those attributes across the gender divide.

Retention Rates

Ethnicity, face-to-face: Student retention is lower than in the previous two years, and data roughly follows that for success: 88% of Asian students completed the course, 74.1% for Blacks, 76.4 Latino and 86.4 for white students.

Ethnicity, online: As with success rates, Asian students' retention is lower in online classes relative to their performance in face-to-face classes, at 66.7%. Again, data shows only two Asian students enrolled so results are drastically altered by the performance of just one student. Black (83.3%) and white (86.4) students had high retention rates and Latino students' retention is at 78.6%.

Age, face-to-face: Highest scoring age groups for retention in f-2-f classes are in age ranges 19<, 25 to 29 and 40 to 49, with 85% for each. Students in the 30 to 34 age group again scored lowest at 53.3%. This is a relatively small demographic group, so action on the part of one student dramatically affects the results.

Age, online: With the majority of students falling into three age groups, (15 students age 19 or under, 31 in the 20 to 24 bracket and 14 in the 25 to 29 group) data is somewhat reliable, and again, of these three groups, those age 20 to 24 have lower retention scores. Students under 19 achieved a retention score of 93.8%, students 20 to 24 scored 75.6% and those 25 to 29 have a score of 87.5% in retention. In less represented populations, the older students, retention levels are high (100%), but again, too few students for reliable data. Students age 30 to 34 who score low in retention for f-2-f classes (53.3%) score markedly higher in online retention at 80%. Perhaps life situations/responsibilities for those in this group make physical attendance in class a barrier to success, and online classes enable them to complete coursework more readily.

Gender, face-to-face: There is no difference in retention rates for students based on gender in face-to-face classes, with both groups at 80%.

Gender, online: Female students outpaced males in online retention at 85.5% vs 75%. It would be interesting to see

how the age tables intersect with gender, I would imagine that age might play into this divide as well as gender.

Efficiency:

Fall 2013	789.212
Winter 2014	892.667
Spring 2014	666.080
Summer 2014	0.000
Fall 2014	613.300
Winter 2015	773.800
Spring 2015	606.231
Total	678.745

Efficiency rate is still a mystery to me, and apparently to many others whom I have asked about it. Should we continue inclusion of this measure with so many faculty unsure of how to analyze it? From what I have been told, the drop in efficiency from Fall 2013 to present can be attributed to the hiring of a full-time humanities faculty, but I cannot comment further on this. Perhaps the inclusion of an instructional video on the website would aid?

- 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? I requested improvement in the computer system in ATEC 211, and some modifications were made. The podium and screen are better positioned, but cords along the front of class still create a safety hazard. The computer is still incredibly slow. My most urgent request was not met; this was a subscription to streaming educational video in the Humanities & Social Sciences. Because this was not provided, I utilize materials from less reliable sources such as Youtube, which often disappear after a semester, and are seldom adaptive for the hearing impaired. Quality, reliability and breadth of sources is compromised. Goal 1 – Student success and achievement are negatively impacted by this.**
- 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
To maintain the integrity of the discipline by ensuring that HUM courses in NC catalog are offered based on a course rotation that supports student graduation and transfer needs as well as interest.	Monitor semester course offerings by section and total number. Revise previous course rotation and make necessary modifications based on ADTs, IGETC and student interest. Establish a 4-year rotation that maintains a balance between Hum 4/5 (Arts & Ideas) and Hum 10 (World Religions), as well as face-to-face and online sections	Goal aligns with College Mission to “provide foundational skills and pathways to transfer” and with EMPs 1, 3 and 5	Not limited to DE
To continue building rotation of Fall and Spring course assessments to ensure quality in the discipline and enhance student learning	Review and close the loop for assessments begun last year, conduct initial course assessments to comply with mandated standards and goals for assessment & program review. (linked to comprehensive goals). Meet with adjunct faculty to coordinate, review and reflect upon assessment outcomes.	Goal aligns with College mission to provide “pathways to transfer” and “encourage collaboration,” and with EMP Goals 1, 5 and 7.	Not limited to DE
Ensure continued improvement of retention and success in all courses	Instead of using the Early Alert Roster, which spammed students for weeks, I now follow-up more assertively by conferencing privately with at-risk students in person by week 8. Continued analysis of course data to and assessment results determine successful practices	Goal aligns with College mission to “provide educational opportunities” and “pathways to transfer.” EMP Goals 1, 5, and 6	Not limited to DE
Continue to improve retention	Continued refinement of online	Goal aligns with College	Limited to DE

