NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW

Discipline/Unit/Department: Geography

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

Contact Person: Starlene Justice

Due: April 20, 2017

Please send an electronic copy as a Word document (avoid PDF)
programreview@norcocollege.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: ___Geography_____
Contact Person: __Starlene Justice_____
Date: ___4/17_____

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? Yes	Math & Science	Science & Kinesiology
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT? If not, discuss if you are in process or have future plans to do so.	No	No
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	No	No
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.	No	No

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

Success Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	72.55%	68.71%	69.66%	70.79%	76.17%
Face-to-Face Lecture	72.55%	68.71%	69.66%	70.79%	76.17%

Retention Rate NORCO	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	88.78%	87.25%	86.69%	86.72%	90.62%
Face-to-Face Lecture	88.78%	87.25%	86.69%	86.72%	90.62%

There have been no classes offered as either hybrid or online within the above time-frame, so face-to-face is the only meaningful data.

In 2015-16, the success rates within GEG were above the 73.19% success rates of face-to-face classes, overall, at Norco College. Retention rates were also higher than the Norco average of 87.59%. Having been here less than a full year, it would be total speculation for me to draw any conclusions as to why these averages are a little higher than Norco, overall, and quite a bit higher than previous years within the discipline.

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.

Geography is not specified as one of Norco College's programs of study, so there is no data to report for this category.

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 (The following were the goals of the previous full-time instructor, who has since retired).	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
Hiring of a full-time faculty member for Geography.	Visiting professor hired	Permanent, tenure-track position to be hired before Fall 2017	Goal 1: Increase Student Achievement & Success. Goal 2: Improve the quality of student life. Goal 5: Strengthen Student Learning
Development of a geography transfer degree (in conjunction with RCC and MVC)	Full-time faculty hired at, first, MVC, then RCC, now Norco.	Completion of goal contingent on hiring of full-time faculty at all three colleges, which will be completed by Fall 2017.	Goal 1: Increase Student Achievement & Success
All GEG courses in alignment with C-ID program	Not sure if this has happened. It may be a moot point until the transfer degree is constructed. (?)	N/A	Goal 1: Increase Student Achievement & Success

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

Resources requested were: the hiring of a full-time faculty member. This occurred in Fall of 2016 with the hiring of myself as a Visiting Assistant Professor. The impact on student learning would be hard to pinpoint so early-on, but success and retention rates within geography showed significant gains from the 2014-15 year to the 2015-16 year, but exactly where those numbers started trending upward, or why, I don't know.

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

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
100% assessment compliance	Assess multiple SLOs in all classes I teach, collaborate with faculty to have their courses assessed when they come up in rotation	One to two years, depending on offerings of some of the less-popular GEG classes.	Goal 1: increase student achievement & success. Goal 5: Strengthen student learning
Maintain high success and retention rates.	Fine-tune lectures, activities & assessments to keep my finger on the pulse of how students are doing. Solicit student feedback from each course, every semester. Connect students to college services/activities.	Ongoing. Re-assess every year.	Goal 1: increase student achievement & success. Goal 2: Improve the quality of student life. Goal 5: strengthen student learning.
Development of a geography transfer degree (in conjunction w/ RCC & MVC)	Full-time faculty hire at both RCC and Norco.	Two years.	Goal 1: increase student achievement & success Goal 3: increase student access
All GEG courses in alignment with C-ID program.	Not sure if this has occurred yet, so I want to keep it as a goal (related to the previous goal) just in case.	Two years.	Goal 1: increase student achievement & success.
Update some SLOs	Had preliminary meeting w/ RCC & MVC faculty	One year	Goal 1: increase student achievement & success

Course Outlines of Record (COR)

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

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
GEG-1	1/22/2013	Les Dean	N/A	Major
GEG-1H	2/18/2014	Les Dean	N/A	Minor
GEG-1L	12/10/2013	Les Dean	N/A	Major
GEG-2	6/18/2013	Les Dean	N/A	Major
GEG-3	6/18/2013	Les Dean	N/A	Major
GEG-4	1/22/2013	Les Dean	N/A	Major
GEG-5	5/21/2013	Les Dean	N/A	Major
GEG-6	5/19/2011	Les Dean	No one is currently reviewing.	Minor

Norco College Comprehensive Instructional Program Review Update

Unit: __Geography_____
Contact Person: _____Starlene Justice_____
Date: ____April 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)
Geography	1	4

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)
N/A		

Unit Name: __Geography_____

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.None Justification					
2. Justification					
3. Justification					
4. Justification					
5. Justification					

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the Business and Facilities Planning Council. Requests for faculty will be sent to the Academic Planning Council.

