

**NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

Discipline/Unit: Political Science

(If applicable) **Program or Certificate** _____

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. Sandra Popiden

Due: April 20, 2016

Please send an electronic copy in a word document to:

programreview@norcollege.edu



Form Last Revised: November 2015

Norco College

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

Annual Instructional Program Review Update

Instructions

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

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

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

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

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

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

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

Norco: VP Business Services 951-372-7157

Mission

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

Vision

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

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

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

I. Norco College Annual Instructional Program Review Update

Unit: Political Science
Contact Person: Dr. Sandra Popiden
Date: March 1, 2016

Trends and Relevant Data

1. How does your unit support the [mission of the College](#)?

The Political Science program serves Norco students by providing educational opportunities to a wide variety of students from across the disciplines – particularly through our POL 1 (American Government) offerings.

In addition, courses such as POLS 2, 4 & 13 explore the implications of political, economic, cultural, and demographic diversity both within and between numerous countries. POLS courses 4 & 13 also explore the obstacles and alternative methods of promoting collaboration at various levels ranging from the local to the global governance levels.

Political Science also offers general education transfer courses, is a key component of the Social and Behavioral Sciences Area of Emphasis Degree, and is the driver of the new Political Science ADT degree. As part of the recently established ADT, the POLS department consistently offers courses such as American Government, International Relations, Comparative Politics, Political Theory, and U.S. Foreign Policy. This advances Norco’s strategic goals 1.1; 1.10; and 3.3 to improve students’ ability to create an educational plan and coursework that prepares them for transfer to the UC and CSU systems. The ADT also advances student access goal 3.5 to schedule courses to maximize students’ ability to complete the program and transfer.

Moreover, the POLS department also remains committed to enhancing the quality of education for our diverse and under-represented student body by working to maintain high rates of efficiency, retention, and success across the learning modalities. In sum, our program allows students from across the campus gain greater understanding of global and domestic governance systems, problems, and the policies and actors that affect their lives. Our courses also develop students’ political knowledge, exposing them to concepts such as efficacy and civic engagement. Finally, they enhance our students’ critical thinking and problem solving skills, which will allow them to thrive in a variety of other classes, contexts, and future

endeavors.

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

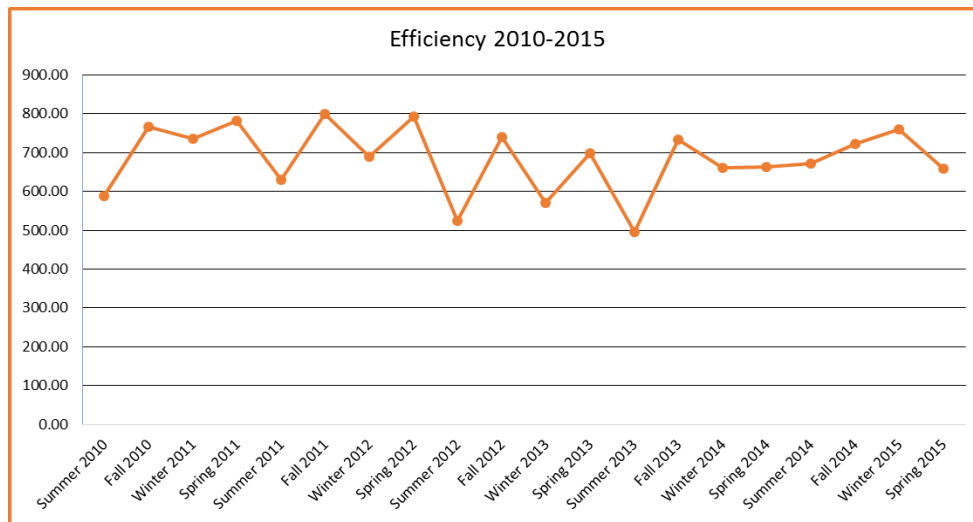
- a. Has your unit shifted departments? N/A

- b. Have any new certificates or complete programs been created by your unit?
Yes, ADT Political Science (2015)

- 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.

