NORCO COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Discipline/Unit: _Administration of Justice_____

(If applicable) Program or Certificate _CSI_____

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: _Alexis Gray_____

Due: April 20, 2016

Please send an electronic copy in a word document to:
programreview@norcocollege.edu

Form Last Revised: March 2016

Norco College

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

Annual Instructional Program Review Update
Instructions

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

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

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx

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

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

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

Norco:	**VP Business Services**	**951-372-7157**

2016

Mission

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

Vision

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

Strategic Plan: Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

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

Goal 3: Increase Student Access

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

Goal 4: Create Effective Community Partnerships

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

Goal 5: Strengthen Student Learning

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

Goal 6: Demonstrate Effective Planning Processes

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

Goal 7: Strengthen Our Commitment To Our Employees

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

2016

I. Norco College Annual Instructional Program Review Update

Unit: _ADJ_____
Contact Person: ___Gray_____
Date: _4/18/16_____

Trends and Relevant Data

How does your unit support the mission of the College?
The mission statement reads:

1. *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.*

   The administration of justice program is designed specifically with helping students to enter the workforce quickly in law enforcement. The administration of justice department is focused on Career and Technical Education.

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

   a. Has your unit shifted departments? No

   b. Have any new certificates or complete programs been created by your unit? The CSI certificate was approved and the ADT is working through the system.

   c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. In general, the Grants that the CTE division have received have allowed us to grow the discipline.

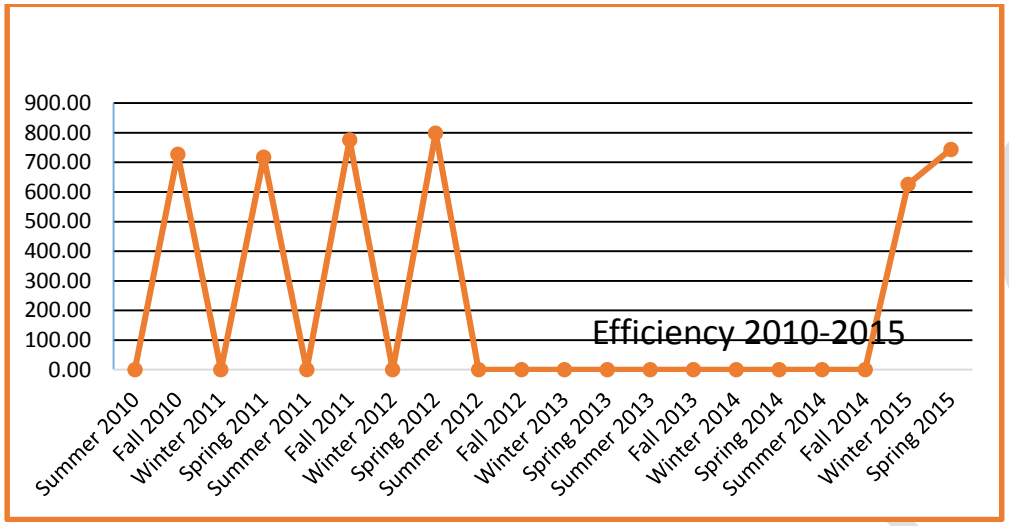
3. **List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been**

disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately.

