NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: Humanities

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: Diane Palmer

Due in draft: March 15, 2015

Final drafts due: April 29, 2015

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

Form Last Revised: December 2014

Norco College

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

Annual Instructional Program Review Update
Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted *in draft* every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

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

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

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

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

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

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Mission

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

Vision

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

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

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

Goal 3: Increase Student Access

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

Goal 4: Create Effective Community Partnerships

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

Goal 5: Strengthen Student Learning

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

Goal 6: Demonstrate Effective Planning Processes

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

Goal 7: Strengthen Our Commitment To Our Employees

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

I. Norco College Annual Instructional Program Review Update

Unit: _Humanities_____
Contact Person: __Diane Palmer_____
Date: __3/10/15_____

Trends and Relevant Data

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

   a. Has your unit shifted departments?

   b. Have any new certificates or complete programs been created by your unit?

   c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

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

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	64.73%	70.13%	74.93%	78.30% **+3.37**
Face-to-Face Lecture	75.46%	77.37%	77.63%	78.30% **+0.69**
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	41.37%	47.59%	56.99%	0.00% **-56.99**

Success has improved over 3 % overall. I am puzzled by the lack of data for Online/DE classes, as the Fall 13 schedule lists two sections of Hum 4 Online. This issue notwithstanding, success overall continues upward gradually and can be attributed to natural year by year fluctuations.

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	79.01%	80.97%	85.63%	88.65% **+3.02**
Face-to-Face Lecture	87.64%	87.43%	87.36%	88.65% **+1.29**
Hybrid	0.00%	0.00%	0.00%	0.00%
Online/Distance Education	60.24%	60.84%	74.19%	0.00% **-74.19**

Retention has improved overall 3% from the previous (2012-13) year. Again, lacking data for Online/DE sections I have no basis for speculation. Overall improvement can be attributed to natural year by year fluctuations, and perhaps the retirement of FT faculty at end of Fall 13, with Spring 14 classes staffed by adjunct instructors (and no online sections) slightly altered the upward trajectory.

Term	Efficiency
Fall 2012	655.733
Winter 2013	330.000
Spring 2013	861.786
Summer 2013	0.000
Fall 2013	789.212
Winter 2014	892.667
Spring 2014	666.080
Total	694.248

Overall efficiency rates remain static over the current (2013-14) period as compared to the previous (2012-13) one. However Winter 2014 shows a dramatic increase over the previous corresponding (Winter 2013) rate, increasing from 330 to 893. Fall 13 versus Fall 12 shows an increase, from 656 to 789. Spring 2014 shows a decline in efficiency relative to Spring 13 (from 862 to 666).

Course Rotation: I would like to modify the course rotation schedule to allow for inclusion of one face to face and one online section of, alternately, Hum 4 and 5 (Arts & Ideas) over the next year, and as enrollment allows, consider these, along with Hum 10 as "core courses," and offer them in a more balanced way. The prior discipline leader structured course rotation to include more sections of Hum 10: World Religions (6 sections in Fall 2014) and only one or two sections of Hum 4 and 5 alternating in the Spring and Fall semesters.. Hum 4 and 5 are central humanities courses which, along with Hum 10, satisfy requirements from List C of the Philosophy ADT. As such, Hum 4 or 5 should be available for students to take each semester.

Hum 4, 5 and 10H will be offered each semester on a rotating basis as arranged by the Honors Dept. at Norco.

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In keeping with efforts to shift toward a more balanced approach between religious studies and arts-based humanities courses, I would like to offer specialty courses as follows:

- **Humanities 23 (Bible as Literature) will be offered alternate fall semesters on a three-year rotation.**
- **Humanities 11 and 35 (Religion in America, Philosophy of Religion) will alternate in spring semesters on a three-year rotation.**
- **Humanities 8 and 18 (Mythology, Death) will alternate (according to student interest) in fall semesters on a two-year rotation**

This modification will allow for the addition of a Hum 4/5 section on alternating semesters, until more Hum sections can be added overall.

