NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW

Discipline/Unit/Department: History_____

Program(s) or Certificate(s) Associated: _____

Contact Person: _Stephany Kyriakos_____
Due: April 20, 2016

Please send an electronic copy as a Word document (avoid PDF)
programreview@norcocollege.edu

Form Last Revised: December 2015

Norco College

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

Comprehensive Instructional Program/Unit Review Update
Instructions

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

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document   This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx

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

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

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

Norco: **VP Business Services**   **951-372-7157**

Mission

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

Vision

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

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

Goal 1: Increase Student Achievement and Success

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

Goal 2: Improve the Quality of Student Life

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

Goal 3: Increase Student Access

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

Goal 4: Create Effective Community Partnerships

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

Goal 5: Strengthen Student Learning

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

Goal 6: Demonstrate Effective Planning Processes

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

Goal 7: Strengthen Our Commitment To Our Employees

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

I. Norco College Comprehensive Instructional Program Review Update

Unit: __History_____

Contact Person: ___Stephany Kyriakos_____

Date: ____6/16_____

Trends and Relevant Data

1. **Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?**

| Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	no	no
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT? If not, discuss if you are in process or have future plans to do so.	no	ADT was approved by the state in April 2016. We will begin to implement it in Fall 2016.
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	no	no
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.	no	no

2. List your retention and success rates as well as your efficiency for the previous four years.   Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.

Success, retention, and efficiency for all history classes 2011 to 2015

Success, retention, and efficiency rates for all history classes from 2011 to 2015 were generally high and stable. Despite a slight dip in 2012-2013 to 67.8%, which is of unknown cause and merits further investigation, the success rate overall for four years averaged 72.2%. Success rates for 2014-2015 were modestly higher for history at 72.6% than for Norco College at 69.6%. Retention rates averaged 86.9% for four years, and for 2014-2015 were higher for history at 88.7% than for the College at 86%. Efficiency was also high at an average of 826. The outlier, 1071 in winter of 2013, is based on a small number of courses, and unlikely to be statistically meaningful.

HISTORY								NORCO COLLEGE	
2011-12		**2012-13**		**2013-14**		**2014-15**		**2014-15**	
Success	**Retention**	**Success**	**Retention**	**Success**	**Retention**	**Success**	**Retention**	**Success**	**Retention**
73.2%	85.6%	67.8%	85.2%	75.2%	88.1%	72.6%	88.7%	69.6%	86.0%

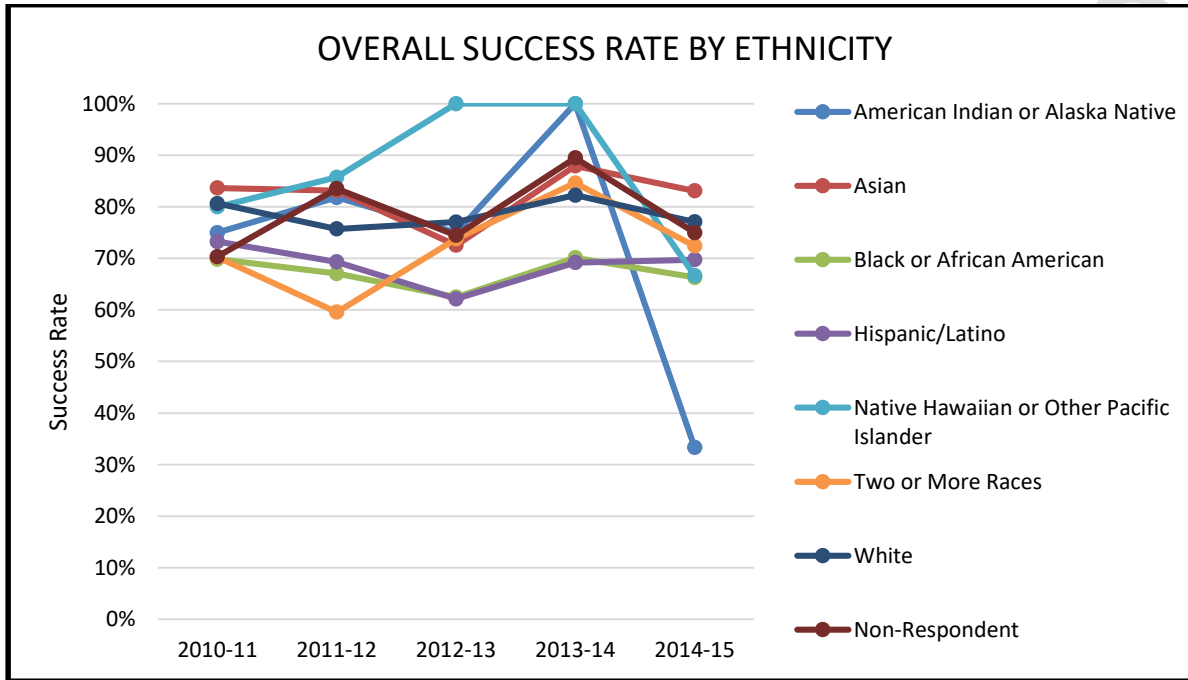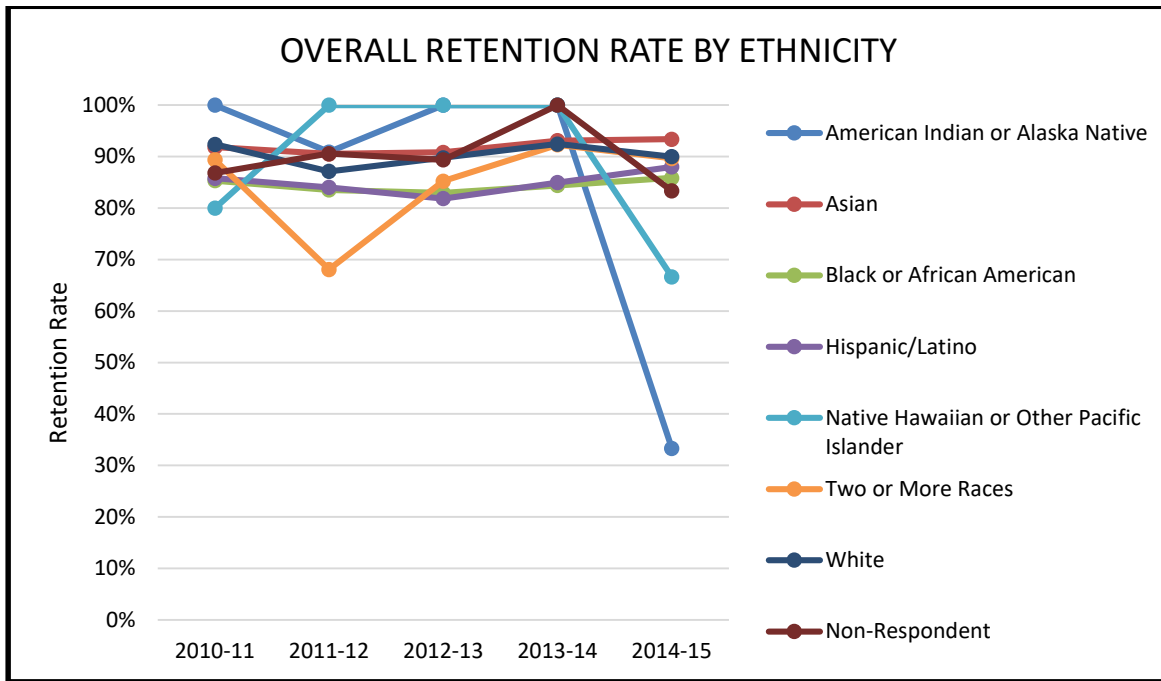| Term	Efficiency
Winter 2011	788.118
Spring 2011	861.991
Summer 2011	908.711
Fall 2011	826.610
Winter 2012	911.050
Spring 2012	839.410
Summer 2012	812.750
Fall 2012	828.000
Winter 2013	1071.900
Spring 2013	850.020
Summer 2013	806.700
Fall 2013	800.000
Winter 2014	754.400
Spring 2014	827.494
Summer 2014	723.650
Fall 2014	806.188
Winter 2015	694.883
Spring 2015	783.713
Total	**826.229**

