

**NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW**

Discipline/Unit/Department: Political Science (SBS)

Program(s) or Certificate(s) Associated: Political Science ADT

Contact Person: Dr. Sandra Popiden

Due: April 20, 2017

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



Form Last Revised: November 2016

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. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.brown@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

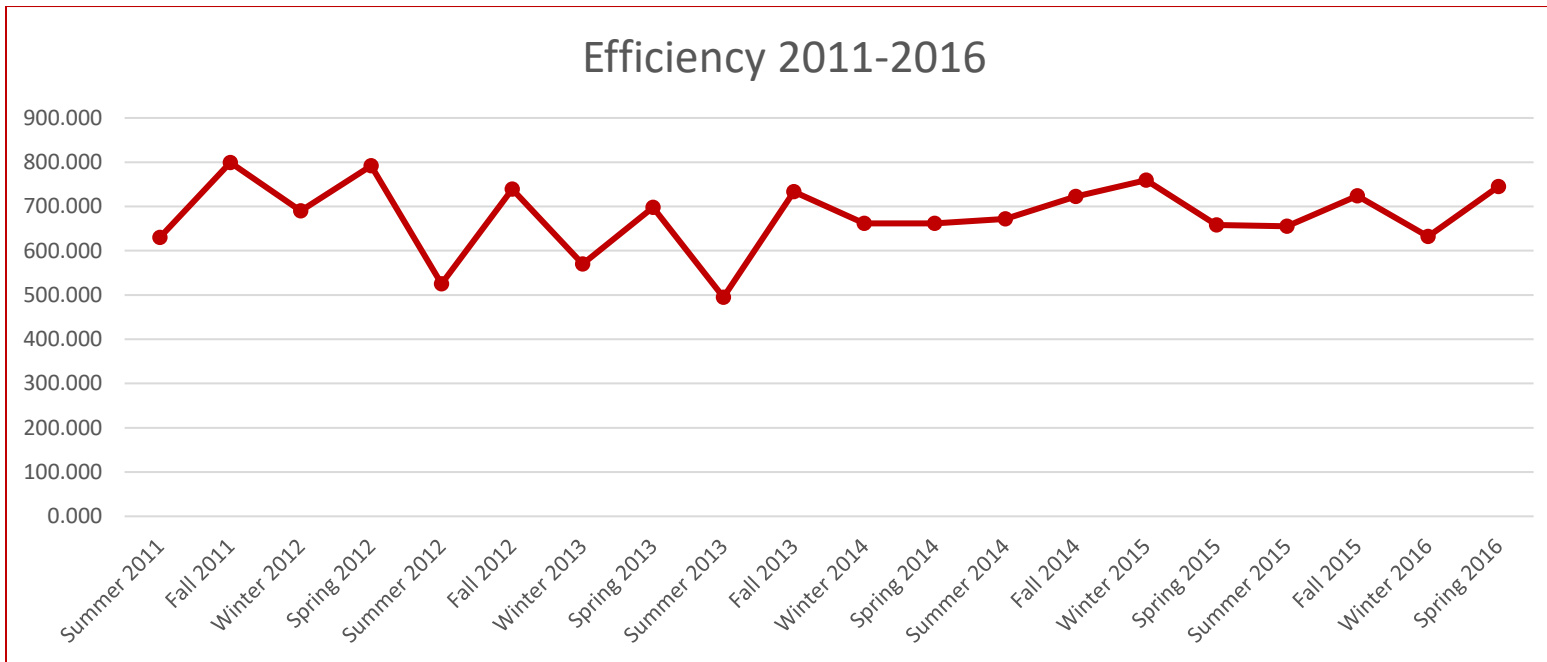
Unit: Political Science
 Contact Person: Dr. Sandra Popiden
 Date: April 1, 2017

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?	N/A	Political Science will remain within the Social and Behavioral Sciences for the upcoming academic years as part of the emerging META major / schools initiative to create more student friendly pathways to transfer and degree completion.
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.	Yes, Political Science did develop an ADT in 2015	The plan is to increase student knowledge and faculty advising of the ADT. Focus will be on the implementation of the ADT and the established routine of course rotations scheduled in accordance with the ADT.
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.	N/A	N/A
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 .	N/A	N/A

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.



Political Science courses tend to have high rates of efficiency. The peak was in fall 2011 and spring 2012 at nearly eight hundred. Enrollments over the last four years have softened somewhat with fall and spring enrollments now more commonly in the low to mid seven hundred range. There have been periods of slight decline (ie. spring 2015), possibly due to the reduction in full-time faculty (due to reduced teaching loads and retirement). POLS efficiency numbers for fall (723) and spring (745) have rebounded. Enrollments for the summer show more variability from a high of 630 in summer 2011 to approximately 500 in summer 2012 and 2013. Efficiency rates rebounded to 672 in summer 2014 and stayed high at 655 in summer 2015. 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. Winter efficiency rates are higher than summer rates, with 690 in winter 2012, 570 in winter 2013, and 661 in winter 2014. In 2015 it was 760 and remained strong in winter 2016 at 632.

Term	Efficiency
Summer 2011	630.000

Fall 2011	799.360
Winter 2012	690.000
Spring 2012	792.068
Summer 2012	525.000
Fall 2012	739.400
Winter 2013	570.000
Spring 2013	697.990
Summer 2013	495.000
Fall 2013	733.733
Winter 2014	661.475
Spring 2014	661.943
Summer 2014	671.976
Fall 2014	722.200
Winter 2015	759.500
Spring 2015	658.467
Summer 2015	655.050
Fall 2015	724.250
Winter 2016	632.200
Spring 2016	744.793
Total	727.048

The overall success rates (students receiving a C or better) for Political Science courses have improved and remained relatively consistent since 2012. They increased significantly from the 62 percent baseline in 2011-2012, to 67 percent in 2012-2013 and 74 percent in 2015-2016. This is an increase of 12 percentage points compared to the baseline year.

