NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: _____BIO, MIC, HES_____

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: _____Barbara Kathleen Moore_____

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**

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: ___BIO, MIC, HES_____

Contact Person: _____Barbara K. Moore_____

Date: _____4/27/15_____

Trends and Relevant Data

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

   a. Has your unit shifted departments? N/A

   b. Have any new certificates or complete programs been created by your unit? The AS-T in biology was approved during the 2014-2015 academic calendar year on March 10th 2015 for Norco College.

   c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. The STEM grant which was mentioned in the 2014-2015 program review was executed and as a result the biology department received its' departments first mammalian cell incubator and the media with which to grow up cells for major's level biology. This grant also allowed the department to obtain new slides for biology 12 and order supplies for biology 11. Our unit is also offering Supplemental Instruction (SI) for Biology 1. The SI instructor holds two hours of study sessions each week in addition to attending one lab section per week. This SI will last for the 2015 -2016 academic year. Currently data is being collected by the STEM employees who will correlate student attendance in these SI sections with student success. Hopefully, SI instruction will be able to continue beyond 2016 if a new 5 year grant is awarded.

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.**

   See attached sheet.   One major change was a 10% increase in both success and retention for biology. The majority of students served by this unit must complete biology 1, either for GE requirements or for entrance into courses required for allied health fields.

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
Increase enrollment in Major's Courses	Our unit needs to develop student outreach and make students aware of these courses. This will involve collaboration with STEM and the counseling department.	Goal 1 in the college's Goals & Strategies	NO
Increase the diversity of Biological Science classes offered	Our unit needs to develop such courses for Norco College. The main constraint to this development is our units' current teaching requirements. In order to implement this we would require other instructors or we would need to offer less courses of biology 1. This would open the time slots and lab space necessary for other courses.	Goal 1 in the college's Goals & Strategies	NO

Increase %of students getting an AST in Biology	After our unit discussed this matter we feel that increasing student awareness is the key. Our unit needs to meet with STEM and the counseling department in order to recruit more students into the biological sciences. Additionally our unit is discussing the development of a new summer outreach program which could increase student interest in the biological sciences. Several names have been discussed for this program, such as JOBS (jobs of biological sciences) or SIS (Success in Science). The details of these programs are being worked out now and will be presented to the appropriate committees.	Goal 1 in the college's Goals & Strategies	NO
Increased retention and success rates	Our unit is constantly revising course materials and introducing new technologies for the improvement of student success.	Goal 1 in the college's Goals & Strategies	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: ___BIO, MIC, HES_____

Contact Person: _____Barbara K. Moore_____

Date: _____4/27/15_____

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
BIOLOGY	3	3	None
MICROBIOLOGY	2 (BOTH ALSO IN BIO)	0	None
HEALTH SCIENCE	1 (FROM KIN)	6	None

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
Lab services technicians	4	0	None

5. Staff Needs

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. Biology Instructor <u>Reason:</u> In order to offer more course diversity and expand course offerings into zoology, marine biology, and natural history.	N	45 -75K	NO
2. Chemistry Instructor <u>Reason:</u> Chemistry 1A is a prerequisite for the Biology majors' sequence. Chemistry courses in general highly impacted courses. Students are having difficulty completing the necessary requirements necessary to move forward with their majors courses. Additionally, multiple chemistry courses are required for most science majors and our college needs to offer more sections of these courses.	N	45-75K	NO
3. Health Instructor <u>Reason:</u> Our unit has only one full time health instructor from the KIN unit and the rest of the courses are taught by part-time instructors	R	45-75K	NO

* 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 <u>must</u> 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.

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[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.

