

NORCO COLLEGE COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Unit: Economics

Please give the full title of the discipline or program.

Contact Person: Peter Boelman

Due in draft: March 15, 2015

Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs

Norco: Diane.Dieckmeyer@norcollege.edu

If you are CTE: Kevin.Fleming@norcollege.edu



Form Last Revised: December 2014

Norco College

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

Comprehensive Instructional Program 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. This document serves as a long-term strategic planning document. This planning document should reflect the period since the last Comprehensive 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.norcollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.aspx>

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

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@norcollege.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 Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

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

7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:

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

Goal 6: Demonstrate Effective Planning Processes

Objectives:

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

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.

4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

2015

I. Norco College Comprehensive Instructional Program Review Update

Unit: Economics
 Contact Person: Peter Boelman
 Date: 10/15

Trends and Relevant Data

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

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	NO	NO
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT or if not, are you in the process?	NO	ADT in Economics
Have activities in other units impacted your unit? For example, a new Multi Media 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. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

Term	Efficiency
Summer 2010	728.850
Fall 2010	738.286
Winter 2011	0.000
Spring 2011	863.719
Summer 2011	793.333
Fall 2011	835.088
Winter 2012	809.800
Spring 2012	825.220
Summer 2012	0.000
Fall 2012	850.000
Winter 2013	695.700
Spring 2013	774.714
Summer 2013	673.150
Fall 2013	801.429
Winter 2014	757.300
Spring 2014	789.754
Total	803.583

2015

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	71.63%	68.31%	73.31%	77.35%
Face-to-Face Lecture	71.63%	68.31%	73.31%	77.35%

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	83.85%	83.48%	86.80%	88.74%
Face-to-Face Lecture	83.85%	83.48%	86.80%	88.74%

There has been an increase in retention and success rates , with the exception of 2011-12. The increase in success rates could possibly be to the

modifications made in the discipline as a result of SLO assessments. However, there is not enough data to be able to come to any definite conclusions for the increase in retention and success rates.

3. 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	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
Expand course offerings to Include ECO-7 Honors		Have offered the course	Goal1 : Increase Student Achievement and Success	NO
Maintain or increase success rates and retention rates	Conducted authentic SLO assessments	Have met success and retention rate goals	Goal1 : Increase Student Achievement and Success	No

4. 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	Relationship of goal to mission and master plan	Indicate if goal is related to Distance Education. (Yes or No)
Develop an ADT in Economics	Curriculum Development	Fall 2016	Goal1 : Increase Student Achievement and Success	No

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.

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?
ECO-7	2/09/15	Discipline facilitator: A. Casolari		Minor
ECO-8	12/04/14			Minor
ECO-4	12/04/14			Minor
ECO-7H	2/09/15			Minor
ECO-8	12/04/14			Minor

Norco College Comprehensive Instructional Program Review Update

Unit: _____ Economics _____
 Contact Person: _____ Peter Boelman
 Date: _____ 10/15 _____

Current Human Resource Status

5. 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 or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Economics	1	1	

Long Term Resource Planning

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

Unit Name: _____ Economics _____

6. 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 #3. Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Annual TCP*	Distanced Education	Short Term Goal (S) Long Term Goal (L)
1. None in the next four years <u>Reason:</u>				
2. <u>Reason:</u>				
3. <u>Reason:</u>				
4. <u>Reason:</u>				
5. <u>Reason:</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](#).

Unit Name: _____

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

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.

List Equipment or Equipment Repair Needed. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. None <u>Reason:</u>						
2. <u>Reason:</u>						
3. <u>Reason:</u>						
4. <u>Reason:</u>						
5. <u>Reason:</u>						
6. <u>Reason:</u>						

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

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: _____

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

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

³ 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.

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.	Annual TCO*				
	Cost per item	Number Requested	Total Cost of Request	EMP Goals	Distance Education
1. None <u>Reason:</u>					
2. <u>Reason:</u>					
3. <u>Reason:</u>					
4. <u>Reason:</u>					
5. <u>Reason:</u>					
6. <u>Reason:</u>					

*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: _____

9. 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 style="text-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 style="text-align: center;">EMP GOALS</p>	<p style="text-align: center;">Distance Education</p>
<p>1. None above what is currently being provided. Reason:</p>		
<p>2. Reason:</p>		
<p>3. Reason:</p>		
<p>4. Reason:</p>		
<p>5. Reason:</p>		
<p>6. Reason:</p>		

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

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

Unit Name: _____

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

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.

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

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

Contact Person: Peter Boelman

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.

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
1. 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
1. 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
1. 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
1. 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
1. 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

1. 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				

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 or indicators from the assessments you have conducted over the past four years. Consider it a type of 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 look forward to determine a plan of action for assessment for the next four years. Your Annual Program Reviews and the Norco Assessment Rotation Plan are all stored on the Norco website in the Program Review section. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcollege.edu, or Greg Aycock at greg.aycock@norcollege.edu.

Please take some time to review your Annual Program Review assessment updates and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

- a. Please identify the modes of assessments (embedded tests, assignments with rubrics, class projects etc.) you have conducted as a unit since your last comprehensive program review. Please indicate if the assessments were designed by individual faculty or if there was a collaborative group that planned and executed the assessments.