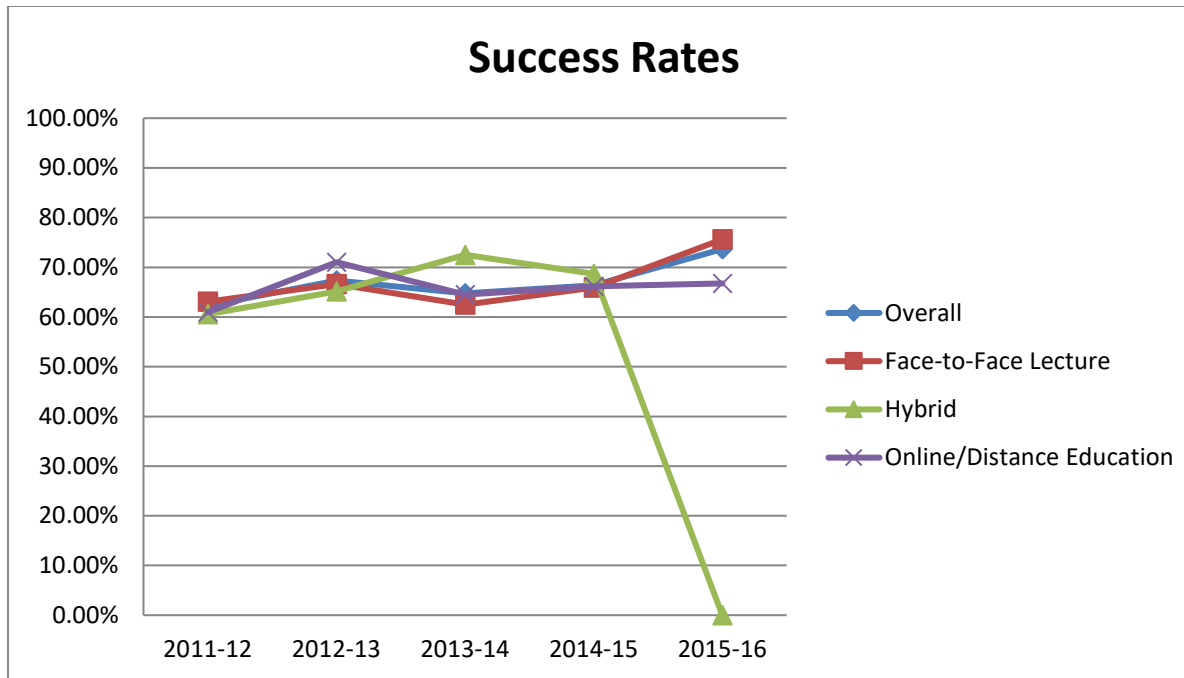
As is the case among all courses at Norco College, success rates are highest for face-to-face sections in 2011-2012 and 2015-2016. The values range from 63 percent in the baseline year 2011-2012, to 76 percent in 2015-2016. This is an improvement of 13 percentage points over the baseline.

For online sections, the success rates have been higher than the average for Norco College, and in 2012-2013 and 2014-2015 were actually higher than the success rates for face-to-face sections. Our distance education courses also shows strong signs of improvement from the baseline of 61 percent for POLS and the 58 percent Norco College average in 2011-2012. In

2012-2013 the online success rate increased to 71 percent in, but dipped to 65 percent in 2013-2014. In 2014-2015 the online success rate remained stable at 66 percent and improved slightly to 67 percent in 2015-2016. Thus, success rates have shown a consistent improvement of at least 5 points in the majority of academic years in question, with the greatest improvement of a 10 percentage increase in online success over the baseline year of 2012-2013. The POLS online courses student success rates consistently remain higher than the Norco College average.

Likewise, the student success rates for hybrid courses are also consistently higher than the Norco College average. The values range from 61 percent in 2012-2013, to 73 percent in both 2013-2014, and were 69 percent in 2014-2015. No POLS hybrid courses were offered in 2015-2016. Hybrid sections have traditionally had the lowest success rates in POLS, however, due to changes made as a result of the last CPR, hybrid sections in 2013-2014 and 2014-2015 had higher success rates than online sections. The improvement has been 12 percentage points in comparison with the baseline year of 2011-2012.

Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	62.26%	67.31%	64.73%	66.39%	73.67%
Face-to-Face Lecture	63.09%	66.60%	62.49%	65.89%	75.63%
Hybrid	60.56%	65.14%	72.51%	68.70%	0.00%
Online/Distance Education	60.96%	71.02%	64.49%	66.16%	66.77%



