NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: History

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: Stephany Kyriakos

Due in draft: March 15, 2015

Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs
Norco: Diane.Dieckmeyer@norcocollege.edu
If you are CTE: Kevin.Fleming@norcocollege.edu

Form Last Revised: December 2014

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 *in draft* every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, 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**

2015

Mission

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

Vision

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

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

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

Goal 3: Increase Student Access

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

Goal 4: Create Effective Community Partnerships

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

Goal 5: Strengthen Student Learning

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

Goal 6: Demonstrate Effective Planning Processes

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

Goal 7: Strengthen Our Commitment To Our Employees

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

I. Norco College Annual Instructional Program Review Update

Unit: _history_____
Contact Person: __Stephany Kyriakos_____
Date: ___March 15, 2015_____

Trends and Relevant Data

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

a. Has your unit shifted departments? N/A

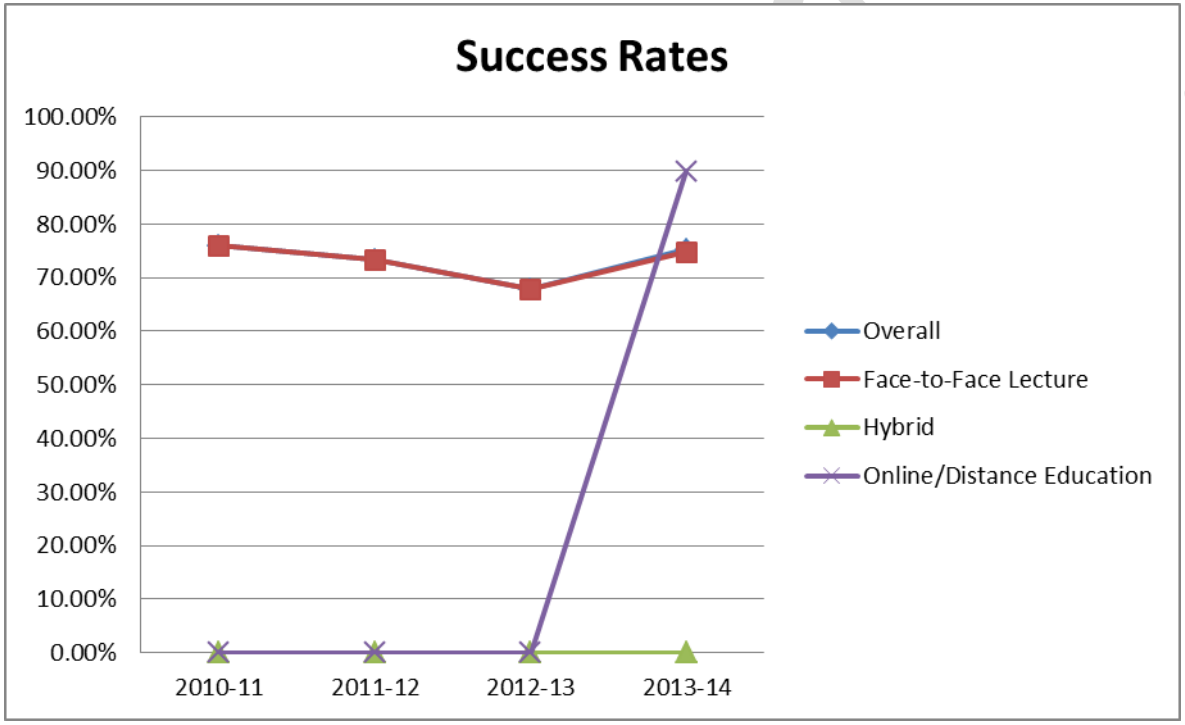
b. Have any new certificates or complete programs been created by your unit? Associate Degree for Transfer in history is in the process of being approved.