The mode of assessment that has been employed by the economics discipline has been embedded questions in tests.

In ECO-4 the embedded questions were multiple choice and the assessment was planned and executed by myself and the associate faculty.

In ECO-7 the embedded question was an essay question. The assessment was planned and executed by myself.

In ECO-8 one assessment consisted of multiple choice questions. The second assessment was problem solving essay question. The assessment was planned and executed by myself.

All the assessments were designed to see how well students understood different economic concepts and were able to apply them to conduct analysis.

- b. Please provide an overview of the types of changes or modifications (updated test questions, revised PowerPoints, redesigned assignments, new assignments) that were made in a course or a program in response to your assessments.

In economics our students learn best when they are active participants in their learning process. For example, therefore, in ECO-4 not only did I modify my lectures to emphasize the difference between changes in demand and changes in quantity demanded but also gave them additional exercises that required them to apply the difference. In my ECO-7 class, I added classroom drills on monetary policy. The drill consisted of students being able to describe the monetary policy step by step. I also gave them an additional exercise on monetary policy. In ECO-8 class, I modified my lectures to emphasized the need to understand relationship between costs of production and not just memorize how to calculate the different costs of production.

- c. Please identify any elements or approaches that seem to garner greater success, or have led to permanent modifications in any courses. Please speak to changes that did not seem to make any impact and provide a reasoned argument as to why you think this occurred. Please consider any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline.

As mentioned above, students learn best when they are active participants in their learning. They learn by applying the concepts they are being introduced to for the first time. For example, a student can learn the definition of demand without really understanding it. If they are able to apply the concept and explain how they are applying it, it demonstrates that they know and understand what they are learning.

Many concepts in economics are math based and this is what is most problematic for many students. Students may have taken the math prerequisite for the course or are in much higher level course in math but many still lack the skills needed to be successful in economics. Many times I find myself teaching some basic algebra or some problem solving skills they should have acquired in their math courses.

- d. Please identify any teaching approaches (pedagogy) that as a discipline you perceive to have had a positive impact on your student's ability to engage in the learning process. This 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). This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective.

I try to emphasize to students that it is fine to struggle with the material; they can learn through struggle. However, if they give up, they will never grow academically. That is one of the reasons I give them problem sets which many times they find are very difficult. However, as I tell them if they struggle and find the solution, they will always know how to solve the problem. Furthermore, even if they get the answer wrong, when I go over the correct answer and the process to get to the correct answer, they will understand how to solve similar problems in the future. I tell them if they just copy the answers, they will not learn how to solve these types of problems.

I usually lecture and then give students in-class exercises that require them to apply the concepts they are learning. They can do these problems in groups or individually. I tell them that group work can be very fruitful because they can learn from each other. Furthermore, I explain that if they can help/teach their fellow classmates, it is a sign that they are truly understanding the material. If there is not enough time for students to finish the exercise, they will finish it for homework. We go over the exercises in class. I call on students to come to the board and present the solution/answer to the class. As a class we "grade" the answer pointing what was done correctly and incorrectly. I make it clear that it is okay to get the answer wrong when presenting the solution to the rest of the class.

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.

No.

Section 2: Overview of Completed Assessment

Using your Annual Program Reviews from the past four years please fill in the following data *for each of the courses and programs your discipline offers* at Norco College. Please list courses first and then programs. *Examples are provided on the first three lines in italics.* Your Annual Program Reviews and the Norco Assessment Rotation Plan are all stored on the Norco website in the Program Review section.

Course Number and Name and/or Program	Total number of initial assessments conducted	Total Number of Improvements/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)
<i>ECO-4 Introductory Economics</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>3</i>
<i>ECO-7 Principles of Macroeconomics</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>3</i>
ECO-8 Principles of Microeconomics	2	2	2	6
ECO-7H Principles of Macroeconomics	1	1	1	3
ECO-8H Principles of Microeconomics Will be offered for first time in fall 16	0	0	0	0

Section 3: Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Include plans **for all course and program level assessment** (certificate programs or ADTs.) The Norco Assessment Rotation Schedule is posted on the Assessment website for you to use in planning for program level assessment. If you have an existing rotation plan please attach it to this document and indicate such in the table. Feel free to insert the dates aligned to each year.

Plan for the next 4 years	Courses and Programs to be assessed
Plan for Year 1	ECO-8H
Plan for Year 2	ECO-4, ECO-7
Plan for Year 3	ECO-8
Plan for Year 4	

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

Assessment Unit Name: _____

Average score _____

	0	1	2	3
<p style="text-align: center;">Section 1</p> <ul style="list-style-type: none"> • Modes of assessment • Modifications 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, 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 robust 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</p> <p style="text-align: center;">3</p>
<p style="text-align: center;">Section 2</p> <ul style="list-style-type: none"> • # of initial, improvements, 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 (including a zero to indicate “nothing”)</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"> • Courses • Programs 	<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 (including a zero to indicate “nothing”)</p> <p style="text-align: center;">3</p>