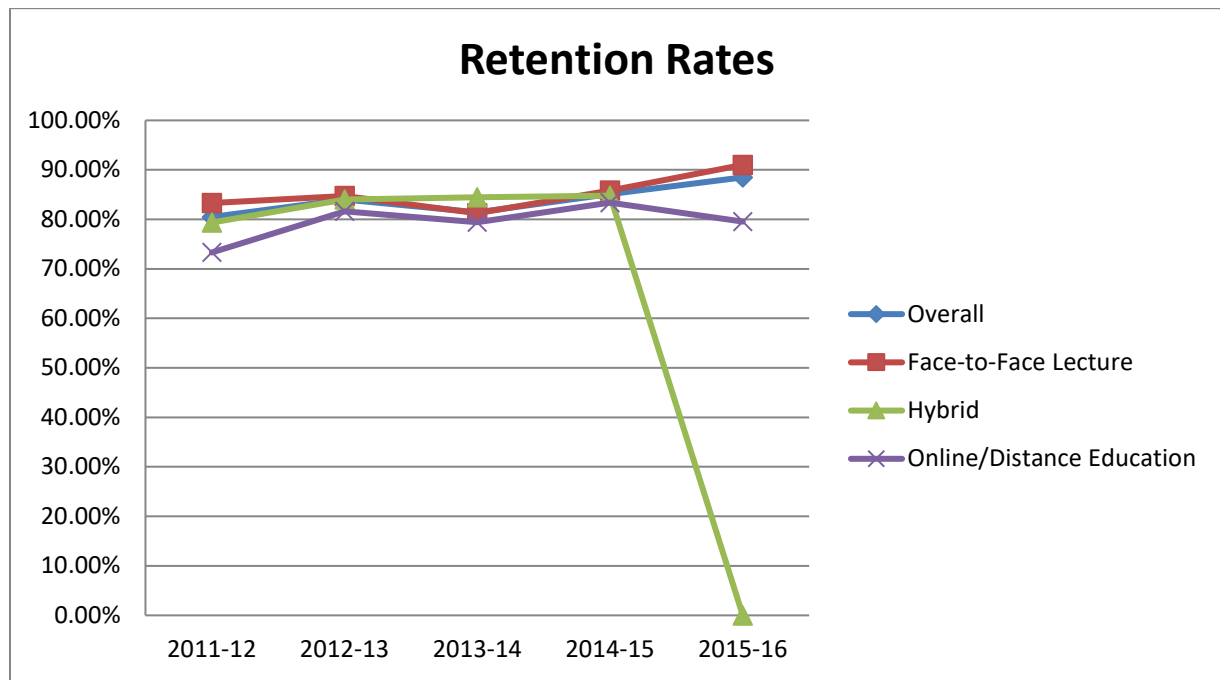
Overall retention rates (the percentage of students who do not receive a W) remain high at 88.5 percent, which is an increase in comparison with 81 percent baseline from 2011-2012.

For face-to-face courses, the retention rate has shown improvement from 83 percent in the 2011-2012 baseline year to 86% in 2015-2015 and 91 percent in 2015-2016. This is an improvement of 8 percentage points. Hybrid and online courses also saw improvements over this period. Hybrid retention rates have increased by 5 points in 2012-2013 and have maintained this over the 2013-2014 year. Retention increased slightly in hybrid courses to 85%, which is a 6 percentage point increase over the baseline year.

For online courses, the retention rates have consistently been lower than other modalities. The 2011-2012 baseline was 73 percent. The gap in retention between the different modalities has been significantly reduced and retention rates are now consistently around 80 percent. The peak year was 2014-2015, when retention in online courses was 84 percent. This was

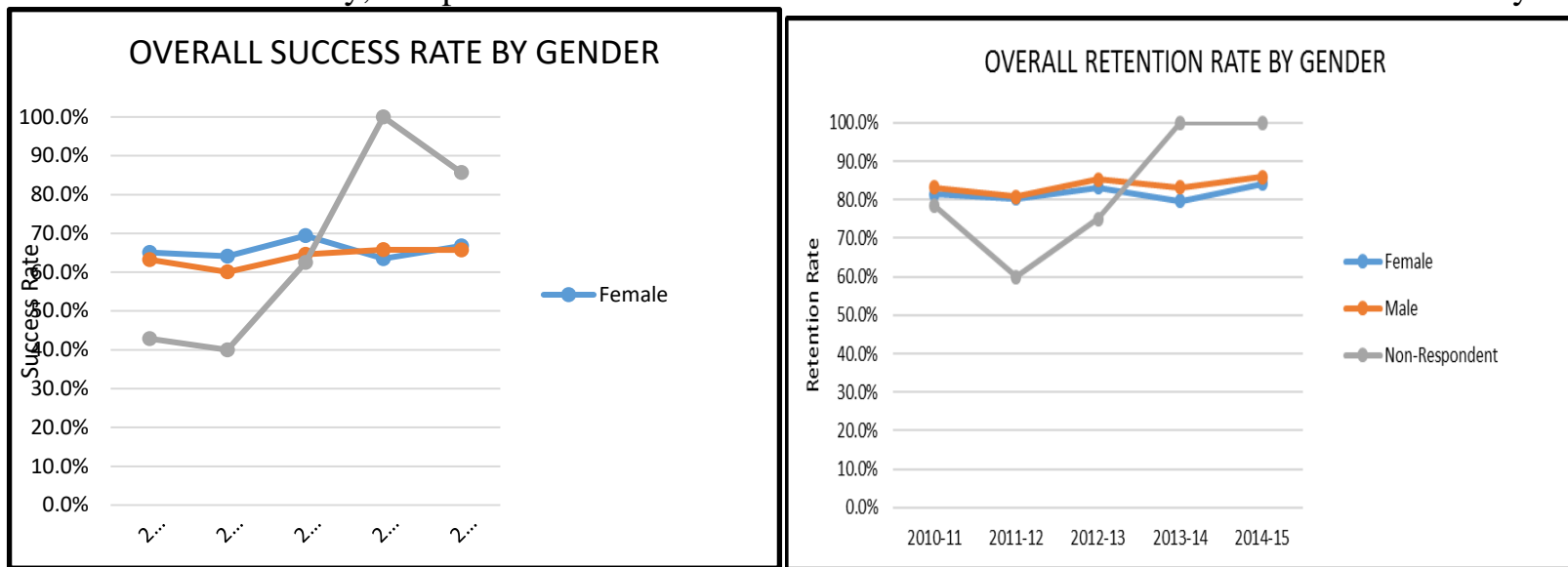
an increase of 10 percentage points. Thus, according to all learning modalities, significant improvements have taken place both in terms of student success and retention, with the most significant improvements in online course retention rates.

Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	80.49%	84.02%	81.41%	85.12%	88.48%
Face-to-Face Lecture	83.32%	84.75%	81.24%	85.84%	91.01%
Hybrid	79.34%	84.00%	84.46%	84.78%	0.00%
Online/Distance Education	73.31%	81.63%	79.44%	83.38%	79.57%



With regard to gender, in 2014-2015, 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 is 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.