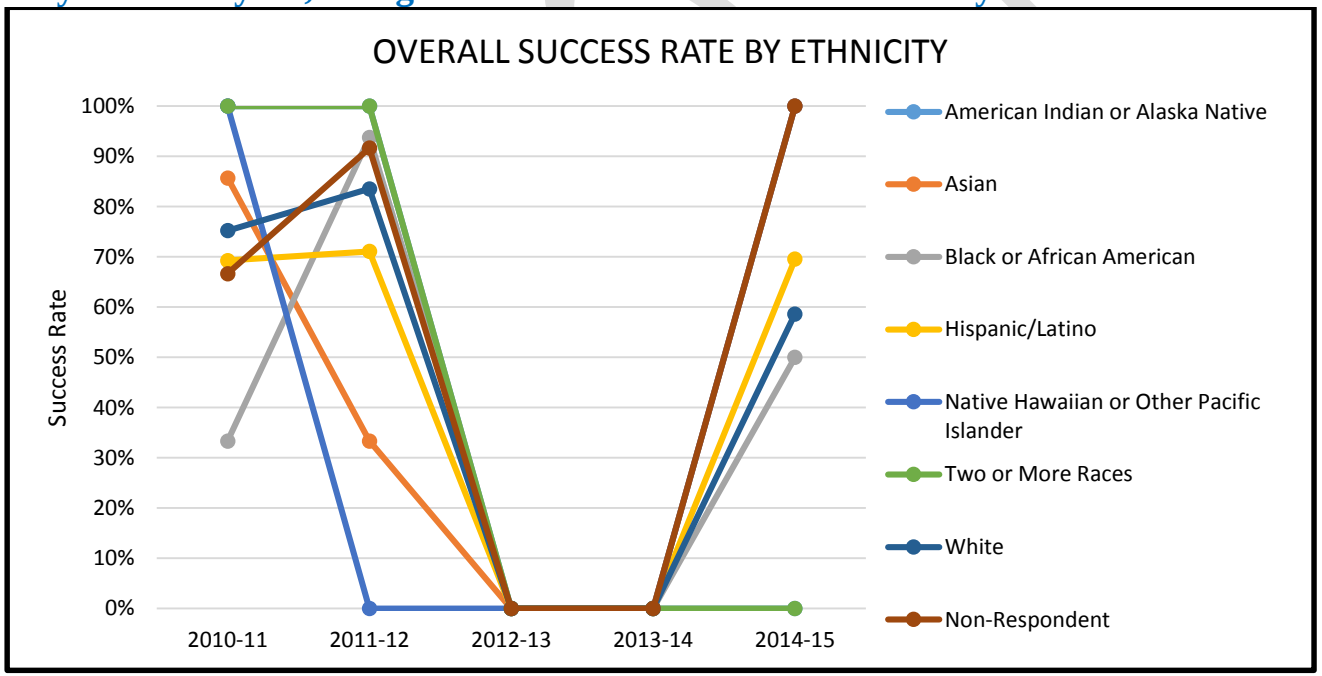
What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?

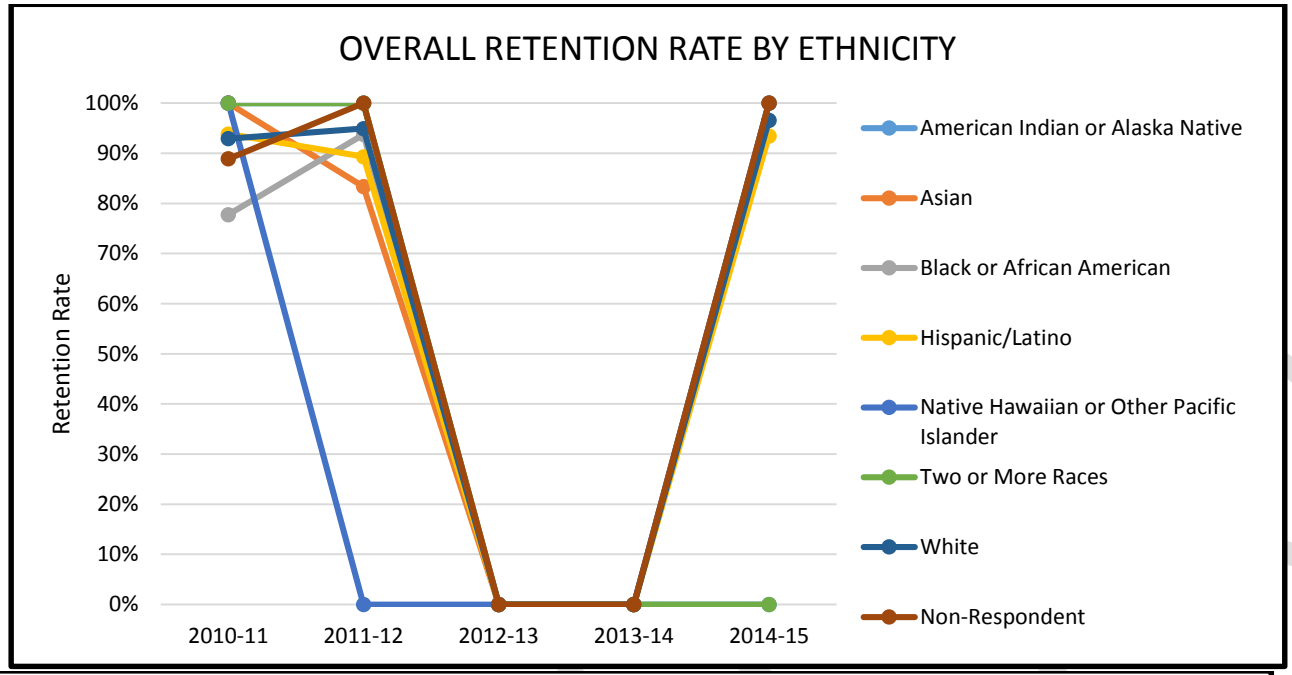
Term	Efficiency
Summer 2010	0.000
Fall 2010	727.600
Winter 2011	0.000
Spring 2011	718.080
Summer 2011	0.000
Fall 2011	776.333
Winter 2012	0.000
Spring 2012	799.000
Summer 2012	0.000
Fall 2012	0.000
Winter 2013	0.000
Spring 2013	0.000
Summer 2013	0.000
Fall 2013	0.000
Winter 2014	0.000
Spring 2014	0.000
Summer 2014	0.000
Fall 2014	0.000
Winter 2015	625.600
Spring 2015	744.150
Total	**742.885**

