INSTRUCTIONAL PROGRAM REVIEW

Annual Program Review Update

Unit: __LOGISTICS__

Campus: ____NORCO__

Contact Person: __Rex Beck___

Submitted: March 2, 2007

Riverside Community College District
Office of Institutional Effectiveness

Web Resources: http://www.rccdfaculty.net/pages/programreview.jsp

Last Revised: November 3, 2006

Annual Program Review Update

Instructions

The Annual Self-Study is conducted by each unit on each campus and consists of analysis of general changes, staffing, resources, facilities, equipment and other needs. It should be **submitted *or* renewed every year by March 15th** in anticipation of budget planning for the next fiscal year which begins July 1st.

The questions on the subsequent pages are intended to assist you in planning for your unit. **If there is no change from your prior report, you may simply resubmit that report (or any portion that remains constant) from the prior year with a <u>new date</u>.**

Please include pertinent documents such as student learning outcomes assessment reports and data analysis supporting any requests for new faculty, facilities or equipment. You are encouraged to use lists, tables, and other formatting to clarify your requests and make them easy for large committees to review quickly. If there may be negative consequences for enrollment, safety or other important concerns please make this known in context.

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, campus, 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, the Administrative Support Center can adjust the document for you. Simply add responses to those questions that apply and forward the document to the Administrative Support Center with a request to format it appropriately.

Please retain this information for your discipline's use and submit an electronic copy to the Office of Institutional Effectiveness (institutional.effectiveness@rcc.edu). The Office of Institutional Effectiveness will distribute it to the relevant offices and committees.

Note: All Data will be preloaded into these forms by Institutional Research

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Trends and Relevant Data (part 1)

1. Has there been any change in the status of your unit? (**if not, skip to #2**)

<u>NO</u>

    a. Has your unit shifted departments?

    b. Have new programs been created by your unit?

    c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.

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Trends and Relevant Data (part 2)

2. Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline?

Top Enrolled Courses	Enrolled Spaces – Fall 05	Change from Previous year	Valid Grades[1]	Retention[2]	Success[3]
Principles of Logistics	24	10	24	100.0%	83.3%
Introduction to Purchasing	20	6	20	90.0%	70.0%
Contracts	14	-1	14	92.9%	92.9%
Freight Claims	12	-2	12	91.7%	91.7%
TOTAL Logistics	70	13	70	94.3%	82.9%

Data in the table above reflect a significant increase in enrollment, but still well within the capacity of existing faculty and facilities. The number of valid grades, retention rate, and success rate statistics all present a positive picture of program performance.

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[1] **Valid grade notations**: A, B, C, D, F, CR, NC, W, FW, I or IX (Incomplete).

2 **The Retention Rate** is computed based upon the percent of students retained in courses out of the total enrolled in courses. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100:
- Numerator: Number of students (duplicated) with A, B, C, D, CR, NC, I
- Denominator: Number of students (duplicated) with A, B, C, D, F, CR, NC, W, I

3 **Success Rate**: Percent of students successful in courses out of total enrolled in courses. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100
- Numerator: Number of students (duplicated) with A, B, C, CR
- Denominator: Number of students (duplicated) with A, B, C, D, F, CR, NC, W, I

Data in the table above was loaded by Institutional Research. Classes within the Logistics Management Program at Norco are actually scheduled according to the course rotation plan below:

Fall Semester	Spring Semester
Back-to-Back (8 weeks each) 1. BUS 80 - Principles of Logistics (Hybrid - 3 units) 2. BUS 87 - Purchasing (Online - 3 units)	Back-to-Back (8 weeks each) 1. BUS 85 - Warehouse Management (Hybrid -3 units) 2. BUS 90 - International Logistics (Online - 3 units)
Back-to-Back (8 weeks each) 1. Freight Claims (1.5 units) 2. Contract Management (1.5 units)	Back-to-Back (8 weeks each) 1. Inventory Control (1.5 units) 2. Computerized Logistics (1.5 units)
	1. Transportation and Traffic Management (Hybrid - 3 units)

- Occupational Programs must review the update of their labor market data provided by Institutional Research to illustrate that their program:

  1. Meets a documented labor market demand
  2. Does not represent duplication of other training programs (in the region)
  3. Is of demonstrated effectiveness as measured by the employment and completion success of its students

- These three issues are addressed below:

LABOR MARKET DEMAND

In 2004 the California Employment Development Department found that the Logistics sector's average 2003 Inland Empire pay was $37,161 above either manufacturing (*$36,704*) or construction (*$35,373*). The Inland Empire Logistics Industry stands to gain as many as 1,000,000 new jobs from now to 2030. (Dr. John Husing, Business Press, September, 2005, International Trade, Blue Collar Workers & The Inland

Empire's Future).