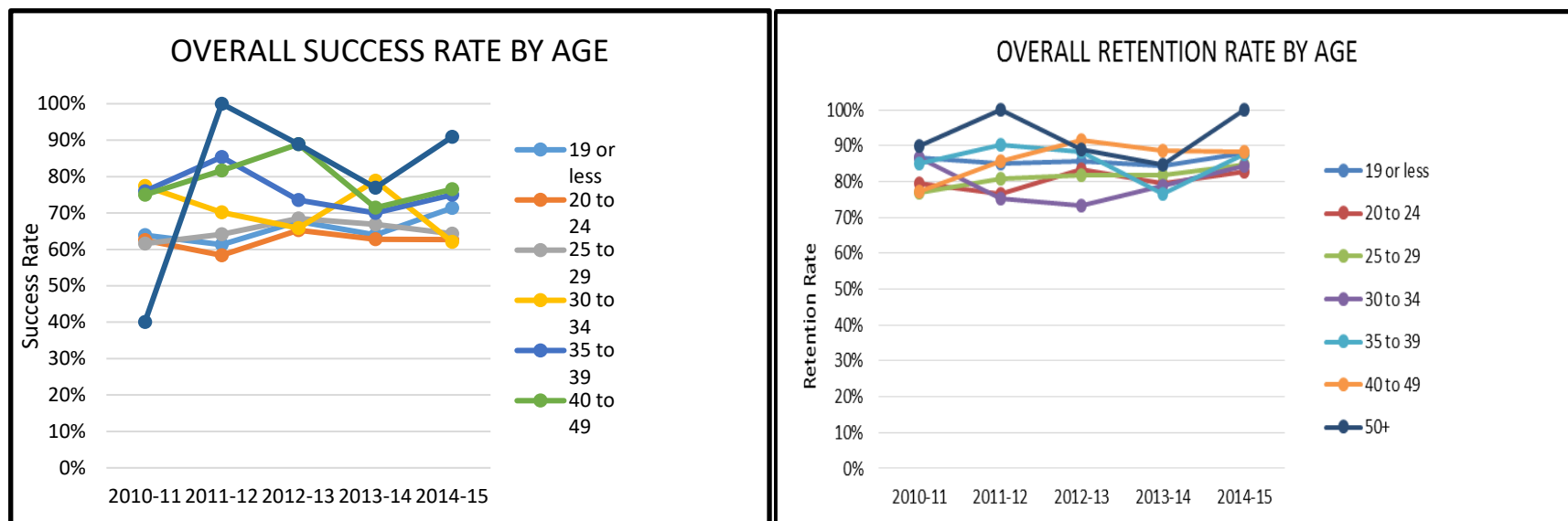
With regard to age, the students with the highest success (90 percent) and retention rates (100 percent) were those 50+. The Norco students that were most successful in POLS courses were 35+. These values have been consistent over the last two academic years. They are likely attributable to factors such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



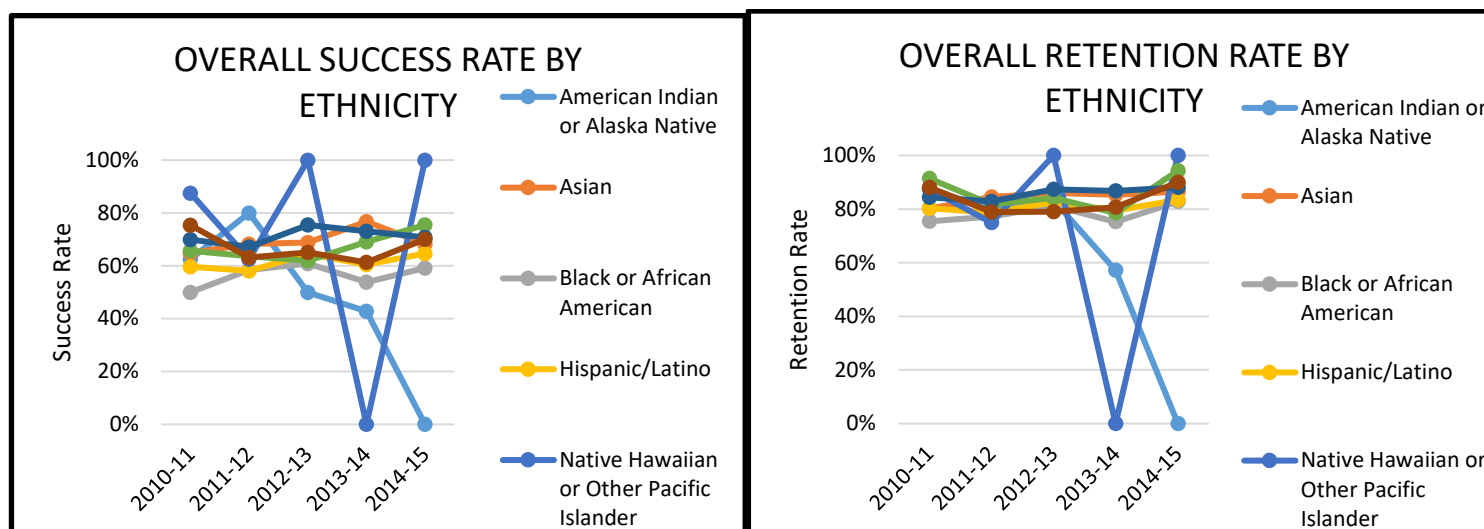
With regard to ethnicity, from 2014-2015, those identifying as White had success rates of 70.7 percent and retention rates of 88.1 percent, similar to the Norco average for White students of 74.4 percent and 87.7 percent respectively.

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

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.

Political Science has graduated four students with our brand new ADT in POLS since it was developed in 2015-2016. The number of students who have declared the program of study is 32 for the CSUGE pathway and 24 for the IGETC pathway. 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.

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.