and success for distance education courses.	courses to address problematic issues. Inclusion of more video material (see #8 request below). Schedule virtual meetings with at-risk students by week 8.	mission to “serve our students.” EMP goals 1 and 5.	
Continue development of discipline participation in Honors program	Recruit students to apply to Honors program and to enroll in Hum Honors classes. Participate in Honors program events to support program growth.	Goal aligns with College mission to “provide educational opportunities,” “promote collaboration” and “provide pathways to transfer.” EMP goals 1, 2 and 5.	Not limited 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: Humanities

Contact Person: Diane Palmer

Date: 4/20/16

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
Humanities	1	
		4

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

Unit Name: Humanities

7. Staff Needs

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

List Staff Positions Needed for Academic Year <u>n/a</u> Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years requested	Annual TCP*
1. <u>Justification:</u>			
2. <u>Justification:</u>			
3. <u>Justification:</u>			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

* 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.

Unit Name: Humanities

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

List Equipment or Equipment Repair Needed for Academic Year <u>2016</u> Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non- Instructional purposes	Annual TCO*				EMP GOALS
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	
1. Faster computer/internet in ATEC 211 Justification: Instruction is slowed and sometimes stalled completely due to slowness of computer and internet connection. Loading a PowerPoint via usb stick can take up to 5 minutes and internet connection up to 10 minutes.	I	2	?	1	?	1, 3 & 7
2. Justification:						
3. Justification:						
4. Justification:						
5. Justification:						
6. Justification:						

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.

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** These requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: _____ Humanities _____

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

List Professional Development Needs for Academic Year <u>2016</u> . 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. N/A <u>Justification:</u>				
2. <u>Justification:</u>				
3. <u>Justification:</u>				
4. <u>Justification:</u>				
5. <u>Justification:</u>				

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.

6.

Justification:

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*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.

2016

Unit Name : _____ Humanities _____

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 <u>2016</u></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. Maintaining two copies of all texts used in all courses in the Norco College Library. Most recent edition is NOT necessary. Cost varies from class to class, ranging from roughly \$30 if bought used, to over \$200 if bought new.</p> <p><u>Justification:</u> To enable students to start and/or continue assigned readings when they cannot afford to buy a textbook or have lost or had a textbook stolen.</p>	<p>Goal/Core Commitment #3. Increase student achievement and success (1) Strengthen student learning (5)</p>
<p>2. <u>2nd request:</u> Subscription to a video service such as Films on Demand, which provides web-based video delivery system from the Films Media Group. Aligns with Goal/Core Commitment #1.9 and #5. Cost for one year through CCLC is \$7,220.00</p> <p><u>Justification:</u> To provide high-quality educational videos in the humanities and world religions for students, especially in distance ed sections, where current offerings (Youtube, etc.) are not always of reliable quality nor availability and seldom meet Section 508 compliance of the ADA.</p>	<p>Increase student achievement and success (1) Strengthen</p>

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.

	student learning (5)
3. <u>Justification:</u>	
4. <u>Justification:</u>	
5. <u>Justification:</u>	
6. <u>Justification:</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](#).

Unit Name : _____

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

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

<p style="text-align: center;">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.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. <u>Justification:</u> <u>N/A</u></p>				

⁵ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

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

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

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
Hum 18	SLO1 SLO 3 SLO 5	Fall 14	Yes	SLO 1 This was the most successful of the 3 SLOs measured, with 70% of students scoring a 4 (proficient) and 14% scoring a 3.	SLO 1: Although this was the most successful question assessed, I feel that it is somewhat out of place in a	SLO 5: 74% of students scored in high and moderate achievement (44% high, 33% moderate) relating to SLO 5, in which they compared early- to late-	SLO 5: Initially assessed Fa14. Student success in the follow-up assessment in Fall 2015 was improved over last year and the only substantial change