Efficiency 2010-2015
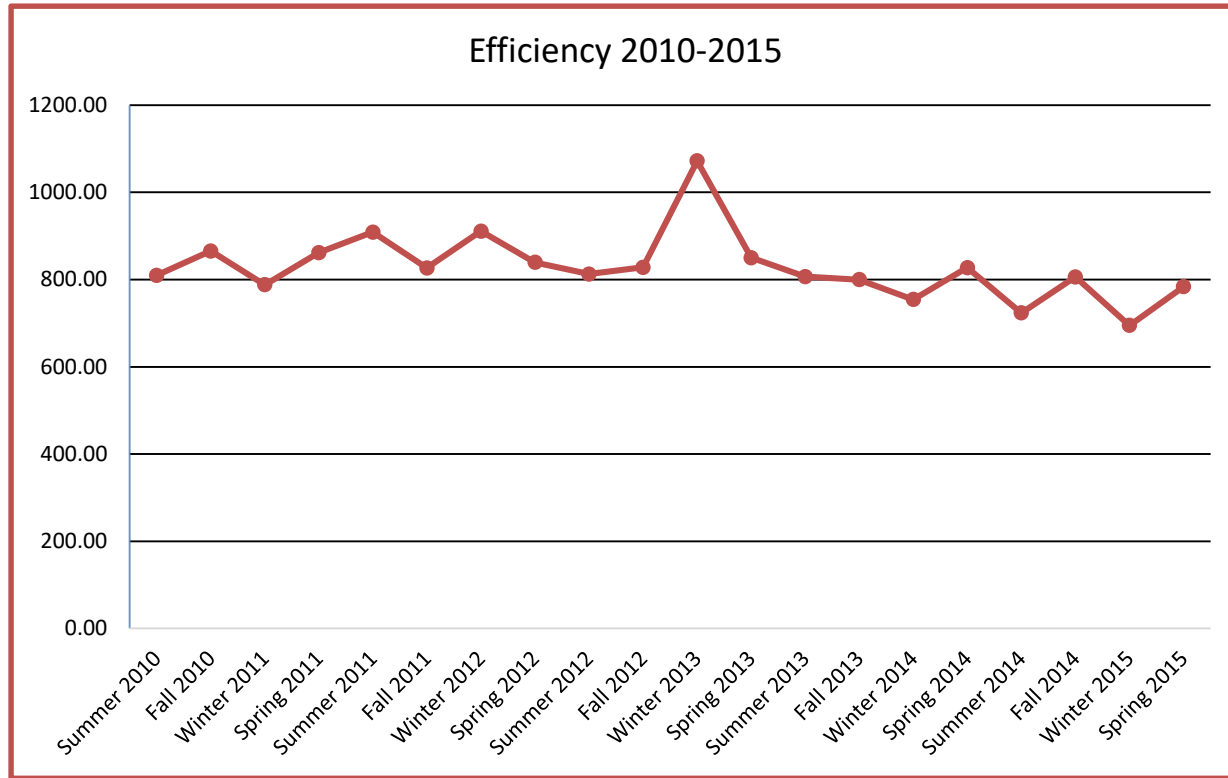
Success and retention rate by ethnicity, age, and gender in history classes

Reflecting the general trend at Norco, History shows less success with students who identify as Black or African American. Our success rate varied from a low of 62.5% to a high of 70.1%, averaging at 67.2%. However, for 2014-2015, History shows greater success rates than the college as a whole (66% to 62%). We would welcome presentations on their successes from instructors in the Talented Tenth Program, as well as from other disciplines, like English, who are averaging above 70%. Also we hope that new disaggregated data will lead to further fruitful analysis. Success for students identifying as Hispanic/Latino varied from 62.1% to 73.3%, averaging at 68.7%. For 2014-2015, History shows slightly better success than the College (69.8% to 67.3%). Similarly, we hope the new disaggregated data will shed more light on how we can improve. Success rates for American Indian or Alaskan Natives are based on very few individuals and therefore fluctuated dramatically from 33% to 75%, which are unlikely to be statistically meaningful. Unlike the College as a whole, History tends to have slightly better success rates in older age groups, such as 30 to 34, 35 to 39, and 40 to 49. While those groups have far fewer individuals than 20 to 24 and 19 or less groups, and suppositions based on this data are thus speculative, one can wonder whether older students, having lived through more American history and maybe been taught in high school when history was more central to the curriculum, are better prepared for the courses. Success and retention are similar for female and male students.