The Political Science program also 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. The POLS discipline also offers general education transfer courses and is a key component of the Social and Behavioral Sciences Area of Emphasis Degree. Our discipline and courses also support the Humanities and Social Sciences AA HSS degree. 270 such were awarded in 2015-2016, 253 in 2014-2015, and 265 AA HSS degrees were awarded in 2013-2014.

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
<p>1. <u>Continued development of emphasis-area courses in the program</u></p>	<p>Norco College is offering a Political Science 7A and Political Science 13 in Fall 2012.</p>	<p>Political Science is now annually offering U.S. Foreign Policy (POL 13), such as in Fall 2016. It is also scheduled for Fall 2017.</p>	<p>Strategic Goal 1. The purpose of these offerings is to improve the knowledge base of Political Science majors at the college and in preparation for the SB 1440 course offerings.</p>
<p>2. <u>Success rates</u></p>	<p>We are monitoring success rates on an annual basis and continue to improve instruction through coordination and tested assessment techniques.</p>	<p>College wide success rates in the Summer and Winter sessions are stronger and our discipline mirrors those trends. Efficiency and retention rates continue to remain high for our course offerings and we are monitoring those rates as well.</p>	<p>Strategic Goal 5. Tracking and working to improve student success is foundational for courses such as POL 1, which is a required course for nearly all students. It is an important part of supporting the Norco completion initiative.</p>

<p>3. <u>Assessment of Student Learning Outcomes</u></p>	<p>Faculty conducts annual assessment of SLOs that ensure students are making progress in developing essential critical thinking and other cognitive skills.</p>	<p>Norco College has assessed POL 1, 2, 4 and 11 since 2009. Sections of POL 13 were assessed in the Fall of 2014. Additional information on assessments can be found in Norco's Political Science annual program reviews.</p>	<p>Strategic Goals 1 and 5. The newly established ADT in 2015 now allows the POLS faculty to develop an assessment plan that will allow for greater coordination and participation of the part-time faculty in the assessment process to continue to work to improve the engagement of students in their learning.</p>
<p>4. <u>Developing the POLS ADT</u></p>	<p>Our discipline at Norco College worked collaboratively with our discipline colleagues to develop a transfer degree in compliance with SB 1440 protocols</p>	<p>The ADT was approved in 2015.</p>	<p>Strategic Goals 1 and 5 was advanced in that the ADT will improve transfer preparedness and advance the student's ability to design an educational plan that identifies the relevant courses and their scheduled offerings</p>

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

In February 2015 and June 2016, both of the two full-time faculty members in POLS retired. The Political Science discipline at Norco College is thus currently in a transitional period. In Fall 2016 a full-time replacement hire took place for the first faculty retirement, which allowed for continuity of course offerings, assessment, and active involvement in campus service. As of the 2016 – 2017 academic year, there is currently only one full-time tenure-track faculty member.

However, the Political Science discipline has requested and is currently waiting for another line to open for a future replacement hire. It remains a high priority that the discipline moves to become more in line with the 75/25 expectations of Title V.

Hiring another full-time replacement faculty position is also vital to advancing Norco's Education Master Plan and Strategic Goals. For example, POL 1 - American Government must continue to be the discipline's largest course offering because it is required to fulfill the American Institutions requisite for a number of the Associates of Arts degree programs in our district. POL 1 is also a Graduation Requirement in U.S. History, Constitution, and American Ideals for the California State University system, and the American History and American Institutions requirement for the University of California.

In addition, two full-time faculty members are also vital to ensuring that the course offerings are consistently staffed and that the various courses involved in our ADT are able to be reliably offered.

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 and are high on the list for repair or replacement.

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 Educational Master Plan/Strategic Plan? *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
<p>1. <u>Improve our full-time to part-time teaching ratio</u></p>	<p>Advocate for POLS to advance in the priority list and gain a second full-time faculty member at Norco College</p>	<p>Fall 2017 hiring list advocacy, hopeful hire for Fall 2018, budget and approval pending.</p>	<p>An additional full-time faculty member would allow students to have increased contact and to access their instructors during office hours etc. (Goal 3) It would also improve student learning and success by ensuring a greater variety and consistency of course offerings (Goals 1 & 5). Moreover, it would aid in institutional planning, advising, and reliable assessment for the discipline as a whole (Goal 6).</p>
<p>2. <u>Improve the discipline’s assessment of learning outcomes</u></p>	<p>Full time faculty member(s) will take the lead in assessment and act as the coordinator of assessment among the part-time faculty members.</p>	<p>Each fall, the lead will prepare and provide the part-time faculty with a “how to” guide for Norco assessment procedures and coordinate to ensure that all courses up for assessment that semester are identified for assessment. Guidance on how to use Trac Dat and</p>	<p>These assessment efforts allow the discipline to track important statistics on Goal 5 – (Strengthening Student Success), by advancing student learning through assessment and collaboration.</p>

		recommendations to take advantage of paid training opportunities are also included.	
3. <u>Assessment of student success rates</u>	Faculty will continue to analyze the data on student success with regard to differences between different learning modalities. The results will allow for greater coordination among the POLS faculty (particularly the part-time instructors) at Norco College. The trends have previously indicated that special attention must be paid to hybrid courses.	Each fall, the annual program review data allows for the faculty to evaluate the student success, retention, and efficiency data in order to ensure that equity gaps that can be identified are analyzed and mitigation efforts introduced. It also allows the faculty to continue to monitor any differences between differing modalities and to adapt to student needs.	The identification of impediments to student success and best practices in improving student success advance the Strategic Planning Goals 1 & 5 to Increase Student Achievement and Success and Strengthening Student Success. It is also linked with enhancing Institutional Effectiveness as online course sections are in high demand by students.
4. <u>Implementing the ADT while also allowing for the exploration of the development of emphasis-area courses in the program and multi-disciplinary collaboration</u>	In addition to maintaining our course rotation to facilitate degree completion and teaching POL 13, the faculty will identify courses that have been seldom taught. For example, POLS 7A and POL 5 will be examined and integrate into Norco faculty's scheduled offering and assessment plans. Other emphasis-area courses and exploratory efforts such as multi-disciplinary collaborative efforts such as a Global	Efforts to increase the variation in course offerings are largely contingent on the hiring of another full-time faculty member with a complementary specialization.	These efforts to diversify the coursework offered at Norco College, are tied to the first Strategic Planning Goal 1– Increase Student Achievement and Success. POLS is interested in advancing civic engagement of students in their community.