The 2014-2015 overall success rates (students receiving a C or better) for Political Science courses increased slightly to 66.4 percent in comparison with the previous year at 64.7 percent. Overall retention rates (the percentage of students who do not receive a W) remain high at 85.1 percent, which is an increase in comparison with 81.4 percent from 2013-2014. The efficiency rates for POLS remain high ranging from the Winter 2014 low of 661.5 to the high of 759.5 for Winter of 2015. The average efficiency rate over the last academic year was 689.3. The variation in efficiency ratings (decline in Spring 2015) likely has to do with the loss of a full-time faculty member and the increase in courses taught by part-time faculty.



For face-to-face courses, the success rate for 2014-2015 was 65.9 percent and the retention rate was 85.8 percent. Both measures improved over the previous academic year, by 3.4 percent and 4.6 percent respectively.

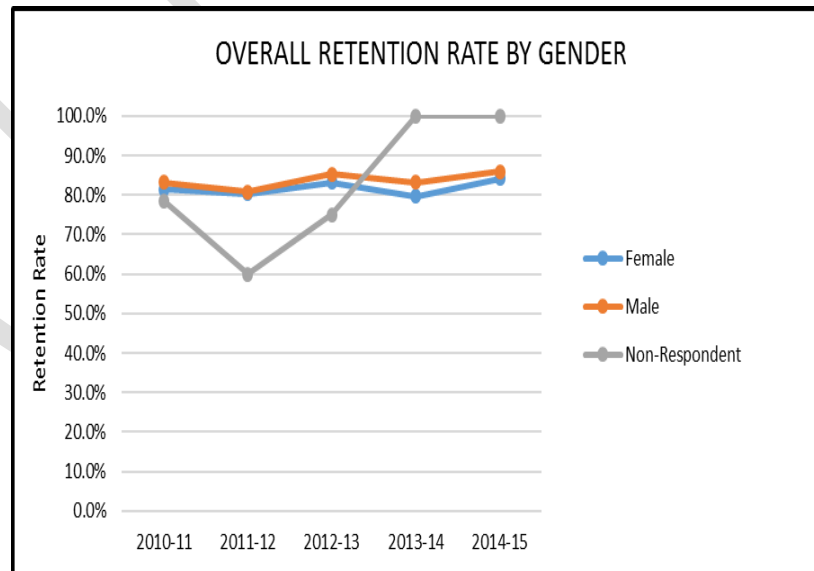
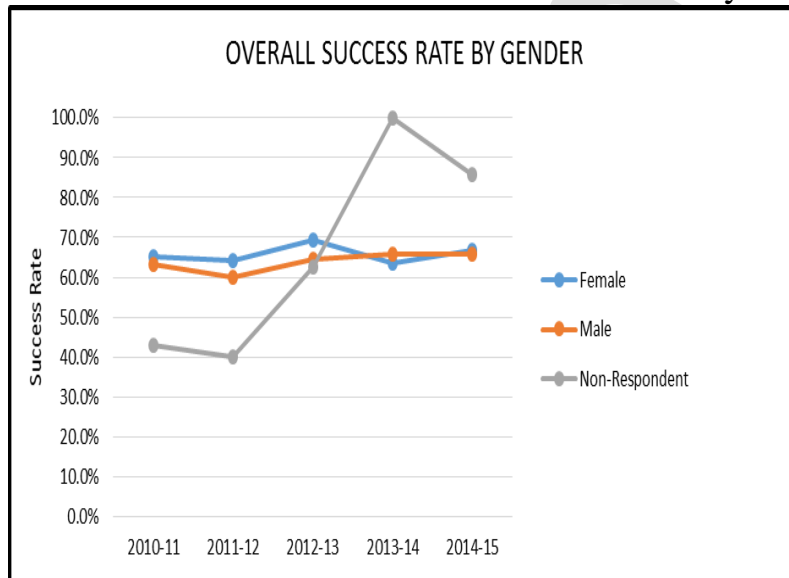
Over the last year the trend continued in POLS that most impressive increases in success rates occurred in the hybrid education modality with a success rate of 68.7 percent. Thus, the most 2014-2015 academic year continues the trend of improvement in success rates since the 2011-2012 academic year. Hybrid success rates have increased of more than 8 percentage points over this time period. Hybrid retention rates also remain high at 84.8 percent which has been consistent for the last three years. Both hybrid success and retention rates are higher than the Norco average for hybrid courses.