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

Unit Name: -

_____Geography_____

9. Equipment & Technology Not Covered by Current Budget[2]

List Equipment, Technology, Software 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. 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.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	How many students/Staff/ departments will directly benefit from this equipment/ technology?	Use this link for Annual TCO*				
			Number of years requested	Cost per item	Number Requested	Total Cost of Request	EMP GOALS
1. None Justification:							
2. Justification:							
3. Justification:							
4. Justification:							
5. Justification:							

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

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

**** These requests are sent to the Business and Facilities Planning Council.**

Unit Name: ____Geography_____

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

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

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

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

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.

Unit Name: _____*Geography*_____

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

List Student Support Services Needs Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.	**EMP GOALS**	**Distance Education**
1.None Justification		
2. Justification		
3. Justification		
4. Justification		
5. Justification		
6. Justification		

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

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

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

Unit Name: _____Geography_____

12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]

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

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

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

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

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Discipline: Contact Person:

Reviewer: Average Score:

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

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

Additional comments:

II. Comprehensive Program Review Assessment Update

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

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

Section 1: Discipline Evaluation of Assessment Process

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

Course	**Individual (I) Collaborative (C)**	**Primary Modes of Assessment** (Embedded tests, rubrics, projects, etc.)	**Pedagogical Reasoning** – why does your discipline use these methods for assessment
GEG 1	(I)	Embedded tests	Offers the means to assess a variety of information in a variety of ways. My tests include short-answer, essay, drawings/diagrams, multiple-choice and matching.
GEG 1L	(I)	Embedded tests	I assess students in my Lab classes in many ways—including worksheets, and hands-on demonstrations and activities. However, for this particular assessment, a midterm test came up at the right time.
GEG 5	(I)	Embedded tests	A midterm test was one of the few assignments I have done so far in this class, and since so many topics and concepts are covered, this seems like the most meaningful way to asses student learning.

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**
	I have not yet made any changes, as all the assessments I have done were done during this current semester. There were no prior assessments recorded in TracDat for the Geography department as far as I can tell.	N/A	N/A

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
N/A	N/A (see above response in 1b under "changes made").

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

I use a variety of teaching methods in all my classes to attempt to connect with many different learning styles. I utilize lecture, video, discussion, drawing/diagramming, worksheets, group work, and so on, while always trying to connect concepts to things/ideas/experiences students might be familiar with. I encourage students to come to me with questions/concerns because I have many different ways of explaining/presenting a particular topic, and often I can determine which of these works best for a particular student when I have one-on-one contact with them. Since this is my first year teaching at Norco, however, I have no way of knowing if my particular style has a tendency to increase success or retention rates. I have had mixed results from the assessments I did during the Fall, 2017 semester—but those were based on very limited pieces of data. It is a routine practice of mine to solicit feedback from students in all my classes at the end of each semester to try to get their perspective on what they thought worked/didn't work in each class. I often tweak things during the next semester in response to this feedback.

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.

I have worked at other colleges that offered tutoring in geography, but at this juncture I would not identify that as a need at Norco college. Having an available, attentive full-time faculty member should be suitable, as Geography does not offer that many classes compared to other disciplines.

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

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

Program Name/ Course Number	**Total number of initial assessments conducted**	**Total Number of changes made to courses as a result of assessment**	**Total number of loop-closing assessments conducted**	**Total of all assessment activity for each course/program** (all columns combined)
GEG 1	1	0	0	1
GEG 1H	0	0	0	0
GEG 1L	2	0	0	2
GEG 2	0	0	0	0
GEG 3	0	0	0	0
GEG 4	0	0	0	0
GEG 5	1	0	0	1
GEG 6	0	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.

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

No programs to be assessed

Courses to be assessed:

Plan for Year 1 **GEG 1, IH, IL, 2, 3, 5**

Plan for Year 2 **GEG 1 (+ loop-closing), 1L (+ loop-closing), 2, 3, 4,**

Plan for Year 3 **GEG 1, 1H, 1L, 2, 3, 5 (+ loop-closing), 6**

Plan for Year 4 **GEG 1, IL, 2, 3**

Because none of the SLOs have been assessed prior to the Spring ’17 semester, I am listing multiple courses in each year so that ALL SLOs can eventually be assessed. I have not indicated specific SLOs as there is a plan in the works to possibly change/reduce some in certain classes.

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

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

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