	Studies Major or a service learning project are also possibilities.		
5. <u>Increase pool of part-time faculty</u>	Recruit, interview and hire prospective candidates.	Fall 2017 - Spring 2018	Goals 5,6, and 7

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 [NorcoCollege 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?
POL 1& 1H	2014-2015	Fabian Biancardi and Co-Contributors	N/A	Minor (SLOs) for Political Science courses have been modified to bring them in line with the ADT and C-ID language
POL 2	2014-2015	Fabian Biancardi and Co-Contributors	N/A	Minor
POL 4 & 4H	2014-2015	Fabian Biancardi and Co-Contributors	N/A	Minor
POL 5 & 7A	2014-2015	Fabian Biancardi and Co-Contributors	N/A	Minor
POL 11, 13& 14	2014-2015	Fabian Biancardi and Co-Contributors	N/A	Minor

Norco College Comprehensive Instructional Program Review Update

Unit: Political Science
 Contact Person: Dr. Sandra Popiden
 Date: April 1, 2017

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)
Political Science	1	7

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
IDS	1	0

Unit Name: Political Science

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. Full time tenure track faculty replacement hire <u>Justification</u>	R	3	\$142,271	SP 2:1	S
2. <u>Justification</u>					
3. <u>Justification</u>					
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 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](#).

¹If 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. Equipment & Technology Not Covered by Current Budget²

<p>List Equipment, Technology, Software or Equipment Repair Needed for Academic Year <u>2017-2018</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. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department’s goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education.</p>	<p>*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes</p>	<p>How many students/Staff/d epartments will directly benefit from this equipment/tech nology?</p>	<p>Use this link for Annual TCO*</p>				
			<p>Number of years requested</p>	<p>Cost per item</p>	<p>Number Requested</p>	<p>Total Cost of Request</p>	<p>EMP GOALS</p>
<p>1. Laptop computer</p> <p><u>Justification:</u> Needed for online, hybrid, and web enhanced classes. Allows for technology to be used in the classroom even if JFK classrooms do not allow for their computers to have internet access.</p>	I	<p>250-300 students a semester</p>	4	\$2,000	1	\$2,000	SP:6
<p>2. Shredder</p> <p><u>Justification:</u> Needed to responsibly dispose of already proctored exams and appropriate essay assignments.</p>	N	<p>All members of the POLS faculty will have access.</p>	1	\$250	1	\$250	SP:7
<p>3. IT 121 Computer Replacement</p> <p><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.</p>	I	<p>Hundreds of POLS students a semester and other department</p>	4	\$2,000	1	\$2,000	SP:6

²If 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.

		using IT 121.					
<p>4. Replacement of overhead projector in ITT 122</p> <p><u>Justification:</u> 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.</p>	I	Hundreds of POLS students a semester and other department using IT 121	4	\$4,500	1	\$4,500	SP:6
<p>5. Computer Tablets: utilization for POLS discussion groups</p> <p><u>Justification:</u> Distance education and use in hybrid courses and simulations in face-to-face courses.</p>	I	250+ POLS students a semester	4	\$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).

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

Unit Name: Political Science

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

<p>List Professional Development Needs.</p> <p>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.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals

₃If 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.

<p>1. Annual Political Science Conference</p> <p><u>Justification:</u>Maintaining knowledge base in the field and staying up to date with pedagogical best practices in Political Science and distance learning.</p>	\$1,000	1	\$1,000	SP7:1 SP2:2
<p>2. International Studies Association Annual Meeting</p> <p><u>Justification:</u>Maintaining up to date with best practices in the field to enhance students' education and faculty scholarship.</p>	\$1,000	1	\$1,000	SP7:1 SP2:2
<p>3. California Community College Online Education Initiative - Online Teaching Conference (OTC)</p> <p>Justification: I serve on the Distance Education Committee and we are on the verge of shifting to a new platform, Canvas and adopting the OEI rubric. Faculty training is likely to be needed and as the sole full-time faculty member, I am responsible for the training and success of our part-time faculty.</p>	\$1,000	1	\$1,000	SP 7:1 SP2:2
<p>4. <u>Justification</u></p>				
<p>5. <u>Justification</u></p>				
<p>6. <u>Justification</u></p>				

*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.

Unit Name: Political Science

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 college⁴

<p align="center">List Student Support Services Needs</p> <p>Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.</p>	<p align="center">EMP GOALS</p>	<p align="center">Distance Education</p>
<p>1. Physical Tutoring / Net Tutor/ DRC</p> <p><u>Justification</u> Needed in order to ensure that all students, including online and hybrid students have access to tutoring resources.</p>	<p align="center">Goals 1.1 & 1.6</p>	<p align="center">Yes</p>
<p>2. JSTOR</p> <p><u>Justification</u> JSTOR is foundational for faculty to remain up to date with a wide range of online journals. It is also an essential tool for students in order for them to complete their public policy research term papers.</p>	<p align="center">Goals 1.1 & 1.6</p>	<p align="center">Yes</p>
<p>3. Lynda.com</p> <p><u>Justification</u> Important source of professional development for all faculty members and for students.</p>	<p align="center">Goals 1.1 & 1.6</p>	<p align="center">Yes</p>
<p>4. Orientation Workshops</p> <p><u>Justification</u> Helps to advise students in the creation of their educational plans and to learn more about the options for alternative pathways to degrees, transferring, or earning a certificate.</p>	<p align="center">Goal 3</p>	

⁴If 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.

