

# NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

## Unit: Political Science

*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: Dr. Deborah Tompsett-Makin**

**Due in draft: March 15, 2015**

**Final drafts due: April 29, 2015**

Please send an electronic copy to the Vice President; Academic Affairs

Norco: [Diane.Dieckmeyer@norcollege.edu](mailto:Diane.Dieckmeyer@norcollege.edu)

If you are CTE: [Kevin.Fleming@norcollege.edu](mailto:Kevin.Fleming@norcollege.edu)



*Form Last Revised: December 2014*

**Norco College**

Web Resources: <http://www.norco.edu/administration/educationalservices/effectiveness/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 in draft every year by March 15<sup>th</sup>** (or the first working day following the 15<sup>th</sup>), with final drafts due on **April 29<sup>th</sup>**, 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](mailto: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.

## **Goals and Strategies 2013-2018**

### **Goal 1: Increase Student Achievement and Success**

Objectives:

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

## **Goal 2: Improve the Quality of Student Life**

### Objectives:

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

## **Goal 3: Increase Student Access**

### Objectives:

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

## **Goal 4: Create Effective Community Partnerships**

### Objectives:

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

## **Goal 5: Strengthen Student Learning**

### Objectives:

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

## **Goal 6: Demonstrate Effective Planning Processes**

### Objectives:

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

## **Goal 7: Strengthen Our Commitment To Our Employees**

### Objectives:

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

# I. Norco College Annual Instructional Program Review Update

Unit: Political Science

Contact Person: Dr. Deborah Tompsett-Makin

Date: 4/25/15

## Trends and Relevant Data

### 1. 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? Yes, ADT Political Science
- 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

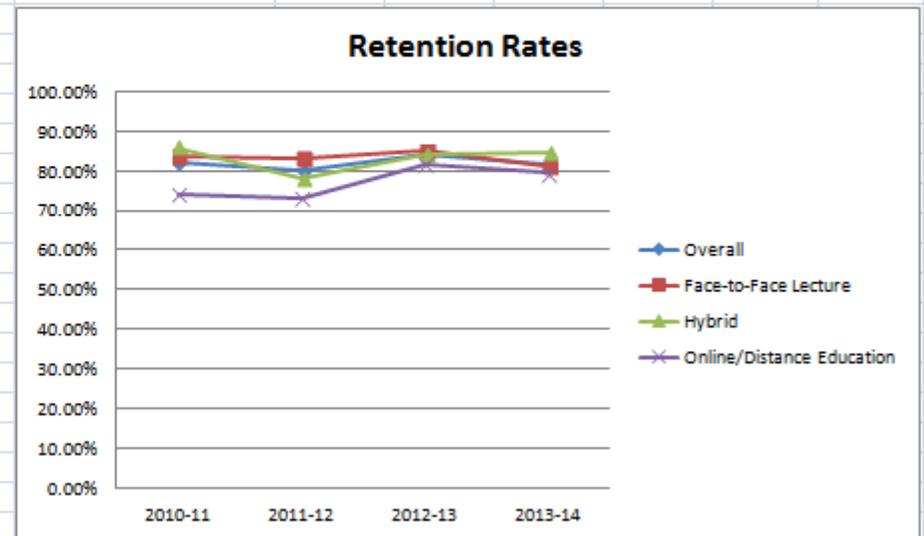
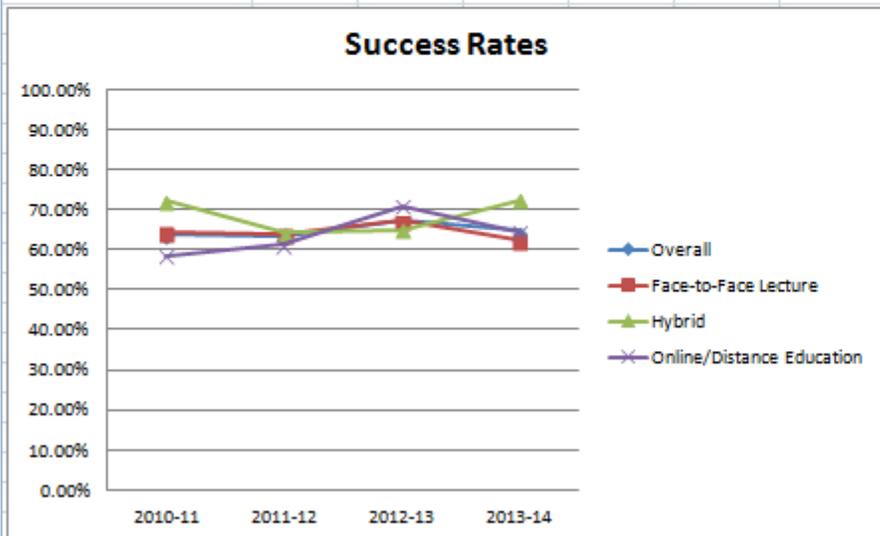
### 2. List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