The success rates for online courses (in 2014-2015) are 66.2 percent, again higher than Norco's average for online courses of 64.8 percent and the retention rate is 83.4 percent, which is also higher than the Norco average for online courses of 81.8 percent. Moreover, the high success and retention rates for online courses remain in line with the POLS online data collected from previous academic years. Despite the consistent findings that students do well with the hybrid format, in consideration of softening of enrollments and our efficiency, the department decided during this period to offer more face to face courses.

However, the data indicate that distance education courses (hybrid and online) have traditionally had higher success rates than the face to face courses for the last two years. The POLS faculty will be meeting to investigate this finding further and plans to remain engaged in the distance education pedagogical discussions of best practices from across the disciplines.

What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?

With regard to gender, those who identify as females have slightly higher success rates than males 66.8 percent vs. 65.7 percent, a relatively negligible difference. Retention rates also remain relatively close with those who identify as females slightly lower at 84.2 percent in comparison to males at 86 percent. Success rates for females have increased 3.3 percentage points in 2014-2015 in comparison with the previous academic year. There have been 80 more females than males who have enrolled and successfully completed POLS courses overall. The statistics for males have remained virtually identical with regard to their success rates since the previous academic year. The results for gender generally mirror the larger trends at Norco College. However, there is one slight difference - a relatively small number of non-respondents with regard to their gender have exceptional success and retention rates 85.7 and 100 percent respectively. This also has been consistent over the last two years. The N is small, but perhaps this can be interpreted as a sign that the POLS department faculty members exhibit tolerance, a commitment to building communities of learners within diversity, and provide a safe classroom environment to discuss and debate a wide variety of issues.



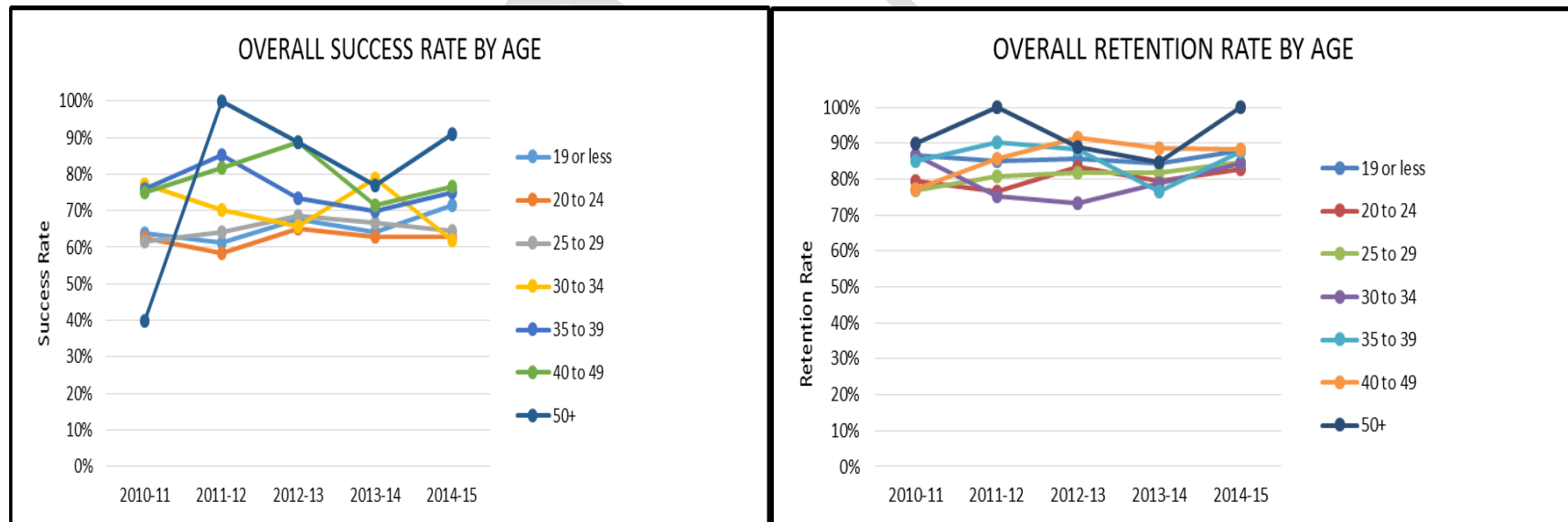
With regard to age, the students with the highest success (90 percent) and retention rates (100 percent) were those 50+. The Norco students that were most successful in POLS courses were 35+. These values have been consistent over the last two academic years. They are likely attributable to factors such as that older students are likely to have taken college level