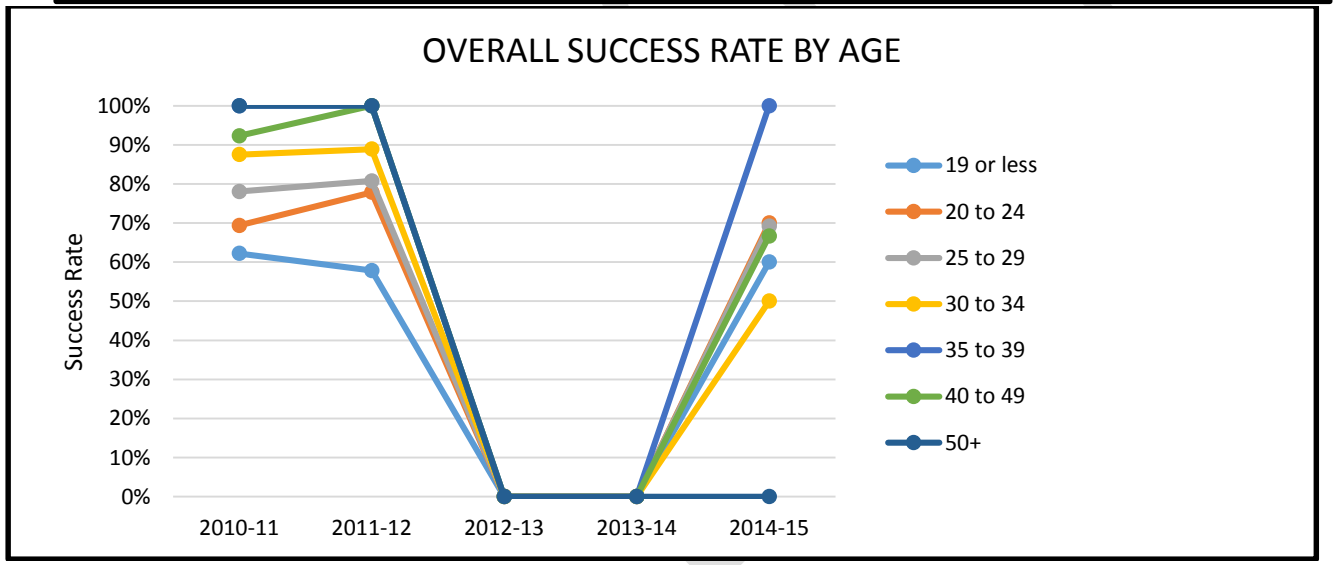
2016

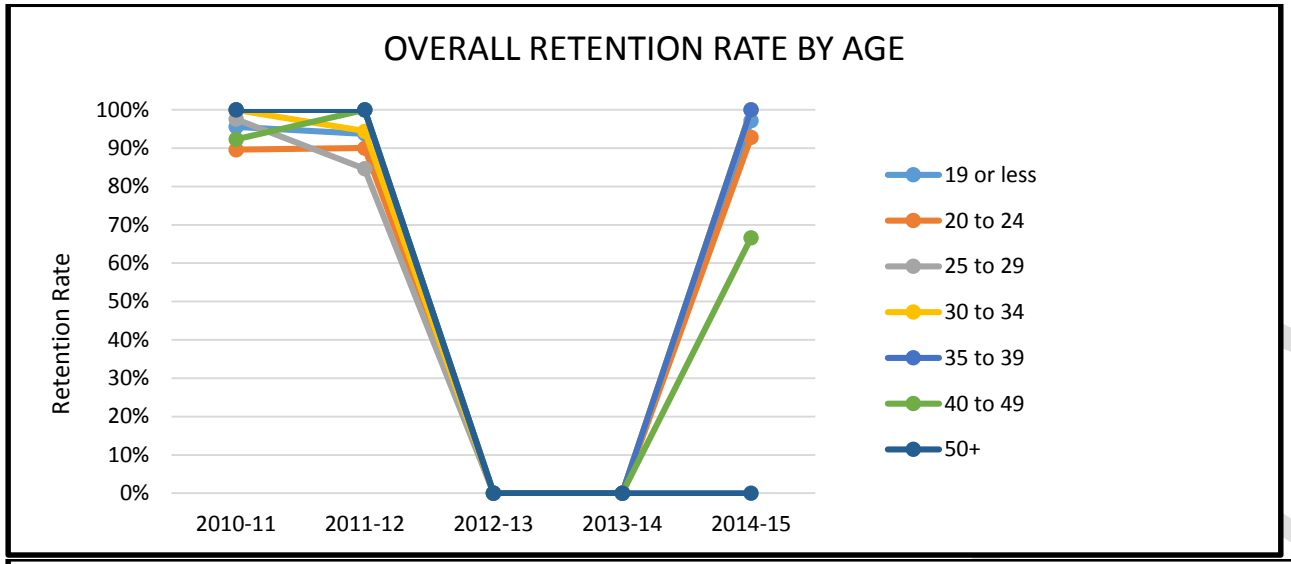


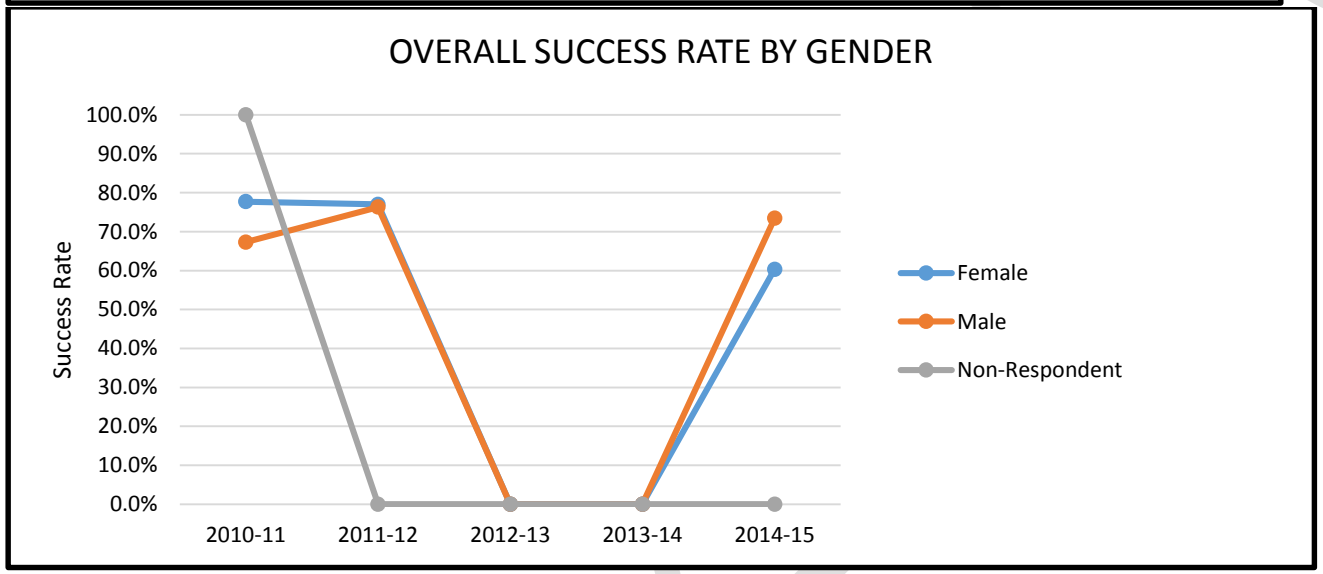
The efficiency data is still fairly high, returning to the levels seen before the program was discontinued. There has only been one year, though so the current data is not a trend yet.