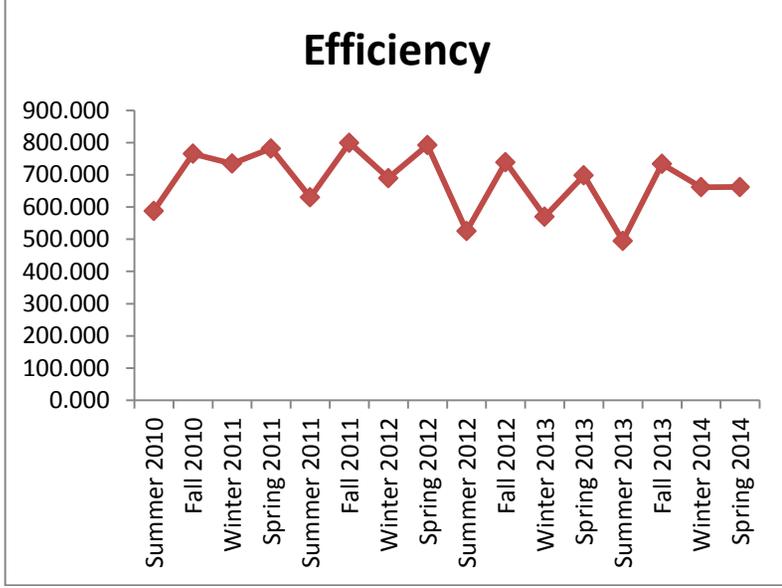
The 2013-2014 overall success rate for political science courses has remained somewhat consistent as previous years at 64.73 percent. The most impressive increase occurred in the hybrid education modality with an increase of more than 7 percent from the previous year. Retention overall remains high at 81.4 percent. Retention did decline only slightly: 3 percent overall from 2013 as did face to face lecture, down over 3 percent. The decline in success rates for face to face lecture from previous years may also be due to an increase use of part-time instructors as one of the full time instructors took on duties of academic senate president. There was a very slight increase in retention rates in the hybrid courses thereby rallying from the 2011-2012 low of 78 percent. In consideration of the softening of enrollments, and our efficiency we are planning to offer more face to face courses. The distance education courses have had higher success rates than the face to face lecture courses for the last 2 years. Online success has declined approximately 5 percent from the previous year but remains higher than the 2010 and 2011 years at 64.49 percent. Online retention rates are down not

quite 1 percent from the previous year but higher than 2010 and 2011 at 79.44%. Overall retention in online remains steady. Efficiency rates have declined from 739 in 2012 to 733 in 2013. This decline is attributed to a large number of hybrid courses. Some of the hybrid courses will be converted to face to face in the future.

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	64.08%	63.52%	67.31%	64.73%
Face-to-Face Lecture	64.38%	64.07%	67.25%	62.49%
Hybrid	72.19%	64.50%	65.14%	72.51%
Online/Distance Education	58.50%	61.47%	71.02%	64.49%

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	82.13%	80.09%	84.02%	81.41%
Face-to-Face Lecture	83.73%	83.06%	85.05%	81.24%
Hybrid	85.80%	78.00%	84.00%	84.46%
Online/Distance Education	74.18%	73.09%	81.63%	79.44%





**3. What annual goals does your unit have for 2014-2015 (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 [Educational Master Plan](#)?**

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
Implement ADT in Political Science	1. Completion of curriculum modifications 2. Work with articulation officers on articulation of POL courses. 3. Maintain course rotation to facilitate degree completion	Mission: we provide pathways to transfer and certificates and degrees. SP goal 1: 2---improve transfer rate.	N/A
Continue to improve retention in all course offerings	1. Working with Library and Counseling 2. Assess Distance Ed online courses	SP Goal 1.6—increase success and retention rates	This goal is related to Distance Education
Improve ADT transfer rates	Work with counselors to implement CSU transfer workshops	SPgoal:1:1 SPgoal:1:5 SPgoal:1:10	

*\*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

## Current Human Resource Status

2015

**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:**

<b>Faculty Employed in the Unit</b>			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
POL 1	1	5	1
POL 2		1	
POL 4	1		
POL 11		1	
POL 1 H		1	

<b>Classified Staff Employed in the Unit</b>			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education

**4. Staff Needs**

**NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>**

<p><b>List Staff Positions Needed for Academic Year 2015-2016 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.</b></p>	<p><b>Indicate (N) = New or (R) = Replacement</b></p>	<p><b>Annual TCP*</b></p>	<p><b>Distance Education</b></p>
<p><b>1. 2</b> Reason: Retirement of 2 full time faculty persons: One in February 2015 and second retirement scheduled for June 2017. Second instructor will be moving to reduced load in Fall 2015.</p>	<p>R</p>	<p><b>171,480</b> (85,740 per)</p>	<p>2</p>
<p><b>2.</b> Reason:</p>			
<p><b>3.</b> Reason:</p>			
<p><b>4.</b> Reason:</p>			
<p><b>5.</b> Reason:</p>			
<p><b>6.</b> Reason:</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](#).