coursework in the past and may be taking the course as part of professional development or retraining.

The two categories with the highest N (number of students) for the POLS department were between 20-24 years old (692 students in 2015) and 19 or less (468 students in 2015). The success rates for those 20-24 were 64.7 percent and their retention rates were 81.4 percent.

For our youngest students, those 19 or less, the success and retention rates were quite high at 75.3 percent and 87.6 percent. The success rates for those 25-29 were 63.2 percent and the retention rates were high at 89.5 percent.

The only outlier in this category was the age category of 30-34 years old, in which the success rate was low at 40 percent, but the retention rates remain high at 80 percent. This category has traditionally had the most fluctuation in success rates and this may have to do with the low N (only 36 students in this category in 2015). The POLS department will continue to monitor and analyze these trends.

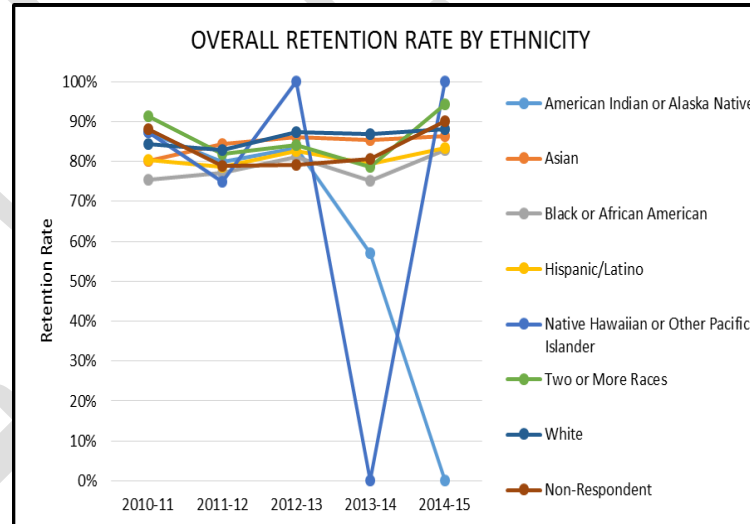
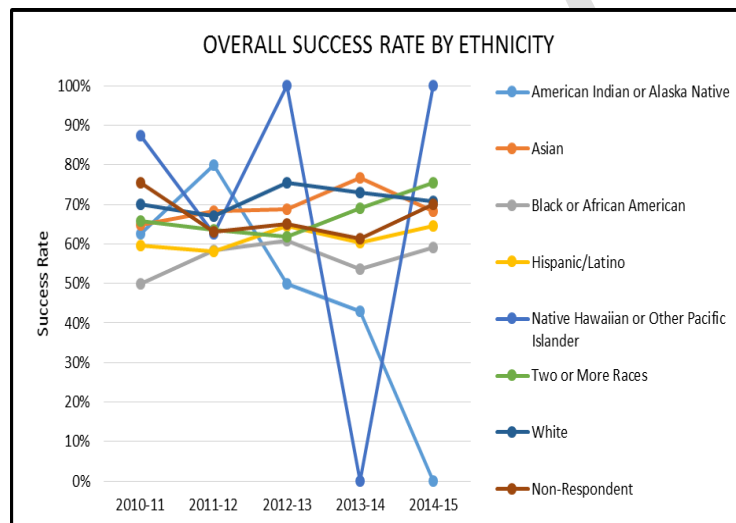