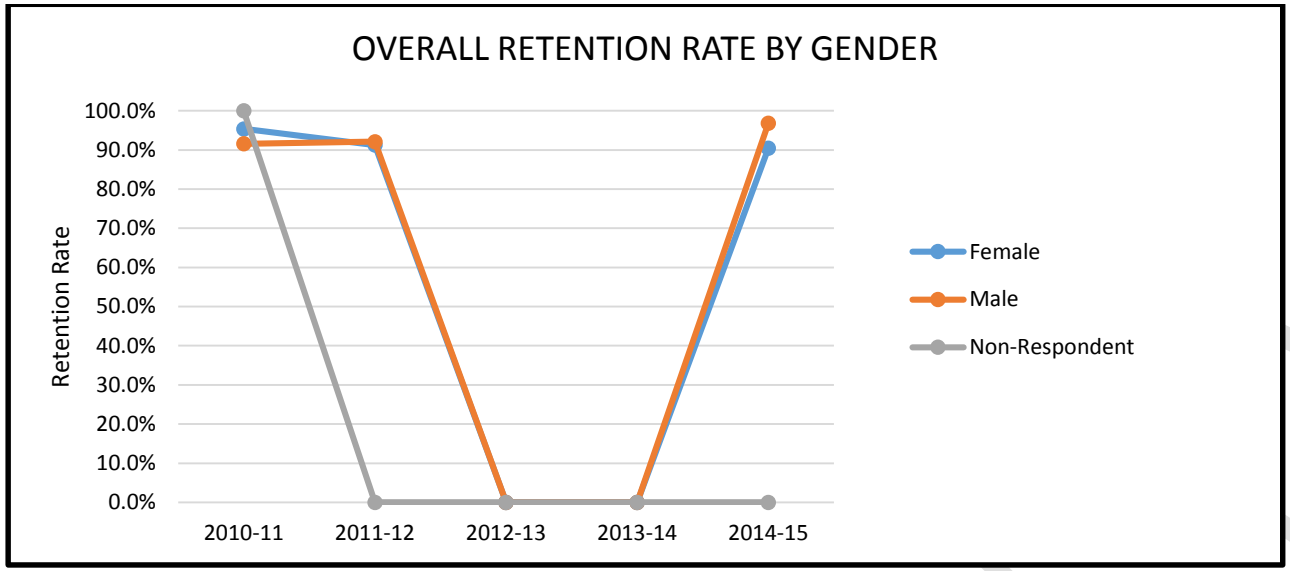



OVERALL RETENTION RATE BY ETHNICITY
Retention Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2010-11
2011-12
2012-13
2013-14
2014-15
American Indian or Alaska Native
Asian
Black or African American
Hispanic/Latino
Native Hawaiian or Other Pacific Islander
Two or More Races
White
Non-Respondent


OVERALL SUCCESS RATE BY AGE
Success Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2010-11
2011-12
2012-13
2013-14
2014-15
19 or less
20 to 24
25 to 29
30 to 34
35 to 39
40 to 49
50+


OVERALL RETENTION RATE BY AGE
Retention Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2010-11
2011-12
2012-13
2013-14
2014-15
19 or less
20 to 24
25 to 29
30 to 34
35 to 39
40 to 49
50+


OVERALL SUCCESS RATE BY GENDER
Success Rate
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2010-11
2011-12
2012-13
2013-14
2014-15
Female
Male
Non-Respondent



There is only one mode of instruction so there will be no discussion of the face to face vs. online method of delivery. As the program has only been back for one year, again, it is difficult to discuss trends as a datum is insufficient but if you look at the years previous to the discontinuation of the program, the data for the current year seems consistent, with a small notable drop by age. The sample size was two, however and that is also not very useful. I would like to point out, however, that the retention rates were quite high for a small program.

4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?

We requested a full time faculty member which is currently in the hiring process. We also requested all of the equipment for ADJ 14 which was offered and cancelled due to low enrollment so it is unclear at this time if the resources were helpful. Due to a grant, the chair was sent to the AAFS meetings to promote the program to burgeoning students and provide recommendations to student mentors. Recruitment of quality faculty applicants was also done.

5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Strategic Plan/Educational Master Plan?