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

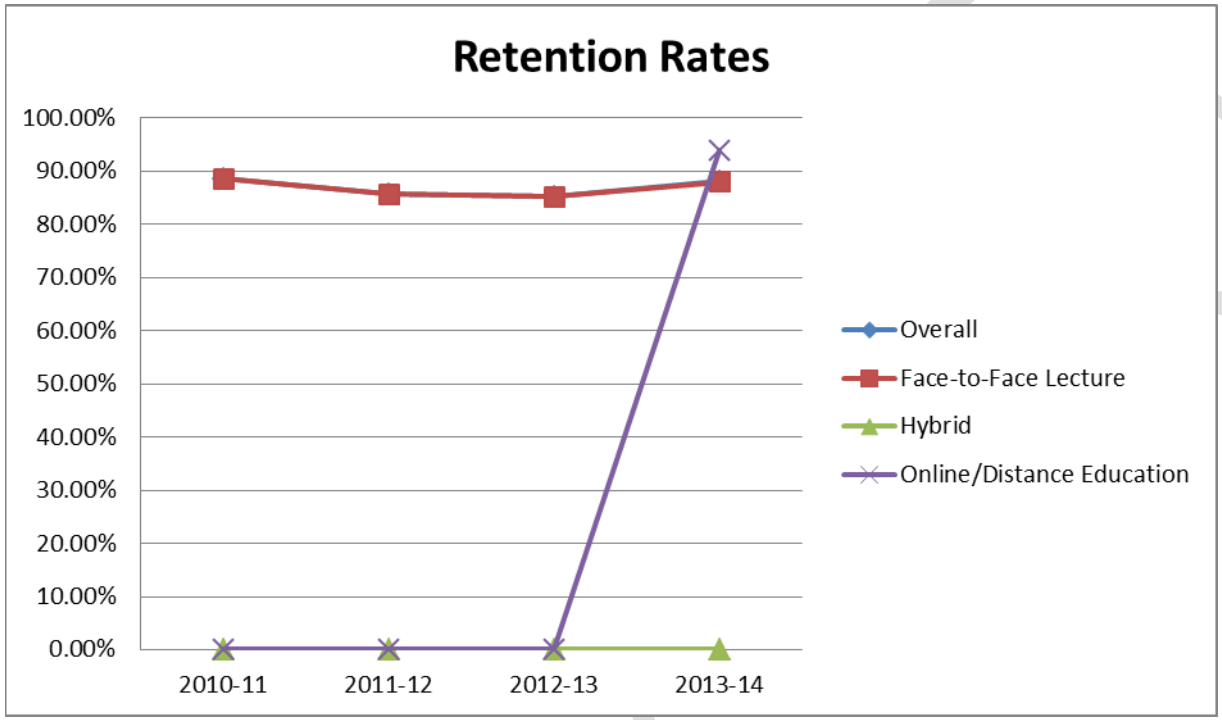
2015

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

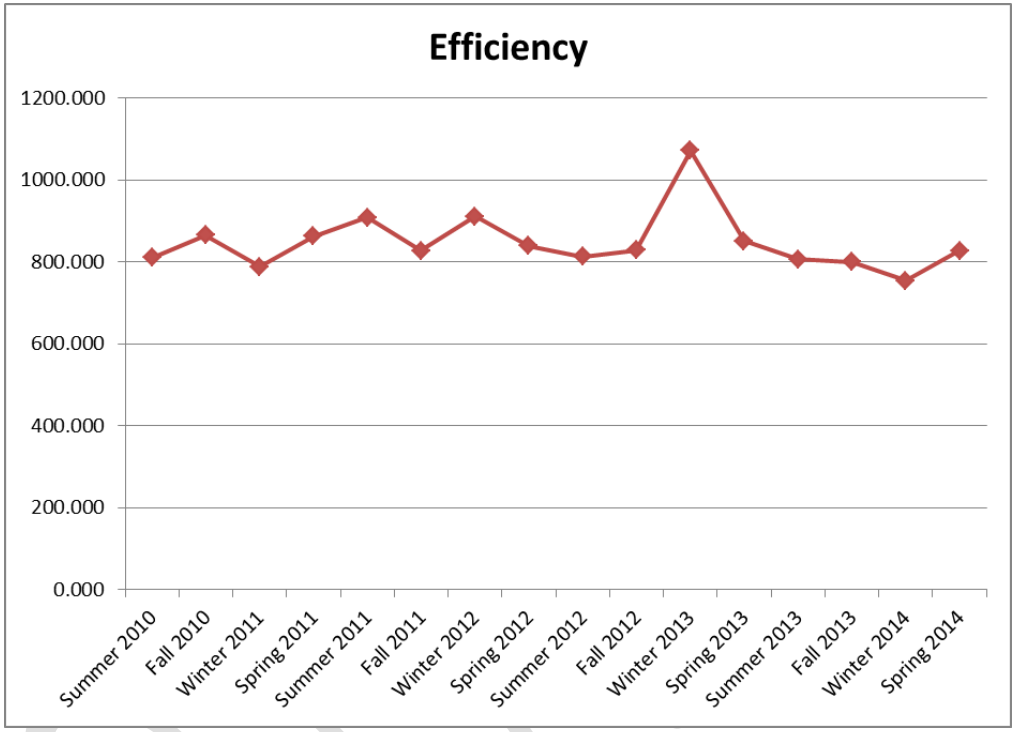
Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	75.88%	73.33%	67.81%	75.22%
Face-to-Face Lecture	75.88%	73.33%	67.81%	74.79%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	89.80%



Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	88.54%	85.59%	85.17%	88.09%
Face-to-Face Lecture	88.54%	85.59%	85.17%	87.91%
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	0.00%	0.00%	0.00%	93.88%



Term	Efficiency
Summer 2010	809.822
Fall 2010	865.555
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
Total	837.499



History is consistently a major contributor to efficiency, retention, and success rates at Norco. Retention is high and stable, as is efficiency, with occasional outliers in winter and summer, which in recent years have often been based on only one course. Success rate is also relatively stable in the low 70 percent, after taking what appears to be a temporary dip of 5.5% in 2013.

3. What annual goals does your unit have for 2014-2015 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Educational Master Plan?

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
Hire full-time faculty member in history		#1 Increase student success #4 Enhance academic program – improve transfer rate Mission: the study of history provides foundational skills and an important pathway to transfer programs	No
Continue to use SLO and PLO assessment to identify and improve teaching strategies.	Refine PLO assessment and refine SLO assessment, as explained in the assessment update below.	#1 Increase student success #4 Enhance academic program – improve transfer rate Mission: the study of history provides foundational skills and an important pathway to transfer programs	No

**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: _history_____
Contact Person: _____Stephany Kyriakos_____
Date: _____March 15, 2015_____

Current Human Resource Status

4. 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)	Distance Education
History	1	6	1

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

2015

Unit Name: ____history_____

5. Staff Needs

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

List Staff Positions Needed for Academic Year_____ **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.	**Indicate (N) = New or (R) = Replacement**	**Annual TCP***	**Distanced Education**
1. New Full Time Faculty Member in History Reason: History is required for most transfer students. A full-time faculty member would enhance the development and implementation of SLO and PLO assessment, and thereby improve the student success rate and the transfer rate (EMP). History has only one full-time faculty member at Norco. The percent of total teaching load taught by full-time faculty in Fall 2012 was only 29%. This falls far short of the district-wide average of 50%.	**N**	**124,000**	
2. Reason:			
3. Reason:			

History Norco	**Fall 2012**
Total FTEF	**3.4**
Percent of total teaching load by FT Faculty	**29%**

[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.

4. Reason:			
5. Reason:			
6. Reason:			

* 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.

*Unit Name: _history*_____

6. Equipment (including technology) Not Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year_____ **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.	***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**	**Distance Education**
1. Computer, Desk, Bookcase & Phone for new faculty Reason:	**N**	**4000**		**4000**		
2. Reason:						

[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.

3. Reason:						
4. Reason:						
5. Reason:						
6. Reason:						

*** Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).**
Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).
**** These requests are sent to the Business and Facilities Planning Council.**

Unit Name: ___history_____

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

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

[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.

3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

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

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

2015

Unit Name: _____history_____

8. 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 for Academic Year_____ 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. Tutors Reason: Tutorial services have been extremely important to student success. However, we require more tutors to meet student needs.	#1 increase student success	**Same needs**
2. Disabled Resources Center Reason: More resources for the DRC would help us meet the need of this growing student population.	#1 increase student success	**Same needs**
3. Health services Reason: Students with unmet needs for medical aid and psychological counseling are at great risk of not succeeding in their academic program.	#1 increase student success	**Same needs**
4. Veterans services Reason: Our population of student veterans is increasing, and these services are important to their success.	#1 increase student success	**Same needs**
5. Library Reason: Library space is so inadequate that some tutorial sessions take place outside in weather that is too cold or too hot.	#1 increase student success	**Same needs**

[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.

6. Reason:		

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

** These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

Unit Name: history

9. 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.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. N/A Reason:					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					

[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.