Logistics has been a strong growth industry in the Inland Empire for many years.

A continuation of this vigorous growth pattern can be expected due to expansion of international trade, our west coast location, proximity to deep water ports in LA/Long Beach, lower land and labor costs compared to coastal counties, and the fact that retailers can save 18-20% of inventory cost by managing goods from Southern California instead of Asia (Dr. John Husing, October 19, 2006 presentation: I-215 South Corridor).

The RCC Logistics Management Program hosts both an industry advisory committee and focus groups to track and respond to trends. Although industry trends appear to indicate a continuing need for Logistics Management education, expansion of the Logistics Management Program to accommodate future industry demands appears to be practical without significant resources beyond instructor time and room space.

DUPLICATION OF OTHER PROGRAMS

The Logistics Management Program at Norco does not appear to duplicate other training programs in the region.

Valley College offers logistics training from a more vocational perspective (diesel repair, entry-level warehousing, etc.). Chaffee College has an approved Business Administration Concentration in Logistics, but indications are that specialized logistics course offerings may not be continued.

Cal Poly offers logistics courses, but these are nested within the Operations Research Department, and do not address the management of logistics operations as does the Program at Norco. Both UCR and CSUSB list Logistics Management or Supply Chain programs as being offered by their extension education affiliates, but these extension programs have been or are in danger of cancellation.

PROGRAM EFFECTIVENESS (EMPLOYMENT AND COMPLETION SUCCESS

Although there is much antidotal evidence indicating the Logistics Management Program at Norco is highly effective with respect to employment, there is a lack of objective date to support this observation. Support from Institutional Research may be required to develop and maintain the database necessary to monitor employment success of Program graduates.

Likewise, casual observation indicates a rather high completion success rate among Logistics Management students, but data is also lacking to support this observation. Support from Institutional Research may also be required to develop and maintain the database necessary to monitor completion success rates among Program participants.

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Other Resources

3. Do you have new needs (professional development, library resources, and so forth) not previously required by the discipline? Please describe.

None not previously required by the discipline.

4. Does your discipline need additional support from Student Services beyond that previously provided?

No need for Student Services beyond that previously provided has been identified.

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Learning Outcomes Assessment Update

[Units that perform these functions at a district level may use the same comment for all campuses.]

On February 10, 2006, the RCC Business Discipline adopted the following student learning outcome standards for the Logistics Management Program (see ATTACHMENT B):

LOGISTICS MANAGEMENT CERTIFICATE

Upon successful completion of the Logistics Management Certificate, students should be able to:

1. Analyze the business elements that comprise the logistics function.
2. Examine warehouse operating and service procedures.
3. Formulate purchasing decisions
4. Compare different modes of transportation
5. Explain procedures for filing freight claims
6. Analyze types of freight and logistics contracts and their provisions.
7. Diagnose logistics software selection and implementation procedures.
8. Explain the workings of inventory management systems.

BUSINESS ADMINISTRATION CERTIFICATE WITH LOGISTICS MANAGEMENT CONCENTRATION

Upon completion of Business Administration certificate, students should be able to:

1. Use technology to analyze business decisions and to enhance business communications
2. Apply basic business and accounting calculations and analyses
3. Have an understanding of legal practices relating to business
4. Apply sound management practices

LOGISTICS MANAGEMENT CONCENTRATION

> In addition to outcomes from the core Business
> Administration courses, and upon successful completion of
> the Logistics concentration, students should be able to do 4
> to 6 of the following eight things:
>
> 1. Analyze the business elements that comprise the logistics
>   function.
> 2. Examine warehouse operating and service procedures.
> 3. Formulate purchasing decisions
> 4. Compare different modes of transportation
> 5. Explain procedures for filing freight claims
> 6. Analyze types of freight and logistics contracts and
>   their provisions.
> 7. Diagnose logistics software selection and implementation
>   procedures.
> 8. Explain the workings of inventory management systems.