| | HISTORY | | | | | | | | | | NORCO COLLEGE | |
| OVERALL | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2014-15 | |
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
American Indian or Alaska Native	75.0%	100.0%	81.8%	90.9%	75.0%	100.0%	100.0%	100.0%	33.3%	33.3%	63.5%	83.3%
Asian	83.6%	91.8%	83.2%	90.5%	72.5%	90.8%	87.9%	93.1%	83.1%	93.4%	77.1%	88.4%
Black or African American	69.8%	85.3%	67.1%	83.5%	62.5%	83.0%	70.1%	84.4%	66.3%	85.9%	62.0%	83.8%
Hispanic/Latino	73.3%	85.8%	69.3%	84.0%	62.1%	81.8%	69.2%	85.0%	69.8%	88.0%	67.3%	85.2%
Native Hawaiian or Other Pacific Islander	80.0%	80.0%	85.7%	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%	66.7%	68.8%	87.2%

Two or More Races	70.2%	89.4%	59.6%	68.1%	73.8%	85.2%	84.6%	92.3%	72.4%	89.7%	67.9%	85.4%
White	80.6%	92.4%	75.7%	87.1%	77.0%	89.8%	82.2%	92.5%	77.1%	90.0%	74.4%	87.7%
Non-Respondent	70.3%	86.8%	83.5%	90.6%	74.5%	89.4%	89.5%	100.0%	75.0%	83.3%	76.8%	85.9%

OVERALL SUCCESS RATE BY ETHNICITY

OVERALL RETENTION RATE BY ETHNICITY

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White
- Non-Respondent

Success and retention rate by age

OVERALL	HISTORY										NORCO COLLEGE	
	2010-11		2011-12		2012-13		2013-14		2014-15		2014-15	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
19 or less	75.6%	90.6%	72.4%	87.2%	71.0%	88.4%	76.0%	88.3%	70.8%	89.8%	68.5%	88.1%
20 to 24	74.5%	86.7%	70.8%	84.6%	65.3%	85.5%	74.2%	88.7%	71.5%	88.8%	68.8%	84.9%
25 to 29	74.6%	87.3%	73.3%	80.6%	60.5%	73.3%	76.4%	86.1%	75.4%	84.8%	70.2%	84.4%
30 to 34	76.3%	84.2%	88.1%	95.5%	81.5%	90.7%	84.1%	92.1%	84.0%	90.7%	74.7%	85.5%
35 to 39	81.1%	90.6%	77.5%	87.5%	75.7%	83.8%	64.9%	81.1%	79.5%	93.2%	75.8%	86.4%
40 to 49	90.8%	92.3%	88.7%	90.3%	75.5%	77.6%	79.6%	83.7%	76.6%	80.9%	75.6%	85.8%
50+	94.7%	100.0%	78.3%	78.3%	71.4%	92.9%	61.5%	84.6%	83.3%	94.4%	72.0%	82.4%

OVERALL SUCCESS RATE BY AGE

Legend:
- 19 or less
- 20 to 24
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 49
- 50+

OVERALL RETENTION RATE BY AGE

Legend:
- 19 or less
- 20 to 24
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 49
- 50+
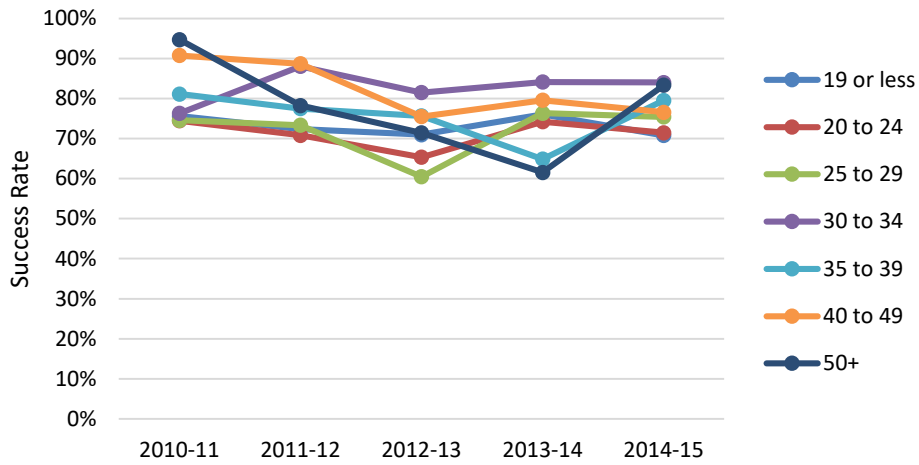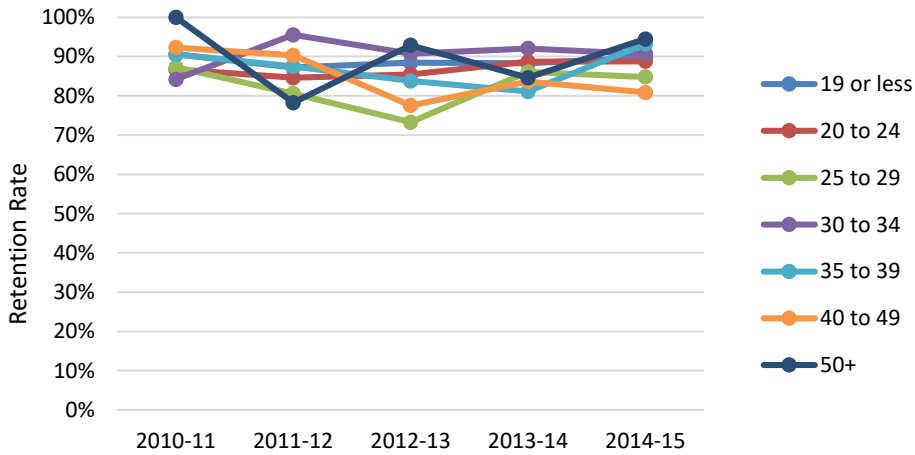
Success and retention rate by gender