6. Reason:					

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

2015

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. 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
3. 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)
4. 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
5. 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
6. 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
7. The document is complete	No; there are incomplete sections			Yes; all sections are completed
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit's accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

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

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

Course number and name	SLO ***Initial Assessments*** and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with ***Improvements identified*** (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in ***Loop-Closing*** assessment (state SLO and effect)
HIS 6 US part 1	SLO1, SLO 2, SLO3, SLO4		SLO2, SLO3 at or above 70%	
HIS 1 World part 1	SLO2, SLO3		SLO2 at or above 70%	
HIS 34 Am. women	SLO1, SLO2		SLO1, SLO2 at or above 70%	
HIS 25 Mexico	SLO1, SLO2, SLO3, SLO5			
HIS 2 World part 2				
HIS 31 Chicano				

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

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
		1	

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

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
		1	

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

US History 6:

All sections of History 6 (US History to 1877) were assessed in Fall 2013 for the GE PLO Global Awareness. This was an initial assessment, so what follows is an analysis of results, and plans for improvement.

All sections of History 6 were assessed for SLOs focused on the ability to:

SLO1) describe, interpret, and assess historical information
SLO2) identify the various sources of historical information
SLO3) understand the nature of historical processes
SLO4) describe the origin, development, and influence of political, economic, and social movements

Method

We assessed students' ability to achieve the above SLOs on a topic that combines political, economic, and social elements of a movement. Instructors use whatever methods they prefer to present material on that topic. Instructors used a variety of methods, including lecture, class discussion, solving puzzles on the topic, and having students explain the issues to each other. Instructors included five multiple-choice questions in common on the final test.

Analysis of Results and Plans for Improvement

In History 6 that fall 197 students answered the assessment questions, and scored an average of 70% . Review of the data shows that students were :

1. Very good at identifying a historical source (SLO 2 above)
2. Good at understanding the nature of historical processes (SLO 3 above)

However, students still had problems:

3. describing significant historical information accurately (SLO 1 above)
4. describing the origin and influence of a political, economic, and social movement (SLO 4 above)

HIS 6 Fall 2013						
Question #	1. identify source	2. nature of hist. process	3. describe hist. info	4. origin of movement	5. influence of movement	Total Average
% correct	87%	70%	66%	65%	62%	70%

#students 197

2015

Students had the most difficulty on questions 4 and 5 (SLO4) describing the origin and influence of a political, economic, and social movement. This is not surprising. It is our first time assessing students on this topic, on this SLO, and using common questions on the final. The data show that students are strong on understanding cause and effect when the answer is a single factor (question 2, 70%) but have difficulty grasping multi-factor causes and effects (question 4 and 5, 65% , 62%), as is usually the case with the origin and influence of political, economic, and social movements. Understanding a group of causes requires greater knowledge and a more nuanced comprehension. It calls for a higher skill level.

The negative results on question 3 (SLO1) describing historical information, were an anomaly compared to results in the past several years. Most likely this is because the assessment topic and instrument are new to all instructors. We are just now finding out the weak spots on this topic. Apparently students are confused about where certain events took place. In 2011 and 2012 assessment of this SLO in all History 7 (US History since 1877) sections using a different topic and assessment instrument, we found an 8% increase in the overall average of correct answers after we included maps. Following our success in History 7, we are planning to add maps, when instructors present this History 6 topic in the future. In order to improve our results in describing the origin and influence of political, economic, and social movements (SLO4), we are planning to spend more time emphasizing the issues and multiple cause and effect when instructors present the material in lectures and discussions in the future. We will implement this plan, and assess it in Fall 2014, which follows our normal cycle.

GE PLO on Global Awareness

In Fall 2013 the same five questions on a final test also assessed student achievement of GE PLO Global Awareness. The questions focused on their awareness of diversity and various cultural viewpoints. The 70% average on all five questions indicates that the students have a competent understanding in global awareness. We expect this score to improve when we implement the plans listed above.

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

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? I spoke about the results with every instructor involved, and we discussed the reasons for the trouble with SLO1 and SLO4, and plans for improvement. The above discussion of analysis of results and plans for improvement is based on a consensus of their opinion.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.
   A new full-time faculty member would help enhance the development and implementation of assessment, and thereby student success.

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

2015

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

Assessment Unit Name: _____ Average score _____

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

2015

Norco College Course Assessment Report

Course: History 1 _____
Instructor:__Stephany Kyriakos_____
Semester:___Fall 2013_____

Is this the initial assessment or follow-up (closing the loop)? X☐Initial Follow-up

1.Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success? **Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.**

US History 1:
In Fall 2013 I assessed History 1 (world civilizations to the 16th century) for SLOs focused on the ability (SLO2) to identify the various sources of historical information; and (SLO3) to evaluate primary historical documents.