5. How has your unit been engaged this past year in assessing student learning?

   a. Summarize your results (whenever possible, provide documentation of student
      learning in your discipline and evidence that assessment data has been generated).

   b. What did your unit learn from these results that enabled you to improve
      teaching and learning in the discipline?

   c. How have part-time faculty been made aware of the need to assess student learning
      outcomes and been included in assessment activities?"

Student Outcomes & Assessment

At its December 1, 2006, meeting the Business Discipline agreed
to reviews its outcomes in two ways: Statistical Data Analysis
and by assessment of the student learning outcomes of specific
courses. As part of the Business Discipline, the Logistics
Management unit participates in these reviews.

Statistical Analysis of Data

Dr. Ron Pardee prepared a statistical Data Analysis of the raw
data relating to enrollments and program completion in Business
and Accounting, 2001 - 2005. This report was used the Discipline
to assess a variety of factors. The summary report of this
analysis is provided as **ATTACHEMNT A**.

During the opening day discipline meeting of fall 2006, the
discipline reviewed and discussed process behavior charts in an

attempt to evaluate the system performance of the business discipline across all three campuses and all major courses.

Knowing what average performance (statistically known as 'expected performance') was over the 2001 – 2005 period, we compared all other data to those "expected" values. Statistical Significance was chosen to be at the .01 level. That means that any performance was considered not statistically significant unless it was either above or below the 99.73% level. This can be seen in the attached Process Behavior Charts (Appendix D) as the upper and lower control limits of the data studied. Each chart set had specific discussion questions attached and the discipline faculty openly discussed why the performance differed from the expected performance.

The discussion of the thirty statistical charts created focused on the very preliminary view of "what do you see in the data" and "what could have caused the results seen". The actual discussion questions for each of the thirty points of analysis are listed below the graph of the data in question. All of the data was fall to fall comparisons. There was even some discussion of "points of interest" even if some of those points were not statistically significant. The level of significance used was at the .01 level, meaning that the data needed to be at three standard deviations away from average to constitute 'significance'.

♦ We saw that enrollment was the highest in 2003 but was not statistically significantly different from the overall average. There was also no statistically significant points when we looked at the students who earned valid grades. The overall percentage of students with valid grades gave us a point of comparison for each program area.

♦ The discipline discussed what might cause the percentage of valid grades to be lower than average for Accounting 1A but higher than average for 1B. The general consensus was the poor preparation for entry into 1A and the "survivor" factor as the cause of higher than expected rate for Accounting 1B. Business 18A & 18B both had a higher than expected percentage of valid grades. While there was extensive discussion, the discipline did not formulate any hypothesis. It was decided that further discussion and deeper investigation would benefit our understanding. No action was taken.

♦ When comparing the ethnicity of students, African American students obtained valid grades at a significantly lower level that should be expected. Asian students had a higher than expected percentage. No other grouping showed significance, including gender. While the data was not surprising, we were unable to come to a point where we might take action. We did

discuss the fact that this data supported the need for such projects as UJIMA and the Learning Community project.

♦ Since there was a significantly higher percentage of students with ed goals of AA or BA, the discipline has been actively trying to get all of our students to declare their major and establish an Ed. Plan to complete their AS degree.

These were the only actions taken after discussion. Further study would be appropriate, but the resources necessary to make full (and continued) use of this data are not available to the discipline.

Assessment of Selected Course:

The Business Administration Discipline has made significant progress in assessing mastery of Student Learning Outcomes (SLO's) for its introductory, or gateway, courses.

At its December 1, 2006, meeting the Business Discipline established a rotation for review of student learning objective accomplishment in specific course. All courses in the Logistics Management Program are part of this established review schedule. This "SLO Assessment Plan" appears below:

Student Assessment Plan 2006-2010

The discipline adopted the following Student Assessment Plan.[4]

SLO Assessment Plan for Courses

ROUND	COURSES	SEMESTERS
1.	Business 10	Spring 06, Fall 06
2.	Accounting 1A	Fall 06, Winter 07, Spring 07
	Management 44	Fall 06, Winter 07, Spring 07
	Marketing 20	Fall 06, Winter 07, Spring 06
3.	Bus 18 A	Spring 07, Summer 07, Fall 07
	Real Estate 80	Spring 07, Summer 07, Fall 07
4.	All other classes with # 1-30	Fall 07, Winter 08, Spring 08
5.	All other classes # 31-60	Spring 08, Summer 08, Fall 08
6.	All other classes # 61-99	Fall 08, Winter 09, Spring 09
7 – 13.	Repeat the cycle 1-6	

♦ Each course will have a pre-test and post test developed by subject area faculty and reviewed by discipline.