			<p>This reflects the comparatively straightforward nature of the question. I feel the SLO is misplaced</p> <p>SLO 3: SLO 3 proved the most difficult of those assessed, with an average score of 3.07 (moderate achievement) and a high achievement rate for only 30% of students (56% scored in the moderate range). This question required students to analyze changes in beliefs and practices relative to a historic period (Bubonic Plague) with which they were largely unfamiliar</p>	<p>humanities class. Not only is it far from my area of expertise, it seems unrelated to the overall thrust of this or any humanities course. Consider removing from SLOs.</p> <p>SLO 3: I will more closely craft the questions to the SLOs next time. Follow-Up: Teaching this class for a second time in Fall 2015, I actively redirected discussion focus from the personal to the historical/cultural, and for this assessment spent more time building a framework of student understanding of the existing cultural/death</p>	<p>20th c. death and dying practices. This time period was one with which students had more familiarity, many relayed personal experiences with this question. Benchmark met</p>	<p>made was that I divided the test material for the semester into smaller and more frequent quizzes. Perhaps this enabled students to focus on fewer concepts at a time, and to be assessed almost immediately after learning the unit.</p>
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					practices leading to the Bubonic Plague before asking for an examination of how these practices and beliefs about death were altered by the experiences of plague victims and survivors	
HUM 5	SLO 7	Spr 15	Yes			SLO 7: In both face to face and online sections, students performed well. Because this class was difficult for many students, we spent a lot of time in class (both f2f and online) practicing for this essay and discussing its formation as well as content, which I think shows positive results. In my F2F section, all students earned 3s and 4s (competency and proficiency), with 50% of student essays earning the highest score. In my online

						<p>section only 6% of students did not earn either 3s or 4s, with 55% earning 4s (proficiency). Overall I was very happy with the quality of these essays and now need to figure out how to retain more students who can complete the class at this level of success</p>	
Hum 5H	SLO 3	Spr15	Yes	<p>SLO3: Since this is an Honors level class I hope to see almost uniform high achievement in this assignment, which would be represented in scores of 4 or 3.5 (A+ to B+). Realistically I would be happy with 85% of students scoring in this range. Current results, at 75% high achievement are lower than I like for Honors</p>			

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

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

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
None	None	2 GE Comm PLO	None

- 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
None	None	None	None

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
Hum 5 & Hum	Increased in-class activities/exercises/worksheets to practice	Final essays show improvement with added in-class focus. This included (in f2f sections) discussion of content and format, and in online sections, additional focus

18	content	on same in Discussion Board forum. In both classes, deeper examination of each segment of the written assignment prompts, along with reminders to address each aspect of the prompt helped students write stronger essays that more fully answered the prompt. Previously, essays centered around students' emotional response to their fieldwork and these changes enabled a shift in focus to a more analytical response tied directly to the concepts at hand.
Hum 5 Hum 18	Detailed study guides, assignment overviews	I provided additional, more detailed written instructional guidelines with attendant in-class discussion thereof. Although this has helped, I still get essays that do not conform to the structure nor content of the guidelines and will continue to explore ways of improving this. Perhaps a required checklist attached to each essay. "Did you..."
Hum 5 Hum 18	Increased number of mini-quizzes to prep for larger tests	Mini-quizzes instead of larger exams. The area in which this seems to have helped most is in alleviating student anxiety, which in turn, I think, helps performance. I have continued, however, to notice that despite proficiency in quizzes, student retention of larger concepts later in semester is minimal. I have since switched to reflective writing assignments instead of quizzes and will be assessing this change in my next assessment cycle.
Hum 5 Hum 18	Emphasized content in PowerPoint or new discussions	I have removed some material that seemed, on reflection, extraneous, and in streamlining, am able to 'dig deeper' into main and sometimes problematic ideas.

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
HUM 18 SLO 1	Remove from COR	It is out of place in a Hum class

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) See attached document, [Assessment Communications, Humanities](#)

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.