Method
I assessed students' ability to analyze primary sources, an important type of historical information that requires critical thinking. I presented the document by lecture, class discussion, and helping students annotate the document. Students then took a 10 question multiple choice test, which contains a clean copy of the document.

Results
In History 1 that fall 44 students took the assessment test and scored an average of 78%. Review of the data shows that students were :

1. Very good at distinguishing between a primary and a secondary source
2. Good at interpreting arguments internal to the document, thanks to our efforts at annotation

However, students:

3. Had problems understanding the historical background or setting of the document

identify sources | ident. sources | historical background | hist. back. | hist. back. | internal argument | int. arg. | int. arg. | int. arg. | hist. back.

Question #	1	2	3	4	5	6	7	8	9	10	Total
% correct	91%	91%	48%	66%	59%	89%	89%	93%	81%	75%	78%

students 44

2. **If this is an initial assessment**, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

It appears that students did so well in interpreting internal arguments in the document because we annotated the document together in class. Over the past several years in History 6 and 7 (US History) we found out similarly that annotating the document is a valuable teaching tool. The next time I teach the course I plan to

emphasize the historical background of the dynasty under which the document was written. If students understood the features of the dynasty better, they could answer more questions on the historical background, where they are weak. Good comprehension of the historical background is crucial to evaluating any historical document.

3. **If this is a follow-up (closing the loop)**, did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course

Norco College Course Assessment Report

Course: History 6_____
Instructor:__Stephany Kyriakos_____
Semester:___Fall 2013_____

Is this the initial assessment or follow-up (closing the loop)? ☒Initial Follow-up

1.Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success? **Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.**

US History 6:

All sections of History 6 (US History to 1877) were assessed in Fall 2013 for the GE PLO Global Awareness. All sections were also assessed for SLOs focused on the ability to:

1) describe, interpret, and assess historical information
2) identify the various sources of historical information
3) understand the nature of historical processes
4) describe the origin, development, and influence of political, economic, and social movements

Method

We assessed students' ability to achieve the above SLOs on a topic that combines political, economic, and social elements of a movement. Instructors use whatever methods they prefer to present material on that topic. Instructors used a variety of methods, including lecture, class discussion, solving puzzles on the topic, and having students explain the issues to each other. Instructors included five multiple-choice questions in common on the final test.

Results
In History 6 that fall 197 students answered the assessment questions, and scored an average of 70% . Review of the data shows that students were :

1. Very good at identifying a historical source (SLO 2 above)
2. Good at understanding the nature of historical processes (SLO 3 above)

However, students still had problems:

3. describing significant historical information accurately (SLO 1 above)
4. describing the origin and influence of a political, economic, and social movement (SLO 4 above)

His 6 Fall 2013	identify source	nature of hist. process	describe hist. info	origin of movement	influence of movement	
Question #	1	2	3	4	5	Total average
%correct	87%	70%	66%	65%	62%	70%
#students	197					

Students had the most difficulty on questions 4 and 5 (SLO4) describing the origin and influence of a political, economic, and social movement. This is not surprising. It is our first time assessing students on this topic, on this SLO, and using common questions on the final. The data show that students are strong on understanding cause and effect when the answer is a single factor (question 2, 70%) but have difficulty grasping multi-factor causes and effects (question 4 and 5, 65% , 62%), as is usually the case with the origin and influence of political, economic, and social movements. Understanding a group of causes requires greater knowledge and a more nuanced comprehension. It calls for a higher skill level.

GE PLO on Global Awareness

In Fall 2013 the same five questions on a final test also assessed student achievement of GE PLO Global Awareness. The questions focused on their awareness of diversity and various cultural viewpoints. The 70% average on all ten questions indicates that the students have a competent understanding in global awareness.

2. **If this is an initial assessment**, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

The negative results on question 3 (SLO1) describing historical information, were an anomaly compared to results in the past several years. Most likely this is because the assessment topic and instrument are new to all instructors. We are just now finding out the weak spots on this topic. Apparently students are confused about where certain events took place. In 2011 and 2012 assessment of this SLO in all History 7 (US History since 1877) sections using a different topic and assessment instrument, we found an 8% increase in the overall average of correct answers after we included maps. Following our success in History 7, we are planning to add maps, when instructors present this History 6 topic in the future. In order to improve our results in describing the origin and influence of political, economic, and social movements (SLO4), we are planning to spend more time emphasizing the issues and multiple cause and effect when instructors present the material in lectures and discussions in the future.

3. **If this is a follow-up (closing the loop)**, did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course