With regard to ethnicity, from 2014-2015, those identifying as White had success rates of 70.7 percent and retention rates of 88.1 percent, similar to the Norco average for White students of 74.4 percent and 87.7 percent respectively.

For those identifying as Two or More Races, the success and retention rates are higher than the Norco average, with rates of 75.5 percent and 94.3 percent in comparison to Norco's 69.7 percent and 85.4 percent respectively.

The success and retention rates for Black and African Americans are quite close to Norco's averages. For POLS the success rates were 59.1 percent vs. Norco's average of 62 percent and retention rates for African American students were 82.8 percent vs. Norco's average of 83.8 percent. Similarly for Latino's / Hispanics, the POLS values for success and retention were 64.6 percent and 83.5 percent respectively, in comparison to the Norco average of 67.3 percent and 85.2 percent for Latinos.

For Asian students in POLS, the success and retention rates were 68.3 percent and 86.5 percent. The values for Native Hawaiian and other Pacific Islanders was 100 percent for success and retention in 2014-2015. There were no American Indian or Alaska Natives to speak of taking POLS courses in 2014-2015. The values for non-respondents on success and retention were 70 percent and 90 percent, in comparison to the Norco average of 76.8 percent and 85.9 percent respectively. The Political Science department plans on continuing to monitor and explore these trends, and discuss strategies that are being employed by the instructors to enhance the success of all of our diverse students.



Column1	2013-2014	2014-2015	2013-14	2014-15
OVERALL	Success	Success	Retention	Retention
Total	64.7	66.4	81.4	85.1
American Indian or Alaska Native	42.9	0	57.1	0
Asian	76.7	68.3	85.3	86.5
Black or African American	53.8	59.1	75.3	82.8
Hispanic/Latino	60.5	64.6	79.5	83.5
Native Hawaiian or Other Pacific Islander	0	100	0	100
Two or More Races	69	75.5	78.6	94.3
White	73	70.7	86.8	88.1
Non-Respondent	61.3	70	80.6	90

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?

The Political Science department did receive a full-time faculty member for Fall 2015- Spring 2016. This will ensure consistency of course offerings needed for our ADT and will allow students to complete their coursework in preparation for transfer or achieving their AA degree.

The POLS department did not receive a replacement computer requested for Distance Education, I pads requested for student use, or the projector or computer for IT 122. The computer and projector in IT 122 remain a high priority, as their ineffectiveness (inconsistency in functioning) negatively affects student learning. The aging projector is increasingly difficult for students to view the material on the screen and this paired with the slow running (and often crashing) computer makes viewing educational videos and lectures quite difficult. The projector and computer for IT 122 have been discussed as a priority at discipline meetings.

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
Implement ADT in Political Science	1. Completion of curriculum modifications. 2. 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
Continuing to improve retention in all courses	1. Work with Library and Counseling 2. Access Distance Ed online courses	SP Goal 1.6 – increase success and retention rates	This goal is related to Distance Education
Improve ADT transfer rates	1. Work with counselors to implement CSU transfer workshops	SP goal 1:1 SP goal 1:5 SP goal 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

Unit: Political Science

Contact Person: Dr. Sandra Popiden

Date: March 1, 2016

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
POL 1	1.5	5
POL 2		1
POL4		1
POL 11		
POL 1 H		1

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

7. Staff Needs

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

List Staff Positions Needed for Academic Year <u>2016-2017</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> Retirement of 1 full time faculty person scheduled for June 2016	R	2	123,881
2. <u>Justification:</u> Additional support from the IDS	N	1	85,000
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.