6. Equipment (including technology) <u>Not</u> 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. GREENHOUSE RETRACTABLE SHADES <u>Reason:</u> Our unit offers major's level biology, botany, ecology, and field botany. The greenhouse for this unit is NOT USABLE in its current condition and the institution does not allow this greenhouse to be whitewashed. The climate of our area limits the use of this greenhouse space. This institution must obtain shades for the greenhouse or allow whitewashing. Failure to obtain this equipment wastes a valuable learning resource	I	$40,000	1	$40,000	1	NO
2. WHITEWASHING GREENHOUSE Reason: As stated above the greenhouse space is not usable due to high temperature for fall classes and can only be used early in the semester for spring classes. The cost of materials in minimal; however the labor cost are not know at this time.	I	$5000	1 per year	$5000	1	NO
3. PROFESSIONAL PLANT PRESS <u>Reason:</u> Needed for botany, field botany, and major's level biology. This equipment will allow the preservation of plant tissue for identification, taxonomy, and other pertinent information to be gathered by the students involved in plant projects.	I	$100.	16	$1600.	1	NO
4. TISSUE CULTURE SUPPLIES <u>Reason:</u> Our unit has an exceptional major's level biology course, which exposes students to a myriad of highly technical cell and	I	$7000.	1	$7000.	1	NO

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[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.

molecular biology techniques. In order to develop an intensive semester long project involving cloning efficiencies and mutation frequency coupled to DNA analysis, our unit requests an increased supply budget for Biology 11 and 12. Our unit has suffered a significant loss of budget resource during the financial crisis which has never been replaced. Our unit is unable to use all of the equipment (such as tissue culture hoods) as our unit does not have the budget necessary for the upkeep of ongoing supplies.						
5. NEW AND REPLACEMENT SUPPLIES FOR MICROBIOLOGY Reason: Our unit needs an increased supply budget for microbiology in order to allow students to perform the biochemical test used during the analysis of microbial unknowns. Our unit would also like to perform new biotechnology labs. These labs would include but are not limited to PCR, ELISA, Gel electrophoresis, and DNA sequencing	**I**	**$5000.**	**1**	**$5000.**	**1**	**NO**
5. Reason:						
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.

7. 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. Environmental Mutagens and Genomics Society Reason: In order to keep current in our field of study scientific conferences are an important resource. The theme of the EMGS 46th Annual Meeting is "Research, Education, and Policy in Concert," emphasizing the synergistic relationships enabled through EMGS. Sep 26-30th.	**$2000.**	**2**	**$4000.**	**1**	**No**
2. Ecological Society of America Reason: Keep current on the most exciting ecological issues and discoveries. The need for sound ecological science is critical and this conference is Aug 9-14th.	**$2000.**	**2**	**$4000.**	**1**	**No**
3. American Association of Immunologist Reason: See above. There are many specific conferences that would be of value to our unit and the students it serves.	**$2000.**	**2**	**$4000.**	**1**	**No**
4. OTHER SCIENTIFIC CONFERENCES Reason: See above. There are many specific conferences that would be of value to our unit and the students it serves.	**$2000.**	**2**	**$4000.**	**1**	**No**
5. 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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[3] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: _____

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_____ 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. Supplemental instruction for microbiology, and biology 1. Reason: Our unit serves approximately 600 students in biology 1. Our unit needs instructional support and much better tutoring services for these courses. Our unit also completely lacks tutoring or any kind of instructional support for microbiology. If we are committed to student success then tutoring services is required. However, often our instructors do not know the tutors or in the case that we do know the SI instructors they change from one semester to the next. This rotation does not allow for a fully developed supplemental instruction program. To solve this problem our unit may require additional funds to tutors.	**Goal 1**	**No**
2. 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.

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[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.

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.Repairs to Microbiology Lab Reason: This lab is not holding up well through student use continues. Students sometimes spill stains onto the new tiles and when this occurs (usually one a year) the tiles are permanently stained. The counter tops in this room face similar wear and tear issues.	**Unknown**	**NA**	**NA**	**Goal 1**	**No**
2. Reason:					
3. Reason:					
4. Reason:					
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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[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: Contact Person:

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)

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

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

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.

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.

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?

   Our assessment data has been discussed in our department at Norco College.

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

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

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		