OVERALL	HISTORY										NORCO COLLEGE	
	2010-11		2011-12		2012-13		2013-14		2014-15		2014-15	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Female	76.1%	88.8%	73.1%	85.4%	66.9%	84.4%	74.6%	88.3%	72.1%	88.3%	70.8%	86.1%
Male	75.7%	88.4%	72.8%	85.6%	68.6%	85.9%	76.0%	87.8%	73.4%	89.4%	68.2%	85.8%
Non-Respondent	73.3%	80.0%	93.8%	100.0%	100.0%	100.0%	80.0%	80.0%	62.5%	75.0%	80.6%	90.5%

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OVERALL RETENTION RATE BY GENDER
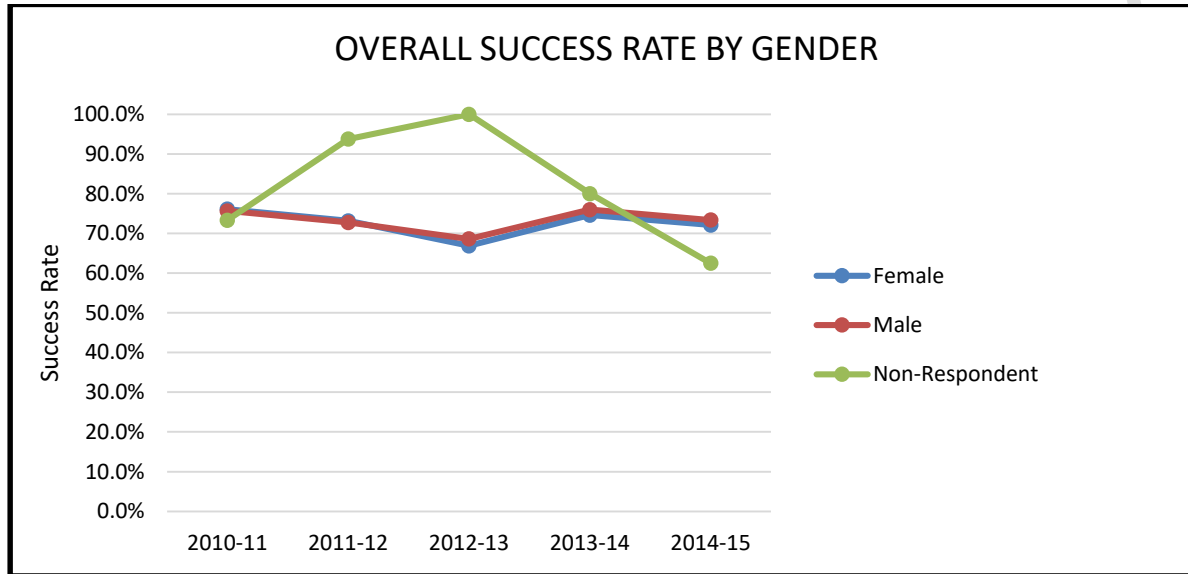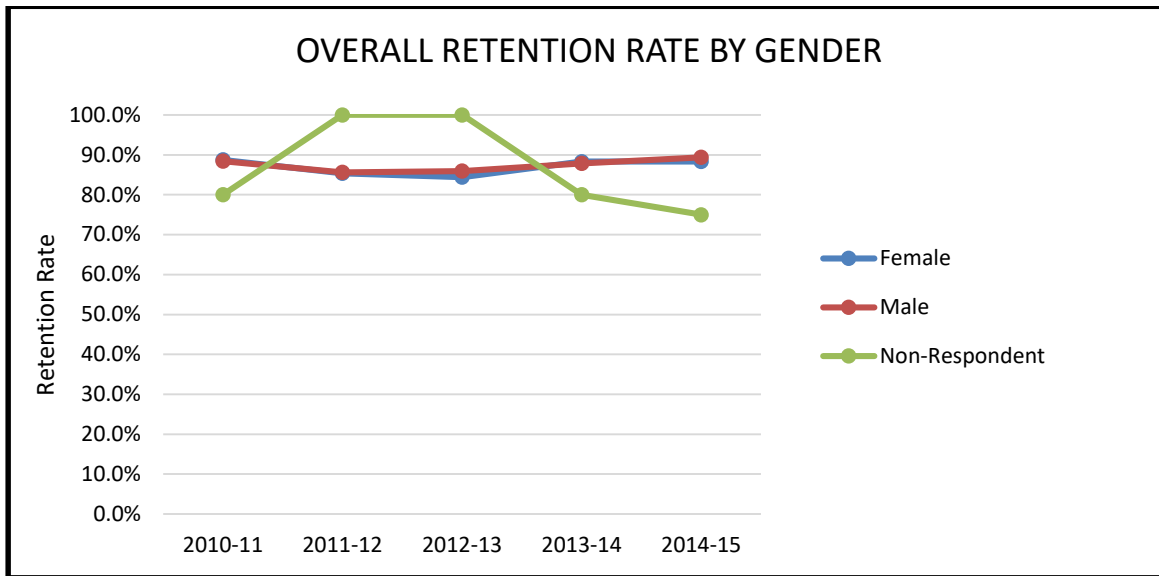
Success, retention, and efficiency for history distance education classes
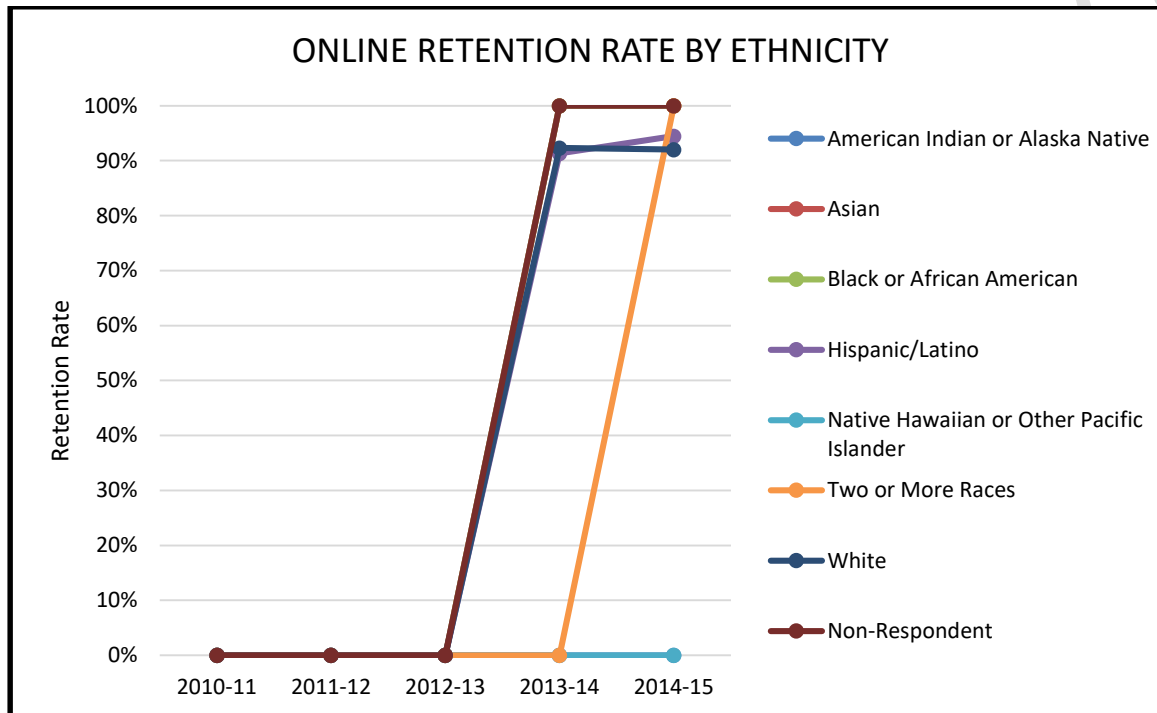
History offers very few online courses and no hybrid courses. It is unclear how meaningful the data is, since it is based on very low numbers. However, the success and retention are at an average of 89% and 94% respectively. The courses are also successful in every category of ethnicity, age and gender. This merits further inquiry and analysis.