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

List Equipment or Equipment Repair Needed for Academic Year <u>2016-2017</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. Replacement of computer in IT 122 <u>Justification:</u> The computer frequently will not access the internet and is extremely slow. Very difficult to use media resources which is detrimental to student learning. Almost all POLS courses are held in this room, so it has high usage by the department	I	3	1,200	1	1,200	SP 2:1 SP 1:6
2. Replacement of overhead projector in ITT 122 <u>Justification:</u> Continuous flickering of light and yellow discoloration even after repeated requests for cleaning and replacement of bulb changes. Students assert that this is distracting, difficult to read, and decreases student learning.	I	3	4,500	1	4,500	SP 2:1
3. Laptop Computer <u>Justification:</u> Distance education	I	3	2,000	2	2,000	SP:6
4. Computer Tablets: utilization for POLS discussion groups <u>Justification:</u> Distance education	I	3	700	2	1,400	SP:6

* 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).

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

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

List Professional Development Needs for Academic Year <u>2016-2017</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. Annual Political Science Conference Justification: Maintaining knowledge base in the field and staying up to date with pedagogical best practices in Political Science and distance learning.	900	1	900	SP7:1 SP2:2
2. International Studies Association Annual Meeting Justification: Maintaining up to date with best practices in the field to enhance students' education and faculty scholarship.	900	1	900	SP7:1 SP2:2
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.

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

10. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college⁴

<p align="center">List Student Support Services Needs for Academic Year <u>2016-2017</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. Tutoring : Distance Education Students – Net Tutor & Lynda.com <u>Justification:</u></p>	<p align="center">Goal 1</p>
<p>2. Tutoring: Face to Face Students <u>Justification:</u></p>	<p align="center">Goal 2</p>
<p>3. Orientation Workshops <u>Justification:</u></p>	<p align="center">Goal 2</p>
<p>4. Textbook on Reserve in Library each Semester <u>Justification:</u></p>	<p align="center">Goal 1</p>
<p>5. <u>Justification:</u></p>	
<p>6. <u>Justification:</u></p>	

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

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

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

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

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

<p align="center">List Other Needs that do not fit elsewhere.</p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p>1. <u>Justification:</u></p>				
<p>2. <u>Justification:</u></p>				
<p>3. <u>Justification:</u></p>				
<p>4. <u>Justification:</u></p>				
<p>5. <u>Justification:</u></p>				
<p>6. <u>Justification:</u></p>				

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

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

Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

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

Additional comments:

II. Norco College - Annual Assessment Update

USE ASSESSMENT DATA FROM fall 2014-spr 15

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

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

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields	SLOs with Improvements	Plan for completing identified Improvement	SLOs not needing improvement (assumed loop-closed)	SLOs involved in Loop-Closing assessment
POL 1H	Indicate which specific SLOs were assessed in the identified course SLO 1 Explain the founding of the US Constitution	Spring 2015	Yes or No Yes	Identify SLOs for each course that have an Improvement identified, & simple reasoning SLOs were changed for the discipline for the ADT	Identify semester & basic plan of action	Provide clear reasoning as to why loop closed Loop closed. Student use of worksheet improved performance on the exams and saw 80% pass rate on embedded question.	Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed Students employed a writing aid (students developed a chart that students populated during class); this increased their scores on their essays. Those who has the aid did much better than those who did not employ the

							aid. Student success on final exam with embedded question improved student success.
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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. Zero

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
N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A

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

Course	Changes Made Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	Impact of changes on student learning, engagement, and/or teaching
	Choose an item.	Course (POL 2; 7; 13) assessed in 2013-2014 were not offered in 2014-2015.
	Choose an item.	
	Choose an item.	
	Choose an item.	