<p align="center">Resources</p> <p align="center">State the resources identified to support student learning and/or faculty development</p>	<p align="center">Assessment</p> <p align="center">Name the assessment(s) that indicated resources are needed Identify course, SLO & semester</p>	<p align="center">Reasoning</p> <p align="center">Briefly explain what you learned in the assessment that indicates the resource might be beneficial</p>
<p>YES, <u>2nd request</u>: Subscription to a video service such as Films on Demand, which provides web-based video delivery system from the Films Media Group. Aligns with Goal/Core Commitment #1.9 and #5. Cost for one year through CCLC is \$7,220.00 <u>Justification</u>: To provide high-quality educational videos in the humanities and world religions for students, especially in distance ed sections, where current offerings (Youtube, etc.) are not always of reliable quality nor availability and seldom meet Section 508 compliance of the ADA.</p>	<p>Hum 18 SLO 3 & 5 Fa 14</p> <p>*although not assessed during this cycle, Hum 10 would benefit as well by inclusion of this resource.</p>	<p>Student background in many historical topics (Bubonic Plague, Socrates' death, development of Christian purgatory, etc) is very low. Small excerpts of video from reliable and educational sources supplement and often cement ideas in ways that lecture and reading cannot achieve. Currently I use Youtube and Annenberg Media, but many topics have no reliable and credible resources that 1) are available over multiple semesters and 2) conform to ADA requirements.</p>

7. What additional support, training, etc. do you need in the coming year regarding assessment? **Continue what you're currently providing, thanks.**

2016

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					

Assessment Communications, Humanities Discipline 2015

In addition to the following emails, work on assessment was done at a coffee meeting on May 6, 2015 with Evan Heimlich and in a lunch meeting on March 30, 2016 with Luis Montes.

Sent: Saturday, March 07, 2015 12:52 PM
To: [Heimlich, Evan](#); [Westbrook, Nathan](#); [Skinner, Beth](#)
Cc: [Hitchcock, Dominique](#)

Hi all,

I'm currently completing Annual Program Review, and wanted to check to see if you have completed semesters. If so, please forward these to me at your earliest convenience.

I recently received a list of classes that need assessing for Spring 2015, and they include that I believe the only class on rotation this semester is your Hum 11, and I would like to meet and meet after class on Wed. sometime soon. If that's not good for you, let me know when a better

Thanks,
Diane

Diane Palmer
Assistant Professor of Humanities
Norco College
2001 3rd St, Norco, CA 92860
Office: B203
Phone: (951) 738-7733

RE: SLO of HUM 11 Assessment [Palmer, Diane](#)

Sent: Tuesday, March 17, 2015 8:52 AM
To: [Evan Samuel Heimlich \[evan.heimlich@gmail.com\]](#)

Hi Evan,

Thanks for such a thorough answer to my email, you made me want to take your class!

It sounds like at some point we might want to consider a course modification to reword that was the problem, as you allude, is our students' narrow worldview, especially those who have never been let alone the US. But that isn't going to change, so if you want to propose a more clearly worded kind of feel that way about several course SLOs, which makes it tricky when students are asked deer-in-the-headlights staring back at me.

When you submit your assessment for Hum11, be sure to reiterate your concerns about the SLO files.

It sounds like you've got this well in hand, so meeting is less urgent, but I would still love to visit campus on Mondays (did Dominique tell you I live in San Diego & commute weekly?), so if you are available Tues/Wed/Thurs, that would work best. I really would like to visit your class sometime if you are available. My office is in B203, in one of the portables behind the bookstore. My cell phone is 619 857-7733 a few minutes to spare, text me and we can meet.

Thanks again for your note, and we'll be in touch!

Diane

Diane Palmer
Assistant Professor of Humanities
Norco College
2001 3rd St, Norco, CA 92860
Office: B203
Phone: (951) 738-7733

From: Evan Samuel Heimlich [evan.heimlich@gmail.com]
Sent: Thursday, March 12, 2015 12:12 PM
To: Palmer, Diane
Subject: SLO of HUM 11 Assessment

Hi Diane,

Thank you for your email.

Sure, I could meet you on campus at about 10:30 a.m. preferably on a Monday, such as this Mon

Meanwhile my students are weekly writing papers and responding to questions in class. The pa
response to their midterm papers and final papers, I will conduct assessments more formally.

Although the course is still near its start, students have been making good progress on all t
"Analyze the varied issues, problems, and concerns of religions in response to the historic f

So far, they are attuned to prejudices. "Historic freedoms" they will learn mainly via the c
first assignment in it, they will write their first batch of papers by Monday night.)