<sup>1</sup> 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: Political Science

**5. Equipment (including technology) Not Covered by Current Budget<sup>2</sup>**

<b>List Equipment or Equipment Repair Needed for Academic Year <u>2015-2016</u></b> <b>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.</b>	<b>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</b>	<b>Annual TCO*</b>				
		<b>Cost per item</b>	<b>Number Requested</b>	<b>Total Cost of Request</b>	<b>EMP GOALS</b>	<b>Distance Education</b>
<b>1.</b> Desktop computer with Office 2010  <b>Older computer</b> <b>Reason:</b>	I	1,200		1,200	SP 6:4	Yes
<b>2</b> Replacement of computer in IT 122. <b>Reason:</b> The computer frequently will not access internet sites and is very slow. Almost all political science courses are held in this room so the computer has high usage.	I	1,200		1,200	SP2:1 SP1:6	
<b>3.</b> Replacement for overhead projector device for power points <b>Reason:</b> Continuous flickering of light even with bulb change is distracting to students and decreases learning.	I	4,500		4,500	SP2:1	
<b>4.</b> <b>Reason:</b>						
<b>5.</b> <b>Reason:</b>						
<b>6.</b> <b>Reason:</b>						

\* 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

<sup>2</sup> 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.

other specific instructional equipment, may be included (i.e. desk for office staff).

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

---

<sup>3</sup> 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: Political Science

**6. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>3</sup>**

<b>List Professional Development Needs for Academic</b> <b>Year 2015-2016</b> Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
<b>1. Annual Political Science Conference</b> Reason: <u>Maintain knowledge base in the field and in distance learning.</u> Reason:	900	1	900	SP7:1 SP2:2	Yes
<b>2.</b> Reason:					
<b>3.</b> Reason:					
<b>4.</b> Reason:					
<b>5.</b> Reason:					
<b>6.</b> Reason:					

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

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

<sup>3</sup> 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: Political Science

**7. 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 college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs for Academic Year 2015-2016</b></p> <p>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 stafftime.</p>	<p align="center"><b>EMP GOALS</b></p>	<p align="center"><b>Distance Education</b></p>
<p><b>1.</b> Tutoring: Distance Education students---Lynda.com</p>	<p align="center">Goal 1</p>	<p align="center">Yes</p>
<p><b>2. Tutoring: Face to Face students</b></p>	<p align="center">Goal 1</p>	
<p><b>3.</b> <u>Reason:</u></p>		
<p><b>4.</b> <u>Reason:</u></p>		
<p><b>5.</b> <u>Reason:</u></p>		
<p><b>6.</b> <u>Reason:</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](#).

<sup>4</sup> 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: Political Science

**8. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget<sup>5</sup>**

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

<p><b>List Other Needs that do not fit elsewhere.</b> 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	Distance Educatio
1. <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

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

<sup>5</sup> 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	<b>0</b> No attempt	<b>1</b> some attempt	<b>2</b> good attempt	<b>3</b> outstanding attempt
<b>1. Retention, success, and efficiency rates have been identified and reflected upon</b>	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
<b>2. There are annual goals for refining and improving program practices.</b>	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
<b>3. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data</b>	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)
<b>4. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.</b>	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
<b>5. Resource requests have reasons identified and completed data fields, including estimated dollar amount.</b>	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
<b>6. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests</b>	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
<b>7. The document is complete</b>	No; there are incomplete sections			Yes; all sections are completed
<b>Column scores</b>				

Additional comments:

## II. Norco College - Annual Assessment Update

**Purpose** – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit’s accomplishment over the past year might also yield some insight. 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 year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. 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.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year (*fall 2013 - spring 2014*). Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, 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 with report and you haven’t yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO <b>Initial Assessments</b> and completed <b>Reports</b> (State each SLO e.g., SLO 1)	SLOs with <b>Improvements identified</b> (Identify the SLO with # of improvements in ( ) e.g., SLO 1(1), or SLO 3(0) )	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <b>Loop-Closing</b> assessment (state SLO and effect)
EAR 20 Child Development	SLO 1, SLO 3 (Indicates the discipline assessed and wrote a report for both SLO 1 and 3 in the past year for this course)	SLO 1(2) (Indicates 2 adjustments were made to the course e.g., in materials, assignment, test questions, pedagogy, curriculum etc. Notice, nothing is stated for SLO 3 – suggesting no concerns were identified...see the next column...)	SLO 3 – results meet discipline set standards of 75% success (If no improvement is needed please state why in this column)	SLO 1 – data indicate increased success after improvements were made (This means a closing the loop assessment was completed on SLO 2 for EAR 20)