5. <u>Justification</u>		
6. <u>Justification</u>		

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

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

Unit Name: _____ Political Science _____

5. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budgets

****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. Please state if the request impacts Distance Education.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. N/A <u>Justification</u>				
2. <u>Justification</u>				
3. <u>Justification</u>				
4. <u>Justification</u>				

⁵If 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.

5. <u>Justification</u>				
6. <u>Justification</u>				

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

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
POL 1 F12	C	Embedded test. Classroom learning activities improve writing assignments.	Review sheets improve testing results. All SLOs need further assessments as they were modified in 2015 in the COR in accordance with the newly developed ADT.
POL 4 F12	I	Direct assessment. Essay.	Classroom learning activities improve writing assignments.
POL 1H S13	I	Direct assessment. Essay,	Assessment was tied in with and the results reported in the honors program review.
POL 2 (2) F13	I	Direct assessment. Essay. Students were asked to evaluate the concept of the state from multiple	Based on assessments, the number of discussion sections before the midterm was increased. More emphasis was spent on case studies relating the concepts to reality. The

POL 7 (5) F13	I	<p>theoretical perspectives.</p> <p>Direct assessment. Essay. Assessed student understanding of foreign policy approaches in the course</p>	<p>text was also switched to a smart book with pre-tests to aid with the problem of students not completing the readings before coming to class. Further assessments are needed to gauge the effectiveness of the changes.</p> <p>Students are now required to complete two major writing assignments and 4 minor writing assignments. In-class activities dealing with the concepts and processes related to researching promotes learning and better prepares the students to accomplish the goal of researching and analyzing. Loop closed.</p>
POL 13 (8) F13	I	Direct assessment. Essay. Focus on improving students' critical thinking skills and conceptual understanding.	The final essay was altered to scaffold the assignment in order to increase the students' completion of the assignment. Writing assignments improved students' understanding of concepts and improved critical thinking skills. This was conveyed to all faculty with the request that all classes should have an assigned essay. Loop closed.
POL 13 (4) F14	I	Direct assessment. Essay.	Assessment indicates that an outline be required before papers submitted as an assist to student learning. Pass rate 85%. Loop closed.
POL 4(1) F15	I	Direct Assessment. Essay.	Students who submitted the 8 page essay largely demonstrated competency. The largest issue was the high number of non-completers of the essay at 28%. Improved scaffolding of the assignment is likely to improve this

POL 1 (5) S15	I	Direct Assessment. Essay writing assignment and constitutional 36 question quiz.	<p>result. Further assessments are needed.</p> <p>The faculty member developed a chart with blank cells in which students could accumulate information, as it was presented to the class, as an instructional aid in order to help them to increase their performance on the semester ending assignment. The aid was effective in assisting the students in improving the quality of their work on their essay and quiz.</p>
POL 1H (1&5) S15	I	Direct Assessment. Essay and embedded final exam question	<p>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 showed improvement in student success on this question. Loop closed.</p>
POL 1 F15	C	Direct Assessment. All faculty members coordinated and chose a common assessment question on the final exam.	<p>The coordination of all faculty involved in this effort allowed for us to evaluate student knowledge across all sections of POL 1 offered F15 using a standard benchmark. The results were students exceeded the 70% benchmark set by the department. Loop closed.</p>
POL 11 (4) S16	I	Direct Assessment. Two questions were embedded on the final exam.	<p>Most students exhibited an extremely high degree of proficiency on such measures. Moreover, in exploring student performance on defining elements of other ideologies, students seemed to have the greatest difficulties with elements of</p>

			modern social democracy and feminist texts and the greatest clarity on nationalism and fascism. More group work and writing assignment are suggested for future classes.
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- 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
POL 1	New assignments, instructional aides, and a rubric for student public policy essay assignments.	Student success on the assignment and the number of students submitting the essay on time have improved.	Yes
POL 2	New textbook adopted	Results to be determined in future assessments, variation in staff teaching course.	No
POL 7	Additional writing assignments adopted.	Results are to be determined in future assessments, course has not been taught since F13, due to staffing issues, and that it is not part of the ADT schedule of required POLS course offerings.	No
POL 11	Assessment allowed for the identification of theories and concepts in which students struggled.	Additional group work, alternative readings, and writing assignments are to be altered. Assessment scheduled for Spring 2018.	Yes
POL 13	Scaffolding the essay was introduced. Students are now required to provide an outline and discuss their essays	Fall 2016 assessments indicate that the introduction of scaffolding of the essay has significantly improved the number of students who submit this term paper and the	Yes

	with the professor and in small group discussions.	quality of the submissions.	

- 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
POLS Courses	Students often drop for reasons other than academics (financial, health, personal). If Norco was able to collect data on why students drop, such as in a question embedded before they drop the course on WebAdvison– offering choices for why they are dropping, this could help us to target support to students. The data could also help us to monitor trends for future mitigation. Ideally, dropping a course should be linked with applicable support services on campus
	Students cite lack of motivation, confidence, stress, time-management and poor study habits as factors that are harming their ability to succeed. More online and on campus resources targeting these areas would help students to learn the skills needed for success in their courses and beyond.
	Food insecurity, financial and housing problem remain issues of concern among our student population. Gathering more data about the extent of the problems would aid in devising appropriate outreach and support mechanisms and aid our efforts to increase equity and completion rates at the College.

- 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).

Students are engaged in a number of student led engagement activities throughout the semester. For example, instead of lecturing about the Constitution, students hold a Constitutional Convention and debate the merits and choose between alternative plans. In studying the Congress,

students are asked to formulate an educational policy and to try to get it passed through the committee for a vote on the floor. This allows students to experience the work that is done in committees in Congress and the practices involved in effective policymaking. In many courses, students are asked to analyze the readings orally and in written assignments. There are discussion board forums, oral presentations, and student led debates in our discipline's courses. Moreover, multiple courses use student learning resources such as book chapter quizzes, simulations, videos, and flash cards etc. This shift from a lecture to student oriented classroom with more "think pair share," group work, and community building activities have increased student interest and we hope will continue to positively affect performance in our classes.