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
Implement an ADT	The COR and requirements have been submitted. After it is approved, we will make sure the students and the community partners know it is available.	1:7, 10 This will increase students who have a goal and complete 15 units as well as provide a degree beyond the certificate.	No
Implement an assessment plan	Coordinated assessment will begin in Fall of 2016	5:1-3. Assessment of student learning in classes and programs.	No

**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

Norco College Annual Instructional Program Review Update

Unit: _ADJ_____
Contact Person: ___Gray_____
Date: _4/18/16_____

Current Human Resource Status

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

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
	0	3

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

Unit Name: __ADJ_____

7. Staff Needs

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

List Staff Positions Needed for Academic Year_____2016-2017_____ Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	**Indicate (N) = New or (R) = Replacement**	**Number of years requested**	**Annual TCP***
1. Full time IDS Justification: Our IDS has been on medical leave and we were short staffed to begin with. We need at least one more full time IDS and potentially we need three	**NR**	**1**	**84,547 per position**
2. Justification:			
3. Justification:			
4. Justification:			
5. Justification:			
6. 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.

[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.

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: __ADJ_____

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

List Equipment or Equipment Repair Needed for Academic Year__2016-2017_____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes		Annual TCO*			
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	EMP GOALS
1. Fume hood Justification: To keep our students and faculty safe from dangerous chemicals used in evidence processing	**I**	**1**	**9000**	**1**	**9000**	**7:5**
2. Justification:						
3. Justification:						
4. Justification:						
5. Justification:						
6. Justification:						

[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.

*** 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: _____*ADJ*_____

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

List Professional Development Needs for Academic Year_____. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	**Annual TCO***			
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**
1. Attendance at the American Academy of Forensic Sciences Meeting Justification: Attendance at this meeting is important to strengthen relationships and create partnerships with Law Enforcement.	**2,000**	**2**	**4,000**	**4:2,4,6**
2. Justification:				
3. Justification:				
4. Justification:				
5. Justification:				

[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.

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.

2016

Unit Name: ___ADJ_____

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

List Student Support Services Needs for Academic Year_____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.	**EMP GOALS**
1. 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.

[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.

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

Unit Name: _____*ADJ*_____

11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]
** For immediate hazards, contact your supervisor ** N/A

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**
1. 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.

Rubric for Annual Instructional Program Review - Part I only

Discipline: ADJ Contact Person: Gray

Reviewer: Average Score:

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

Additional comments:

II. Norco College - Annual Assessment Update
USE ASSESSMENT DATA FROM fall 2014-spr 15

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

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

No Assessment was completed due to lack of full-time leadership. The chair of the Department was unable to coordinate any efforts to assess any of the courses which are in need. This will be rectified this academic year.

Course number	SLO **Initial Assessments** Indicate which specific SLOs were assessed in the identified course	Semester assessed	Entered into TracDat fields Yes or No	SLOs with **Changes Made** to course Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified **Changes** Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed) Provide clear reasoning as to why loop closed	SLOs involved in **Loop-Closing** assessment Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed

2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

   To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:
   Initial assessment for GE PLO Information Competency and Technology Literacy
   Closing Loop for GE PLO Self Development and Global Awareness
   A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts
   A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

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

   b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

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

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

Course	**Changes Made** **Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken**	**Impact of changes on student learning, engagement, and/or teaching**

	Choose an item.	
	Choose an item.	
	Choose an item.	
	Choose an item.	

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

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document)

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

Resources State the resources identified to support student learning and/or faculty development	**Assessment** Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	**Reasoning** Briefly explain what you learned in the assessment that indicates the resource might be beneficial

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

2016

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

Assessment Unit Name: _____ Average score _____

	0	1	2	3	Comments
Initial SLO assessments	No evidence provided 0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results) 1	Clear evidence of on-going SLO assessment (1 complete assessment) 2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments) 3	
Loop Closing Assessments	No evidence provided 0	Limited evidence of Loop-closing assessment (Course identified as "loop-closed", but no Change Plan identified, or reasoning provided) 1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of "loop closed" for at least 1 initial assessment) 2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for "loop closed" for multiple initial assessments) 3	
Assessment input into TracDAT	No assessments in TracDat format or Repository	Assessment completed are in word/pdf in Document Repository 1	Assessments identified have Assessment Plan, but not all have Results 2	All identified assessments have a complete report (Plan and Results) in TracDat data field) 3	
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No attempts to change any courses, teaching approaches, and **no** clarification or reasoning as to why not 1	Evidence of an attempt to implement a change in a course or teaching approach provided, **or** simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses or teaching approaches, **or** clear and supported clarification why no improvement is needed 3	
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline, department, college 1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college 2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college 3	
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '14-spr '15 1			
Total for Each Column					