Part of the problem with this SLO is that I find it requires considerable interpretation by m
most students (excepting those of immigrant families) is to talk of any major religions as un
SLO actually encourages them to speak as if Americans determined the entire shape of Christia

In order to interpret and assess this SLO more viably, I might restate it as applying to "Ame
"American versions [or varieties] of religions," or else I might substitute the set of partic

Meanwhile I put the SLO in the syllabus and for the Midterm and Final, have made a prompt ver
SLO in class repeatedly, providing the clearest examples I can, first based on my own underst
papers so far. Still, each time I review it, it seems much more complex and ambitious than a

"Analyze the varied issues, problems, and concerns of religions in response to the historic f

In the World Religions course, an SLO addresses the varied issues, problems, and concerns of
with this basis. Next, HUM 11 certainly addresses "the historic freedoms and prejudices of A

Thirdly, of course I aim for my students to be able to relate historic freedoms or prejudices
Mormonism, etc., has faced. But "in response to" here presents further challenges. What doe
myself find this question pretty tough. (It's tough partly because the SLO tends strongly to
which the religion responds to localized factors during particular decades--at the expense of
such responses generally are not coming from the religion itself.)

So in a clarification to the students, I will ask them to focus on how any documented adheren
issues, concerns, or problems facing American freedoms, and facing American prejudices. I wi
textbooks. Then we can say that (at least for purposes of assessment), we can take the respo
religion.

I've already been praising students for the progress they show in their weekly papers. For m the SLOs when I evaluate their portfolios (of weekly work) and their midterm paper, and start on SLO Assessment.

Meanwhile about email, sorry, I just now found your message from Saturday. On one hand, I do On the other hand, due to limitations including technical limitations on that account (which address is far from the most effective way to reach me for anything timely.

In what building, may I ask, is your office?

Gracias,
--Evan

----- Forwarded message -----
From: <Evan.Heimlich@rccd.edu<mailto:Evan.Heimlich@rccd.edu>>
Date: Thu, Mar 12, 2015 at 8:52 AM
Subject: FW: Looking for old Hum assessments
To: evanheimlich@gmail.com<mailto:evanheimlich@gmail.com>

From: Palmer, Diane
Sent: Saturday, March 07, 2015 12:52 PM
To: Heimlich, Evan; Westbrook, Nathan; Skinner, Beth
Cc: Hitchcock, Dominique
Subject: Looking for old Hum assessments

Hi all,

I'm currently completing Annual Program Review, and wanted to check to see if you have comple semesters. If so, please forward these to me at your earliest convenience.

I recently received a list of classes that need assessing for Spring 2015, and they include t believe the only class on rotation this semester is your Hum 11, and I would like to meet and could meet after class on Wed. sometime soon. If that's not good for you, let me know when a

Thanks,
Diane

Diane Palmer
Assistant Professor of Humanities
Norco College
2001 3rd St, Norco, CA 92860
Office: B203
Phone: (951) 738-7733

RE: SLO of HUM 11 Assessment

[Palmer, Diane](#)

Sent: Tuesday, April 07, 2015 8:47 AM
To: [Evan Samuel Heimlich \[evan.heimlich@gmail.com\]](mailto:evan.heimlich@gmail.com)

Hi Evan,

Got your voice mail, thanks! I'm not on campus on Mondays this semester, just Tues - Thurs. Sorry I missed you again, your getting in touch.

Best,
Diane

Diane Palmer
Assistant Professor of Humanities
Norco College
2001 3rd St, Norco, CA 92860
Office: B203
Phone: (951) 738-7733

From: Evan Samuel Heimlich [evan.heimlich@gmail.com]
Sent: Thursday, March 12, 2015 12:12 PM
To: Palmer, Diane
Subject: SLO of HUM 11 Assessment

Hi Diane,

Thank you for your email.

Sure, I could meet you on campus at about 10:30 a.m. preferably on a Monday, such as this Monday, 3/16.

Meanwhile my students are weekly writing papers and responding to questions in class. The papers, I assess in terms of response to their midterm papers and final papers, I will conduct assessments more formally.

Although the course is still near its start, students have been making good progress on all the SLOs. By far the most is "Analyze the varied issues, problems, and concerns of religions in response to the historic freedoms and prejudices of American culture."