- 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.

GE PLO, PLO, SLO, and TracDat trainings have been extremely helpful. Please offer more of these trainings.

Distance Education Training – OEI and Campus in addition to BB training in support of these transitions among the campus.

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, Curricunet, TracDat, and Professional Development (ie. Active learning)

Training for all faculty members on best practices in pedagogy.

Allow part-time faculty to participate and benefit student learning and success.

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/	Total number of initial	Total Number of changes	Total number of loop-	Total of all assessment
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Course Number	assessments conducted	made to courses as a result of assessment	closing assessments conducted	activity for each course/program (all columns combined)
<i>POL 1</i>	3	3	1	7
<i>POL 1H</i>	2	1	1	4
POL 2	2	2	1 (Assessment in S17)	5
POL 4	2	2	0	4
POL 4 H	0 Course Not Offered	0	0	0
POL 5	0 Course Not Offered	0	0	0
POL 7A	1	2	1	4
POL 11	1	2	0	3
POL 13	2	2	1	5
POL 14	0 Course Not Offered	0	0	0

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.

Course Offerings and Assessments:

- The SLOs for POL 1, POL 4, and POL 13 were mapped to the PLOs on TracDat in F16 by the lead full-time faculty member.
 - The mapping of the remaining courses offered in the program will be entered into TracDat in Fall 2017.
 - The lead full-time faculty member will also coordinate with the Chair and the Assessment coordinator to develop a more detailed plan of the (non ADT required) courses to be offered in the upcoming four year time period to increase the clarity for students and assessment.
-

POL 1: American Government is offered and assessed each fall semester (alternative SLOs/ and relevant PLOs/ GE PLOs assessed each fall).

The full-time faculty lead instructor will coordinate with the part-time faculty in order for each professor to assess a different SLO in POL 1. Alternatively, (as has been done in the past) in some years, the lead professor may also choose to coordinate with the part-time instructors to assess the same SLO during the same fall semester.

POL 1 H: Honors American Government is being offered and assessed spring 2017; next offered spring 2019; with corresponding assessment in the spring. SLOs are mapped to PLOs in TracDat.

POL 2: Comparative Politics is being offered and assessed spring 2017; next offered spring 2019; every other Spring according to our ADT with corresponding assessment. SLOs will be mapped to PLOs in fall 2017.

POL 4: World Politics is offered and assessed each fall semester with corresponding assessment in the fall. SLOs are mapped to PLOs in TracDat.

POL 5: Law and Politics: The discipline is currently planning to offer this course in spring 2018; it is not part of the ADT, but hasn't been offered at Norco in many years. The lead faculty member has already requested that this course be scheduled and assessed in spring 2018.

POL 7A: Current Political Issues: This course is not part of the ADT and thus has not been taught at Norco since fall 2013. It is listed in the catalog but not in on TracDat. The

discipline lead will inquire with Chair as to the status of this course. Assessment and scheduling TBD.

POL 11: Political Theory was offered and assessed in spring 2016 and will be offered in spring 2018 as part of the ADT rotation. Assessment is conducted when it is offered every other spring, in the spring semesters. SLOs will be mapped to PLOs in TracDat in fall 2017.

POL 13: American Foreign Policy was offered and assessed in fall 2016 and will be offered in fall 2018 as well as part of the ADT rotation. Corresponding assessments to be conducted in the fall semester. SLOs have been mapped to PLOs in TracDat.

POL 14: Internship in Political Science. The lead professor will coordinate with the Chair of the department with regard to the offering and assessment options, as this course to my knowledge has not been offered or assessed within the last four years.

4 year GE assessment cycles – if it repeats its former pattern:

Fall 2018, POL will assess: PLO 4 Self-development & Global Awareness

Fall 2019, POL will assess: PLO 2 Information Competency and Technology Literacy

Fall 2020, POL will assess: PLO 3 Communication

Fall 2021, POL will assess: PLO 1 Critical Thinking

3 year ADT assessment cycle repeating its former pattern:

Fall 2019: Collect data on Political Science ADT

3 year AOE assessment cycle repeating its former pattern:

Spring 2019: Collect data on Social and Behavioral programs

<http://www.norcollege.edu/employees/faculty/Documents/OutcomesAssessment/Rotation-Plan-for-Outcomes-Assessment-at-Norco-College-Revised-fall-2015.pdf>

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

Assessment Unit Name: _____

Average score _____

	0	1	2	3	Comments
<p style="text-align: center;">Section 1</p> <ul style="list-style-type: none"> • Modes of assessment & reasoning _____ • Changes Made to courses _____ • Success indicators _____ • Teaching approaches _____ • Resources _____ 	<p>No attempt made to provide responses to any of the questions (1-4)</p> <p style="text-align: center;">0</p>	<p>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 <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">1</p>	<p>Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom</p> <p style="text-align: center;">2</p>	<p>Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom, and teacher development</p> <p style="text-align: center;">3</p>	
<p style="text-align: center;">Section 2</p> <ul style="list-style-type: none"> • # of initial, changes made, loop-closing activities for course and program 	<p>Chart is blank</p> <p style="text-align: center;">0</p>	<p>Does not include all courses or programs</p> <p style="text-align: center;">1</p>	/	<p>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)</p> <p style="text-align: center;">3</p>	
<p style="text-align: center;">Section 3</p> <p>Plan for assessment in the coming 4 years</p> <ul style="list-style-type: none"> • Programs • Courses • SLOs 	<p>No Plan provided</p> <p style="text-align: center;">0</p>	<p>Does not include all Programs _____ Courses _____ SLOs _____</p> <p style="text-align: center;">1</p>	/	<p>All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan</p> <p style="text-align: center;">3</p>	
<p style="text-align: center;">Column Totals</p>					