Course number and name	SLO <i>Initial Assessments</i> and completed <b>Reports</b> (State each SLO e.g., SLO 1)	SLOs with <i>Improvements identified</i> (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0) )	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in <i>Loop-Closing</i> assessment (state SLO and effect)
POL 2	<p>SLO 4: <b>“Help develop student skill in reading, discussing, and analyzing current political materials and global situations so the student can better analyze and understand diverse global issues.”</b> Assessed and wrote a report for SLO 4 in 2013.</p>	<p>This SLO has been changed due to revisions in the CORs.</p> <p>The new SLO is: <b>Compare political systems, both in theory and with actual country examples.</b></p> <p>Self-Development &amp; Global Awareness - Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.</p> <p><i>Assessment of the previous SLO 4 suggests that discussion sessions occur prior to midterm. Spend more time on relating concepts to real world case studies to enhance understanding.</i></p>	<p>SLO 4: Results meet discipline standard of 70% success.</p> <p>This SLO will need to be reassessed in 2016 due to changes made in updated CORs in 2014.</p>	

POL 13	SLO 4: "Demonstrate, apply and synthesize understanding of fundamental problems in American foreign policy through writing of original analytical and evaluative essays of four to six pages." Assessed and report written in 2013	<i>Assessment indicates that an outline be required before papers submitted as an assist to student learning. Pass rate 85%</i>	SLO 4 – results meet discipline set standards of 70% success Loop closed.	
POL 7	SLO 5: Demonstrate critical thinking ability including the analysis and evaluation of data, the understanding of alternative explanations and the forming of conclusions from the data presented.	All students completed the final paper received on a scale of 1-5 anywhere from a 3-5 with 5 the highest.  <i>It appeared from these findings that an in-class activity did improve the probability that a student would score above a 4 on the assessment. This indicates that in-class activities dealing with the concepts and processes related to researching promotes learning and better prepares the students to accomplish the goal of researching and analyzing.</i>	SLO 5--results meet discipline set standards of 70% success. Loop closed	

2. a) How many Program Level Outcome **initial** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
No	No	No	No

- b) How many Program Level Outcome **loop-closing** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
No	No	No	No

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

-I pulled out a map portion of a test and made it a quiz given a week before the exam because students were unable to remember all the information. This improved student retention of information and overall exam scores.

- Scores were also low for the first POL 1 exam of the semester so a quiz was incorporated into the first 2 weeks of class and the exam was given at its regular 4 week time and scores improved because students had a previous quiz and understood the need to get the text and start studying.

-We also assessed DE courses a few years ago and realized the importance of providing review guides for all quizzes and exams.

-Furthermore, the addition of an in-depth prompt for online writing assignments has improved student learning and engagement.

-An introductory video describing my online course homepage and areas students need to access in the course has helped students to navigate the homepage and find information faster, thus decreasing student frustration.

I have recognized through assessment that students are unable to follow directions and have difficulty retaining information and therefore I have encouraged all discipline faculty to provide numerous review guide aids, power points, and in-depth writing prompts for students.

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

No.

Our discipline does not meet on a district level. Our SLOs were changed when our CORs were required to be updated last year.

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?

When my colleague was here we met on a monthly basis in one of our offices to discuss assessment. Assessment results were shared with Dr. Green and feedback was also provided to part-time instructors when they could meet with either myself or Dr. Greene. To get Dr. Brown, one of our part-time instructors, ready to do assessment this spring semester, I met with him twice in my office and encouraged his attendance at assessment workshops and to submit his rubric to Dr. Burnett for her suggestions.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

No

7. What additional support, training, etc. do you need in the coming year regarding assessment? How to fill out the forms! The TCO area on the business site did not provide an estimate for computers. I had to email Ruth Leal and Dan Lambros to get those numbers. Is there an easier way to get those numbers without having to bother other staff?—pull down menu with correct amounts?

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

Assessment Unit Name: Political Science

Average score \_\_\_\_\_

	0	1	2	3
<b>On-going SLO assessment and Loop-closing activity</b>	No evidence provided	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing)	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing)	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing )
<b>Attempts to improve student learning</b>	No indication of any changes made to any courses, and no clarification provided	No indication of any changes made to any courses and limited clarification regarding discipline standards	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear clarification why no improvement is needed
<b>Dialogue across the discipline</b>	No dialogue or attempt to communicate results	Limited demonstration of dialogue or communication within the discipline or department	Clear demonstration of dialogue and sharing of assessment within discipline or department	Robust and systematic dialogue and communication demonstrated within discipline
<b>Participation in PLO assessment (bonus points averaged into total score)</b>		Engagement in at least 1 initial PLO assessment <b>and/or</b> Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14		