- The pre-test should be administered preferably by the end of the first week of the term but not later than the second week of the term.
- The post test should be administered as close to the final exam session as possible or administered at the same time as the final.
- This could be modified as schedules / course offerings require.
- In some discipline subject areas, with the majority of course offerings in a given range, this schedule could be accelerated (i.e. doing one half of them a round earlier)

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Human Resource Needs

5. Complete the Faculty Employment Grid below (please list full and part time faculty numbers in separate rows):

Faculty Load Distribution in the Unit							
Course	Total Teaching Load for **fall term**	% of Total Teaching Load by Full-time Faculty	% of Total Teaching Load Taught by Part-Time Faculty	WSCH	FTEF	WSCH/FTEF	Explanations and Additional Information (retirement, reassignment, etc.)
Principles of Logistics	0.2	100	0	87.84	0.2	439.20	
Introduction to Purchasing	0.2	100	0	73.2	0.2	366.00	
Contracts	0.1	0	100	21.53	0.1	215.30	
Freight Claims	0.1	0	100	19.88	0.1	198.80	
TOTAL Logistics	0.6	67	33	202.45	0.6	337.42	

Other Logistics courses not listed above include:

Warehouse Management
International Logistics
Inventory Control
Contracts
Transportation Management

6. Do you need additional faculty? If yes, explain why. If a need is not clear based on the data above please include additional data sheets justifying the need.

a. Full-time?

b. Part-time?

The Program Review Narrative for the Business Discipline submitted February 15, 2007, states that the Moreno Valley campus plans to offer logistics courses. There may be some thought that Norco faculty will support logistics offerings at the Moreno Valley campus. The impact is difficult to project, because the specific plans are beyond the scope of this Norco unit, but it is safe to say that additional part-time or full-time (but no more than one full-time) faculty may be required.

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Human Resource Needs (continued)

7. Complete the Classified Staff Employment Grid below (please list full and part time staff numbers in separate rows: No classified staff is dedicated to this unit's activities.

Staff Employed in the Unit				
Assignment (e.g. Math, English)	Full-time staff (give number)	Part-time staff (give number)	Gains over Prior Year	Losses over Prior Year (given reason, retirement, reassignment, health, etc.)

8. Do you need more classified staff? - **No**
If yes, explain why and be sure to include data sheets justifying the need.

    a. Full-time?

    b. Part-time?

9. If necessary, to clarify your needs, please comment on current available staff and distribution of FTE's for contract and part-time faculty. Describe strengths and weaknesses of faculty/staff as appropriate to program's current status or future development.

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Campus/Unit Needs Worksheet

FACULTY

This section to be filled out by the unit at each campus	This section to be filled out by Subcommittee					
	Recommend for Approval Status		Degree of Justification (as substantiated by the program review)			
List Faculty Positions Needed for Academic Year_____	Approved	Not Approved	Very High	High	Moderate	Low
1. The need for additional faculty in this unit has not been confirmed.						
2.						
3.						
4.						
5.						

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CLASSIFIED STAFF

This section to be filled out by the unit at each campus	This section to be filled out by Subcommittee					
	Recommend for Approval Status		Degree of Justification (as substantiated by the program review)			
Please list/summarize the needs of your unit on your campus below	Approved	Not Approved	Very High	High	Moderate	Low
List Staff Positions Needed for Academic Year_____						
1. There is no foreseeable need for classified staff dedicated to this unit.						
2.						
3.						
4.						
5.						

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Facilities

10. Comment on facilities the program uses, their current adequacy, and any immediate needs. –
Current facilities are adequate.

Have your discipline's facilities needs changed?
Facility needs for this unit have not changed.

If so, how? Please provide a data-based justification for any request that requires new or additional facilities construction, renovation, remodeling or repairs.

Equipment

11. Have your discipline's equipment needs changed? - **No**

If so, how? Please provide a data-based justification for any request that requires a new or additional budget allotment.

    a.   Is equipment in need of repair outside of your current budget?