2013-14	2013-14	2014-15	2014-15
Success	**Retention**	**Success**	**Retention**
89.8%	93.9%	88.8%	95.0%

Success and retention rate for distance education classes by ethnicity, age, and gender

		HISTORY				NORCO COLLEGE	
		2013-14		2014-15		2014-15	
	ONLINE	Success	Retention	Success	Retention	Success	Retention
	Total	89.8%	93.9%	88.8%	95.0%	64.8%	81.8%
ETHNICITY	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	68.0%	76.0%
	Asian	100.0%	100.0%	100.0%	100.0%	71.3%	83.4%
	Black or African American	100.0%	100.0%	100.0%	100.0%	52.1%	79.3%
	Hispanic/Latino	82.6%	91.3%	88.9%	94.4%	61.7%	78.7%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	57.9%	78.9%
	Two or More Races	0.0%	0.0%	66.7%	100.0%	59.2%	81.2%
	White	92.3%	92.3%	84.0%	92.0%	72.6%	86.8%
	Non-Respondent	100.0%	100.0%	100.0%	100.0%	73.2%	87.8%
AGE	19 or less	100.0%	100.0%	92.9%	100.0%	65.4%	85.4%
	20 to 24	90.0%	95.0%	85.7%	91.4%	61.2%	80.5%
	25 to 29	81.8%	81.8%	84.6%	92.3%	61.0%	78.8%
	30 to 34	100.0%	100.0%	100.0%	100.0%	70.1%	83.6%

	35 to 39	83.3%	100.0%	80.0%	100.0%	69.0%	82.1%
	40 to 49	100.0%	100.0%	100.0%	100.0%	70.9%	84.0%
	50+	100.0%	100.0%	100.0%	100.0%	71.9%	83.5%
GENDER	Female	85.7%	92.9%	87.3%	95.2%	64.4%	81.4%
	Male	95.2%	95.2%	94.1%	94.1%	65.3%	82.3%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	80.0%	100.0%

ONLINE RETENTION RATE BY ETHNICITY

ONLINE SUCCESS RATE BY AGE

Success Rate

2010-11	2011-12	2012-13	2013-14	2014-15

Legend:
- 19 or less
- 20 to 24
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 49
- 50+

ONLINE RETENTION RATE BY AGE

Retention Rate

2010-11	2011-12	2012-13	2013-14	2014-15

Legend:
- 19 or less
- 20 to 24
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 49
- 50+

