Unit: _GEG = GEOGRAPHY

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: _Joe ECKSTEIN

f you are CTE:j   ET   /7C   /Link <</MC

Form Last Revised: December

KTd Tj EMC /P <d

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 necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office sta).

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

Unit Name: __GEG/ECKSTEIN/NORCO _____

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

List Professional Development Needs for Academic Year___2015-16_____. 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:					
5. Reason:					
6. Reason:					

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[3] If your SLO assessment results make clear

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be m

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

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

Course number and name	SLO *Initial Assessments* 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)
GEG 1		SLO 1		
		SLO 4		

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.
GEG 1. In Physical Geography, it was noted that final exam results were worse than content tests immediately before final exam. The last teaching day before the final exam, students can opt for a three minute presentation on a topic that is covered in the final exam. Students can also opt for the traditional final. We will assess the success of this venture.

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

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

	0	1	2	3
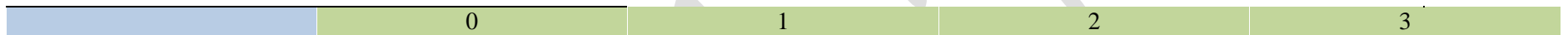
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14 1		