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

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
To maintain the integrity of the discipline by consistently maintaining basic courses and offering specialty courses on a set one year rotation.	Monitor semester course offerings by section and total number	Goal aligns with College Mission to "provide foundational skills and pathways to transfer" and with all the Core Commitments, particularly 1-7	Not limited to DE
To continue the cycle of regular program and course assessment to ensure program quality and enhance student learning	Conduct regular course and program-level assessments to comply with mandated standards and goals for assessment & program review. (linked to comprehensive goals)	Goal aligns with EMP Goal 4, to "Enhance academic programs and the learning environment to meet student and community needs." Also aligns with Core Commitments 1, 2 , 5 and 6.	Not limited to DE
Continue to improve retention and success in all courses	Assessment and dialog with associated faculty in Spring and Fall 2015	Strengthen student learning Goals 1, 5, and 6	Not limited to DE
Continue to improve retention and success for distance education courses	Continued refinement of online courses to address problematic issues. Inclusion of more video material (see #8 request below)	Strengthen student learning Goals 1, 5, and 6	Pertains to DE only

**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."*

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Norco College Annual Instructional Program Review Update

Unit: __**Humanities**_____
Contact Person: ___**Diane Palmer**_____
Date: ____**3/10/15**_____

Current Human Resource Status

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

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Humanities	**1 (Spring 13 only)**		**1(Spr 13 only, FT faculty member)**
		5	

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

Unit Name: ___ **Humanities**_____ _____

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

List Staff Positions Needed for Academic Year_____ **Please justify and explain each faculty request as they pertain to the goals listed in item #3.** Place titles on list in order (rank) or importance.	**Indicate (N) = New or (R) = Replacement**	**Annual TCP***	**Distanced Education**
1. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

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

Requests for staff and administrators will be sent to the Business and Facilities Planning Council. Requests for faculty will be sent to the Academic Planning Council.

Unit Name: ____**Humanities**_____

[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.

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

List Equipment or Equipment Repair Needed for Academic Year_____ **Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.** Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. Better computer connection to projector in ATEC 211 **Reason: Unreliability of connection hampers effective teaching/learning, and is a safety hazard due to cords in teacher's area**	**I**		**1**		**5** Strengthens student learning **7,** employee relations	
2. Reason:						
3. Reason:						
4. Reason:						
5. Reason:						

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

6. Reason:						

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

Unit Name: _____**Humanities**_____

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

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

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

5. Reason:					
6. Reason:					

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

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

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Unit Name: __**Humanities**_____

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

List Student Support Services Needs for Academic Year__2105 - 2016_____ 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. Maintaining two copies of all texts used in all courses in the Norco College Library. Most recent edition is NOT necessary. Aligns with Goal/Core Commitment #3. **Reason: To enable students to start and/or continue assigned readings when they cannot afford to buy a textbook or have lost or had a textbook stolen.**	**Student retention & success (5)**	**Student access (3) and success (5)**
2. Subscription to a video service such as Films on Demand, which provides web-based video delivery system from the Films Media Group. Aligns with Goal/Core Commitment #1.9 and #5. Cost for one year through CCLC is $7,220.00 **Reason: To provide high-quality educational videos in the humanities and world religions for students, especially in distance ed sections, where current offerings (Youtube, etc.) are not always of reliable quality nor availability and seldom meet Section 508 compliance of the ADA.**	**Strengthen student learning (5)**	**Strengthen student learning (5) , access (3)**
3. Reason:		
4. Reason:		

[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.

5. Reason:		
6. Reason:		

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

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

Unit Name: _____

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

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. Reason:					
2. Reason:					
3. Reason:					
4. Reason:					

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

5. Reason:					
6. Reason:					

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

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Rubric for Annual Instructional Program Review - Part I only

Discipline: Humanities

Contact Person: Diane Palmer

Reviewer:

Average Score:

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

Additional comments:

II. Norco College - Annual Assessment Update

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

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

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

Course number and name	SLO ***Initial Assessments*** and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with ***Improvements identified*** (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in ***Loop-Closing*** assessment (state SLO and effect)
Hum 10/10H	**SLO 3, SLO 4**	**none**	**SLO 3, SLO 4. Post-course assessment produced impressive results, indicating students had achieved objectives of target SLOs, that they were appropriate to the course and should be retained without change.**	**none**
To be completed for other classes after rough draft review				

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

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	**0**	**0**	**0**

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

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
0	**0**	**0**	**0**

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching. **Development of a specifically directed post-course prompt in the form of an essay question on the final exam enabled the instructor to better assess student achievement of the target SLOs**.

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

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? **This assessment was completed by Bonnie Pavlis, who shared it with adjunct instructors and is now sharing it with me via her report.**

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

   N/A

7. What additional support, training, etc. do you need in the coming year regarding assessment**? I plan to attend training sessions on using the TrakDat system, and will continue to ask questions when necessary as I conduct my own course assessments.**

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

Assessment Unit Name: _____ Average score _____

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