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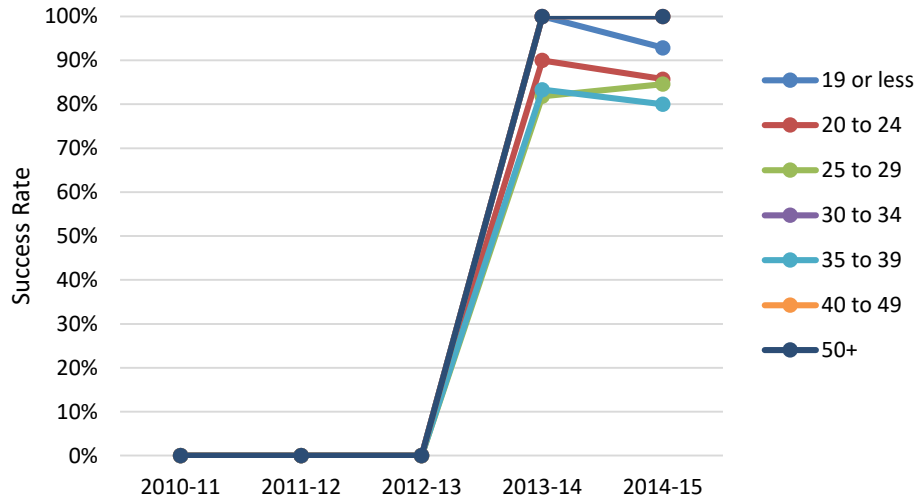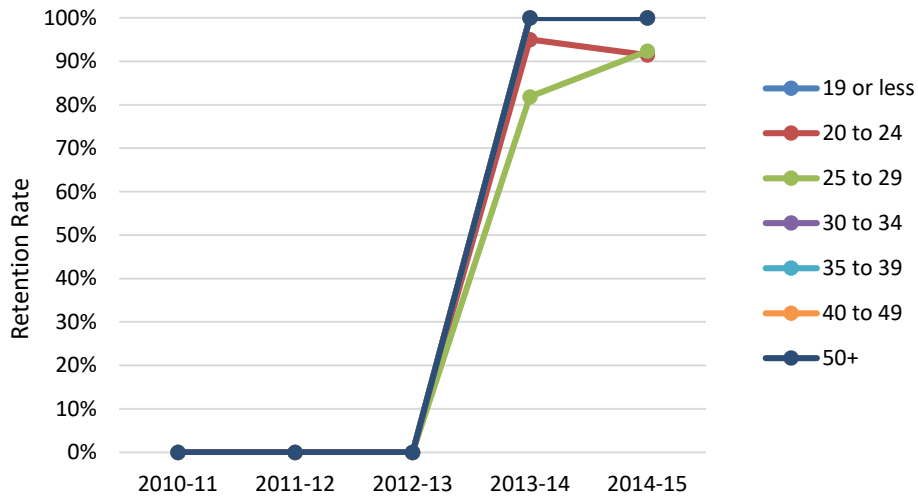
ONLINE SUCCESS RATE BY GENDER

Success Rate

	2010-11	2011-12	2012-13	2013-14	2014-15

- Female
- Male
- Non-Respondent

ONLINE RETENTION RATE BY GENDER

Retention Rate

	2010-11	2011-12	2012-13	2013-14	2014-15

- Female
- Male
- Non-Respondent
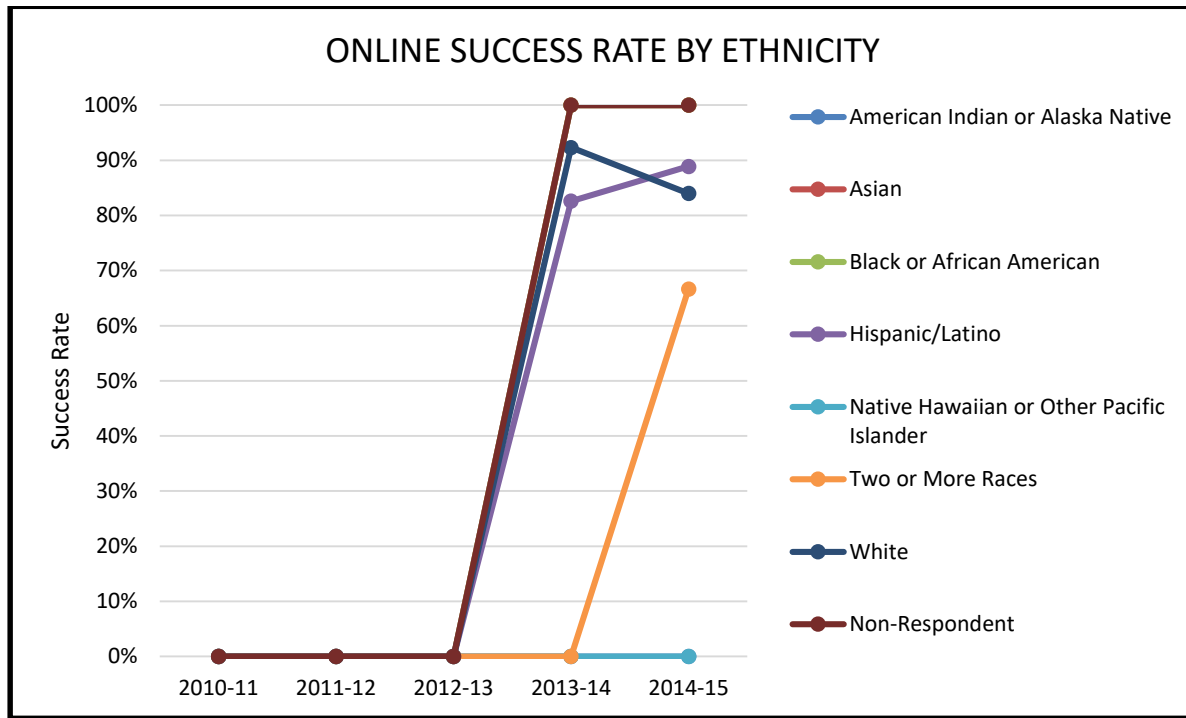
ONLINE SUCCESS RATE BY ETHNICITY
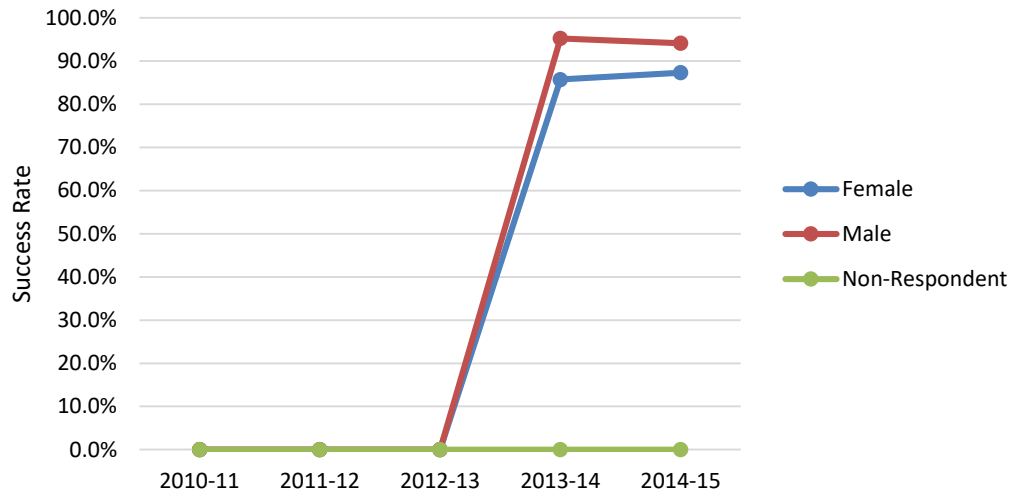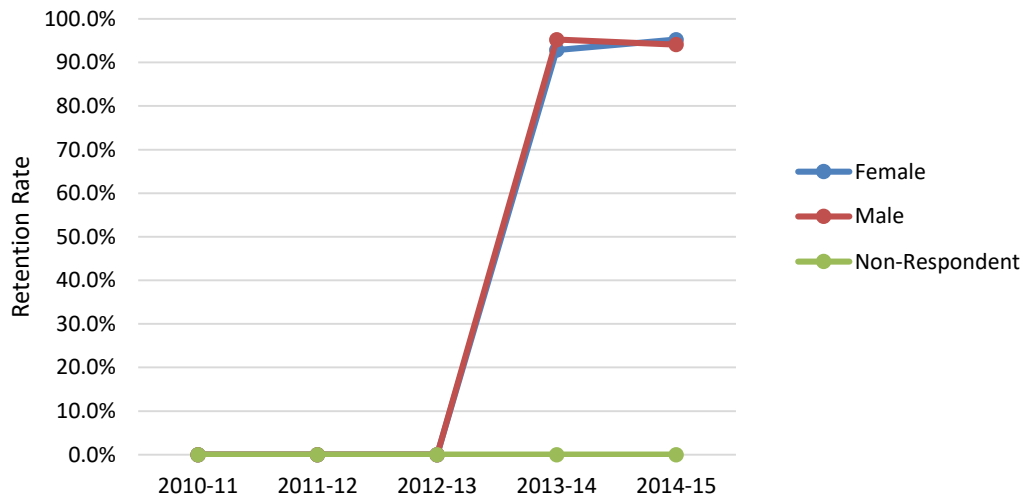
3. **Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.**