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

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
SLOs were revised in 2014-2015 for ADT alignment with Cal State Programs.	N/A	Improve transfer rates to CSU an UC systems

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)

As a new full-time faculty member who began teaching at Norco in Fall 2015, I cannot speak to the involvement of the professor who I replaced. However, during this year at Norco, I have observed that Dr. Deborah Makin and I have been very involved in the discussions and meetings about the SLO and GE PLO assessment and how to use

TracDat effectively. Full time faculty members Dr. Makin and Dr. Popiden have met numerous times throughout the semester to discuss assessment priorities, scheduling, and standardizing our assessments across the courses offered by multiple instructors. We have also made it a priority to ensure all courses are assessed on a regular basis and that the part-time faculty members are included in the assessment process. Thus, we are working to increase the inclusivity of assessment, within our department, among the disciplines, and across the general education curriculum.

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

Resources State the resources identified to support student learning and/or faculty development	Assessment Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	Reasoning Briefly explain what you learned in the assessment that indicates the resource might be beneficial
Assessment Conference Participation, Pedagogical, and Assessment / Program Review Workshops	Additional training on assessment best practices across the disciplines for course mapping SLOs, PLOs, and GE PLOs.	This would further exploration of the variety of ways to gauge student assessment, disaggregate the results, and develop methods to implement valuable and effective course changes.
Additional Workshops on Pedagogy and Professional Development	Training for all faculty members on best practices in pedagogy.	Allow part-time faculty to participate and benefit student learning and success.

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

The POLS department would benefit from additional training opportunities and institutional advertising (notifications) directed to part-time faculty about the new paid opportunities for assessment and other professional development training.

Furthermore, we could appreciate further discussion on “best practices” in assessment across the disciplines in terms of assessment creation, data interpretation, making effective course changes, and loop closing.

In addition, the department would like to see more training on issues such as course mapping and using Trac Dat to conduct meaningful reports. Faculty members have attended the previous training opportunities on inputting data into Trac Dat, assessing SLOs and the GE PLOs, and look forward to further exploring the more advanced uses of Trac Dat data.

It would also be extremely useful for additional data to be gathered institutionally to allow interested departments to conduct exploratory studies on the influence of factors other than age, ethnicity, gender.

For example, departments such as English and Political Science have expressed an interest in accessing data on whether students have completed coursework in writing and reading courses (Eng 1A or REA 83) prior to taking POLS courses. For POLS, these courses are currently advisory, and the question of interest is whether course planning choices have yielded demonstrably better results for students who have taken these courses in comparison with those who have not.

More broadly, all disciplines are likely to benefit from increased institutional support in gathering and analyzing data on additional factors that likely influence our students’ retention, success, and completion / transfer rates. Such factors include: income levels, financial troubles (ie. homelessness etc), having a parent

who attended college, and whether students are part of a vulnerable community (such as the foster system). Moreover, it would be helpful to demonstrate whether or not students engaged in programs and support networks on campus, such as T3P and Puente have demonstrably better results.

Finally, Norco's students would also benefit from the gathering of additional data by prompting students who drop on WebAdvisor to answer a survey question explaining why the student is dropping the class.

The recently conducted informal survey: #becomeunstoppable is a step on this path of gathering exploratory data on the financial, motivational, relational, legal/citizenship, mental and physical health, addiction or abuse issues some students struggle with.

A simple closed-ended survey question (taken before or after being authorized to drop) would allow us to gather more systematic data and analyze the patterns and trends. Potential survey responses include: not completing or passing the course-work, financial difficulties, scheduling conflict, employment issues, family obligations, health or other personal reasons, other, decline to state etc.

Tracking and analyzing the results of such a question could allow the disciplines and the institution as a whole to enhance our equity efforts and the completion initiative. By synthesizing the data, such efforts are likely to yield a more systematic and empirically based understanding of the obstacles to retention, success, and completion that some of our students are facing. Over the longer term, the results are also likely to inform mitigation efforts: such as through increased student training, targeted advising, other support services, and other forms of assistance.

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

Assessment Unit Name: Political Science 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 Improvement Plan, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Improvement plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Improvement 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 Improvement plans, changes made to any courses, teaching approaches, and no clarification or reasoning as to why no Improvement plans 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					