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Campus/Unit Needs Worksheet

Equipment

This section to be filled out by the unit at each campus		This section to be filled out by Subcommittee					
Please list/summarize the needs of your unit on your campus below		**Recommend for Approval Status**		**Degree of Justification (as substantiated by the program review)**			
List Equipment or Equipment Repair Needed for Academic Year_____	**Approximate Cost**	**Approved**	**Not Approved**	**Very High**	**High**	**Moderate**	**Low**
1. No need for additional equipment has been identified.							
2.							
3.							
4.							
5.							
6.							

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Campus/Unit Needs Worksheet

Facilities

This section to be filled out by the unit at each campus		This section to be filled out by Subcommittee					
Please list/summarize the needs of your unit on your campus below		**Recommend for Approval Status**		**Degree of Justification** (as substantiated by the program review)			
List Facility Needs for Academic Year_____ **(Remodels, Renovations or added new facilities)**	**Approximate Cost**	**Approved**	**Not Approved**	**Very High**	**High**	**Moderate**	**Low**
1. NO need for additional facilities has been identified.							
2.							
3.							
4.							
5.							
6.							

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Notes:

STATISTICAL ASSESSMENT

Program Review Data Analysis Fall terms 2001 – 2005
Business / Accounting Program Review

The following are Process Behavior Charts which have been used since the 1920's as part of Management Science (the field is now called Operations Management) to evaluate business (system) performance. Each chart is comprised of two graphs. The upper graph is a visual representation of the performance of a selected system over time. Included is the average of the data and two control limit lines. The upper control limit (UCL) and lower control limit (LCL) are the boundaries at which action should be taken if a data point falls outside of either the upper or lower control limit.

The control limits define the "normal" operation of the system represented. It is often referred to as "the voice of the process". The process will continue to operate within these boundaries, unless there are systemic changes made to narrow the control limits, or there is a unique occurrence which influenced the system.

The first three charts are taken from the current program review data found at http:www.rccdfaculty.net/pages/programreview.jsp and represent the total enrollments across the district in Business and Accounting courses and the number (as well as percentage) of students with valid grades in the courses included in the data. A valid grade is defined as; A, B, C, or CR.

The purpose of this document is to provide a starting point for discussion regarding current performance and opportunities for change.
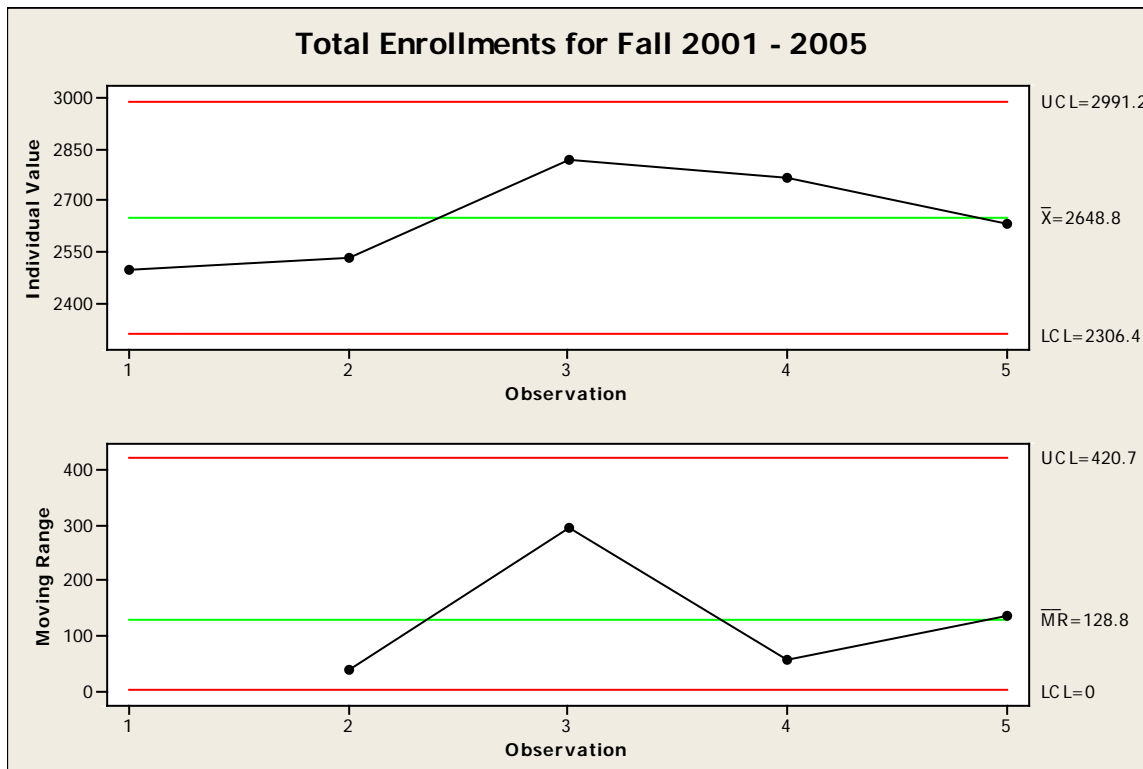
Chart 1 Total enrollment in Business/Accounting courses for fall terms 2001, 02, 03, 04 & 05