The state approved the ADT in history for Norco College in April 2016. We will be implementing the program in fall 2016, and will collect data at that time.

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

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
Maintain student success and retention goals	Conducted authentic SLO assessments	Maintained student success and retention goals	Goal 1: Increase student achievement and success
Expand course offerings		Expanded course offerings	Goal 1: Increase student achievement and success

5. Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A

We have hired a full-time faculty member in history and therefore been able to expand the course offerings.

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

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Implement the ADT	Curriculum development	Spring 2018	Goal 1: Increase student achievement and success

Course Outlines of Record (COR)

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

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
His 1	1/20/2015	Richard Mahon		major
His 2	1/20/2015	"		major
His 6	1/20/2015			major
His 6H	1/20/2015			major
His 7	1/20/2015			major
His 7H	1/20/2015			major
His 14	1/20/2015			major
His 25	1/20/2015			major
His 26	4/ 3/ 2014			minor
His 31	1/20/2015			major
His 34	1/20/2015			major

Norco College Comprehensive Instructional Program Review Update

Unit: History_____

Contact Person: _____Stephany Kyriakos_____

Date: _____6/16_____

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
History	2	5

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
Shared IDS	1	

Long Term Resource Planning

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

8. Staff Needs

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

List Staff Positions Needed **Please justify and explain each faculty request as they pertain to the goals listed in item #6.** Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	**Indicate (N) = New or (R) = Replacement**	**Number of years request has been made**	**Annual TCP***	**EMP Goals**	**Short Term Goal (S) Long Term Goal (L)**
1.Instructional Department Specialist Workload is too heavy for current number of IDSs. Hiring another IDS will increase student achievement and success.	**New**	**0**	**97,369**	**1,3,7**	**L**
2.Personal Counselor for Health Services Psychological counseling is crucial support for our students' academic success. There is now no full-time counselor, and students must sometimes wait a long time for an appointment.	**New**	**0**	**123,881**	**1,2**	**L**
3. Disabled Student Services Specialist Increased student demand requires more staff. Hiring another Disabled Student Services Specialist will increase student achievement and success.	**New**	**0**	**103,570**	**1,2,3,5**	**L**
4. <u>Justification</u>					
5. <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

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

and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff <u>must</u> be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the <u>Business and Facilities Planning Council</u>. Requests for faculty will be sent to the <u>Academic Planning Council</u>.

Unit Name: ___History_____

9. Equipment (including technology) <u>Not</u> Covered by Current Budget[2]

List Equipment or Equipment Repair Needed. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. updated classroom computer in Humanities 103 <u>Justification</u> The current computer cannot handle lectures with high resolution media, including pictures and videos. Some lecture pictures do not show up at all on the screen.	I	$1,500	1	$1,500	
2. computer for staff positions <u>Justification</u>	N	$1,500	3	$4,500	
3. <u>Justification</u>					
4. <u>Justification</u>					
5. <u>Justification</u>					
6. <u>Justification</u>					

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

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

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](#).

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

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. none Justification				
2. Justification				
3. Justification				
4. Justification				
5. Justification				
6. Justification				

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

** These requests are sent to the Professional Development Committee for review.

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

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

List Student Support Services Needs Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.	**EMP GOALS**	**Distance Education**
1. **Tutorial Services** Many history courses rely heavily on the availability of tutors. Hence we need the funds to support this service which is important to student success. We also need more library space so that we can hold larger and more tutorial sessions. <u>Justification</u>	1,2	**NA**
2. <u>Justification</u>		
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 <u>Student Services Planning Council</u> and the <u>Library Advisory Committee</u>.