So far, they are attuned to prejudices. "Historic freedoms" they will learn mainly via the course's third and last text. In their first assignment in it, they will write their first batch of papers by Monday night.)

Part of the problem with this SLO is that I find it requires considerable interpretation by me. Primarily, one of the challenges for most students (excepting those of immigrant families) is to talk of any major religions as uncontained by the USA. In the written, this SLO actually encourages them to speak as if Americans determined the entire shape of Christianity itself.

In order to interpret and assess this SLO more viably, I might restate it as applying to "American religions," "American versions [or varieties] of religions," or else I might substitute the set of particular faiths we mainly study in this course.

Meanwhile I put the SLO in the syllabus and for the Midterm and Final, have made a prompt very closely based on it. I use this SLO in class repeatedly, providing the clearest examples I can, first based on my own understandings, and secondly on students' papers so far. Still, each time I review it, it seems much more complex and ambitious than any SLO I've had.

"Analyze the varied issues, problems, and concerns of religions in response to the historic freedoms and prejudices of American culture."

In the World Religions course, an SLO addresses the varied issues, problems, and concerns of religions around the world. The more familiar with this basis. Next, HUM 11 certainly addresses "the historic freedoms and prejudices of American culture."

Thirdly, of course I aim for my students to be able to relate historic freedoms or prejudices of American culture to issues like Mormonism, etc., has faced. But "in response to" here presents further challenges. What does it mean for a religion to respond to localized factors during particular decades--at the expense of insider perspectives, and such responses generally are not coming from the religion itself.)

So in a clarification to the students, I will ask them to focus on how any documented adherents to a given faith have responded to issues, concerns, or problems facing American freedoms, and facing American prejudices. I will restrict the documentation to textbooks. Then we can say that (at least for purposes of assessment), we can take the responses of the adherents as representative of their religion.

I've already been praising students for the progress they show in their weekly papers. For mid-term evaluations I'll refer to the SLOs when I evaluate their portfolios (of weekly work) and their midterm paper, and start cobbling together a final report on SLO Assessment.

Meanwhile about email, sorry, I just now found your message from Saturday. On one hand, I do check my RCCD email account periodically. On the other hand, due to limitations including technical limitations on that account (which pertain on my end, I'm told), my RCCD address is far from the most effective way to reach me for anything timely.

In what building, may I ask, is your office?

Gracias,
--Evan

----- Forwarded message -----

From: <Evan.Heimlich@rccd.edu<mailto:Evan.Heimlich@rccd.edu>>
Date: Thu, Mar 12, 2015 at 8:52 AM
Subject: FW: Looking for old Hum assessments
To: evanheimlich@gmail.com<mailto:evanheimlich@gmail.com>

RE: [External Sender] meeting; HUM 11
[Palmer, Diane](#)

Sent: Tuesday, April 28, 2015 10:23 PM
To: [Evan Samuel Heimlich \[evan.heimlich@gmail.com\]](mailto:evan.heimlich@gmail.com)

Let's shoot for next Wednesday, I won't be on campus in the morning tomorrow, but can easily be there by 10:10, right?) if you're free for a visit.

I can't remember if I asked you this already, but did you complete any assessments for either program review and since Bonnie left, the most recent assessments I have access to are from 2014 and 2015 semesters above I would love to be able to include them in my review. I figure if anyone had done them now, but I thought I'd check with you. If there are none, we'll just move forward from Fall 14

Thanks,

Diane Palmer
Assistant Professor of Humanities
Norco College
2001 3rd St, Norco, CA 92860
Office: B203
Phone: (951) 738-7733

Assessments for Fall 15
[Palmer, Diane](#)

Sent: Monday, August 31, 2015 9:52 PM
To: [Heimlich, Evan](mailto:evan.heimlich@gmail.com)

Hi Evan,

Hope you enjoyed a good summer of kayaking and relaxing! I'm following up on the email we all sent you about the assessments to be assessed this semester. Your Hum 35 is one of them, so I wanted to check in and see if you had submitted my first assessments on TracDat over summer and it wasn't too bad. I know Sarah is a bit busy with the upcoming training workshops if you would like to take one. Please let me know if there's any questions or if you want to get a head start to your semester!