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

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

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. none Justification				
2. Justification				
3. Justification				
4. Justification				
5. Justification				
6. Justification				

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

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

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline: 　　　　　　　　　　　　　Contact Person:

Reviewer: 　　　　　　　　　　　　　　　　　　　　　　　Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. **Trends and status change, prior and next four years identified**	Trends and status change section is blank	Only prior **or** next four years completed, not both		Prior and next four years section completed with clear information in both, or identified as N/A
2. **Retention, success, and efficiency rates have been identified and reflected upon**	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
3. **(If Applicable) Specific program/certificate data are included and discussed**	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
4. **Goals from prior comprehensive identified, activities linked to the goal, progress stated**	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth

5. **Long term goals identified, activities and timeline stated**	No attempt made to identify long term goals, activities, and timeline	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	Clear statement made regarding goal(s), activities, and timeline	Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline
6. **Long term goals aligned to mission and EMP**	No link between the long term goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
7. **Course Outline of Record section is completed**	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
8. **Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)**	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Substantial connection made between resource requests and EMP/SPG
Column scores **(If no programs of study are applicable, do not average in points from item #3)**				

Additional comments:

II. Comprehensive Program Review Assessment Update

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

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
His 6	C	Embedded tests	Deemed appropriate to the SLOs by the history discipline
His 7	C	Embedded tests	Deemed appropriate to the SLOs by the history discipline
His 1	I	Embedded tests	Deemed appropriate to the SLOs by the history discipline
His 2	I	Embedded tests	Deemed appropriate to the SLOs by the history discipline

His 25	I	Embedded tests	Deemed appropriate to the SLOs by the history discipline
His 31	I	Embedded tests	Deemed appropriate to the SLOs by the history discipline
His 34	I	Embedded tests	Deemed appropriate to the SLOs by the history discipline

b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment Yes or No
His 6	• Annotated documents together in class • Added maps to lectures • Emphasized multiple causes and effects in lectures	Students improved in: • Interpreting arguments internal to the document, likely thanks to annotating the document together • Describing historical information likely thanks to the maps which illustrated where events took place • Understanding the sequence of events likely because they understood the causes better • Understanding multiple causes and effects which requires a deeper level of knowledge than do single factors	yes

His 7	• Annotated documents together in class • Added maps to lectures • Emphasized multiple causes and effects in lectures • Added another document	Students improved in: • Interpreting arguments internal to the document, likely thanks to annotating the document together • Describing historical information likely thanks to the maps which illustrated where events took place • Understanding the sequence of events likely because they understood the causes better • Understanding the sequence of events likely because an added document predating the first document explained events leading up to the first document • Understanding multiple causes and effects which requires a deeper level of knowledge than do single factors	yes
His 1	• Emphasized the historical background of the document in lectures	• Assessment forthcoming	yes
His 25	• Analyzed more primary documents in class • Analyzed more films in class	• Assessment forthcoming	yes
His 31	• Analyzed more primary documents in class	• Assessment forthcoming	yes
His 34	• Analyzed more primary documents in class	• Assessment forthcoming	yes

	• Exercises finding material within the documents		

c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
History courses in general	On the minus side, many students went to grammar and high schools in which history was no longer central to the curriculum, leaving many students weak in general knowledge of history. If little in history is familiar to you, learning college-level history can seem like a Herculean task. Also, many students, like most Americans, have a sketchy grasp of geography. Yet, they must learn geography, which means more unfamiliar material, to follow the story of history. On the plus side, Hollywood movies, and TV programs on PBS, The History Channel, BBC, and others, although they vary in quality and accuracy, are so powerful visually that students often remember them. This can give the instructor a starting point for narrative and discussion.

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

I find that when I draw maps on the board, students seem more easily to understand and remember the point I am trying to make.   I also show beautiful PowerPoint maps. However, the PowerPoint maps often contain an overwhelming amount of information. My hand drawn maps highlight and clarify only the main points. It also takes time to draw the maps, and students are attentive, waiting to see what it will turn out to be. Then I ask them to draw the maps in their notes, which further reinforces the ideas in a tangible way.

e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.

We found the TracDat hands-on training sessions very useful because you could get help and ask questions. We also appreciated very much the TracDat training guides on the Norco College website, which you can access whenever you need them.

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop-closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)
GE PLO	3	0	0	3
His 1	1	1	1	3
His 2	1	0	0	1
His 6	2	3	2	7
His 6H	0 (spr 2016)	0	0	0
His 7	3	4	3	10
His 7H	0	0	0	0
His 14	0(spr 2016)	0	0	0

His 25	1	2	0	3
His 26	0(spr 2016)	0	0	0
His 31	1	2	1	4
His 34	1	2	1	4

Section 3:   Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

Include plans for:

- **all programs** in your sole control (certificates or ADTs)
- **all courses** in your discipline
- **all SLOs** in each course

Suggestions for possible formats:

- If you have an existing rotation plan for course offerings it might be simple to identify which SLOs and PLOs will be assessed in each of the semesters on the rotation plan. Please imbed that plan directly into this document below.
- You could use a curriculum mapping tool to track completed SLO assessment, and subsequently evidence for completed PLO assessment.

In either cases, it is critical to know when each program assessment is due so that you can plan when to do the SLO assessment. It might be helpful to create separate plans for each Program, especially in CTE. The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for Program Level assessment.

We plan to assess every SLO for all course assessments. Since we have changed SLOs, course assessments will all be initial assessments.

Plan for the next four years	Courses and programs to be assessed
Plan for Year 1	H2, H26, H14, H6H

Plan for Year 2	H1, H34, H25
Plan for Year 3	H7, H7H
Plan for Year 4	H31, H6, ADT

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

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

	0	1	2	3	Comments
Section 1 • **Modes of assessment & reasoning____** • **Changes Made to courses ____** • **Success indicators ____** • **Teaching approaches ____** • **Resources ____**	No attempt made to provide responses to any of the questions (1-4) 0	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase ***understanding*** of student success and learning in the classroom 1	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase ***understanding*** of student success and learning in the classroom 2	Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase ***understanding*** of student success and learning in the classroom, and teacher development 3	
Section 2 • **# of initial, changes made, loop-closing activities for course and program**	Chart is blank 0	Does not include all courses or programs 1		All courses and programs in the discipline are listed on the chart, each box has a number (or a zero to indicate "nothing" or no assessment conducted) 3	
Section 3 **Plan for assessment in the coming 4 years** • **Programs** • **Courses** • **SLOs**	No Plan provided 0	Does not include all Programs ____ Courses ____ SLOs ____ 1		All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan 3	
Column Totals					