Best,
Diane

RE: Following up on Assessments
[Palmer, Diane](#)

Sent: Wednesday, September 16, 2015 9:16 AM

To: [Westbrook, Nathan](#)
Cc: [Hitchcock, Dominique](#)

Thanks Nathan! I know this is tough to schedule, and I appreciate your willingness. Sarah Burnett is the best person to direct questions to about assessment, but please let me know if I can help. sarah.burnett@norcocollege.edu.

Best,

Diane Palmer
Assistant Professor of Humanities
Norco College
2001 3rd St, Norco, CA 92860
Office: B203
Phone: (951) 738-7733

From: Westbrook, Nathan
Sent: Tuesday, September 15, 2015 11:18 PM
To: Palmer, Diane
Cc: Hitchcock, Dominique
Subject: RE: Following up on Assessments

Diane,

I have other teaching duties on Thursdays, so I will plan to attend the training meeting on 9/17.

Thanks,

Nathan

From: Palmer, Diane
Sent: Tuesday, September 15, 2015 2:33 PM
To: Heimlich, Evan; Westbrook, Nathan
Cc: Hitchcock, Dominique
Subject: Following up on Assessments

Hello,

I hope your semester has gotten off to a great start and that you're getting settled into your classes. I wanted to let you know that there is help available for you to fulfill your looming assessment tasks this semester, and their assessment data needs to be input into TracDat within 5 days of the end of the semester.

To help, there are workshops scheduled to familiarize you with the TracDat entry process, and

Thurs 9/17 @ 12:50 - 1:50
Thurs 9/22 @ 12 - 1:50
Friday 9/25 @ 2:30 - 4 All workshops take place in IT208.

You are eligible to be paid for your time for training as well as for assessment, and although the training is not yet fulfilled, you can earn 3 hours pay for attending training workshops.

As you've no doubt noticed from the sheer bulk of assessment-related emails, this is a huge project for you, but please know that you have support in fulfilling this important task. Please drop me a note to confirm that you are on track, more important, to let me know if I can help you in any way.

Best,

Diane

Diane Palmer
Assistant Professor of Humanities
Norco College
2001 3rd St, Norco, CA 92860
Office: B203
Phone: (951) 738-7733

FW: GE PLO assessment Fall 2015 - Communication

[Palmer, Diane](#)

Sent: Tuesday, October 13, 2015 3:57 PM
To: [Heimlich, Evan](#); [Westbrook, Nathan](#); [Lape, Eric](#); [Sentmanat, Jose](#)
Cc: [Hitchcock, Dominique](#)
Attachments:  [General Education Learnin~1.docx \(26 KB\)](#) [\[Open as Web Page\]](#)

Hello everyone,

I'm following up with you about the assessment for GE PLO that will be due shortly after the end of teaching. I attended a training recently that helped clarify what is needed, and wanted to pass

1) It isn't that bad; we're not being asked to do an involved, newly created assignment for the assessment to assess the following GE PLO: Students will be able to communicate effectively in oral, visual, and written forms. create, express, and interpret meaning in oral, visual, and written forms.

Note that students don't have to do everything in the PLO, just one modality and one method (i.e., be able to create, express OR interpret meaning, not all three, and do so in EITHER oral, visual

2) The data is pretty easy to enter. We do enter the data per student, but it's quick and easy to email instructing us to go into TracDat and "bubble in" a number from 1 - 4 to indicate student performance as it relates to an assignment of your choosing. We can easily enter the grade in our own system which makes it quicker. I believe the data is requested by within a week after end of semester.

This is voluntary, but I encourage you to participate for several reasons. First, the more secure the data is. How, you may ask, is it valuable? Just by collecting and reflecting on the results of reaching our students, but with the numbers entered into TracDat we can ask Greg Aycock to generate reports on groups of students are doing in this particular assessment, which helps us realign our own methods as needed. As always there is Professional Development money for your time, and I am happy to answer any questions.

Sarah Burnett is an invaluable help and is very willing to take time to go over this if you would like. She's asked me to reach out and see who will be participating, so if you could send a reply to her or communicate directly with Sarah. The original email is below for your review.

Thanks so much,
Diane

Diane Palmer

Assistant Professor of Humanities
Norco College
2001 3rd St, Norco, CA 92860
Office: B203
Phone: (951) 738-7733