Chart 1 Discussion points:

1. The average enrollment over the five year period, 2001 – 05 is 2649
2. The UCL & LCL limits represent the points where 99.7% of the time all data will fall between these limits. The limits for this data are, UCL = 2991, LCL 2306. That means that there is less than .3% chance that we will exceed 2991 enrollments or be less than 2306.
3. The lower graph on chart 1 is the "Range" chart. This chart indicates that the average change in enrollment should be expected to be 129 enrollments with a maximum change of 421.
4. While it is not statistically significant, what happened in fall of 2003?

Students with Valid grade for Fall 2001 - 2005
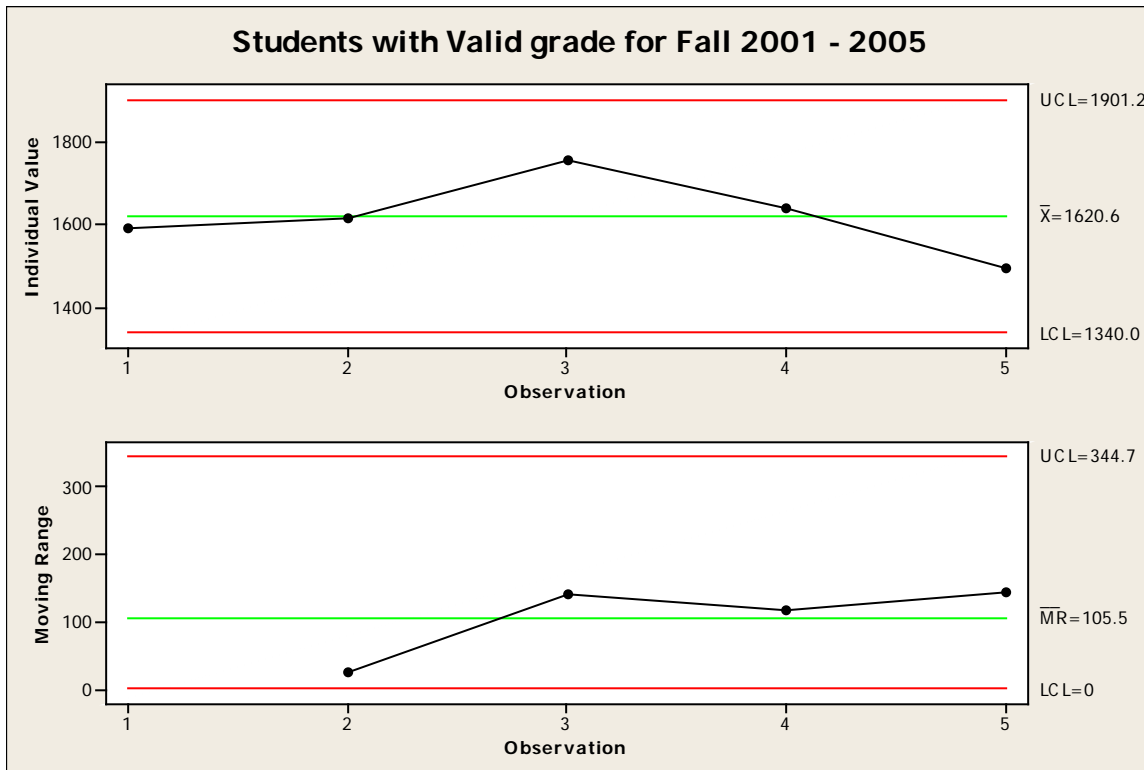
Chart 2 The number of Business / Accounting students with a grade of A, B, C or CR

Chart 2 Discussion points:

1. This is simply the number of students with "Valid" grades at the end of the semesters.
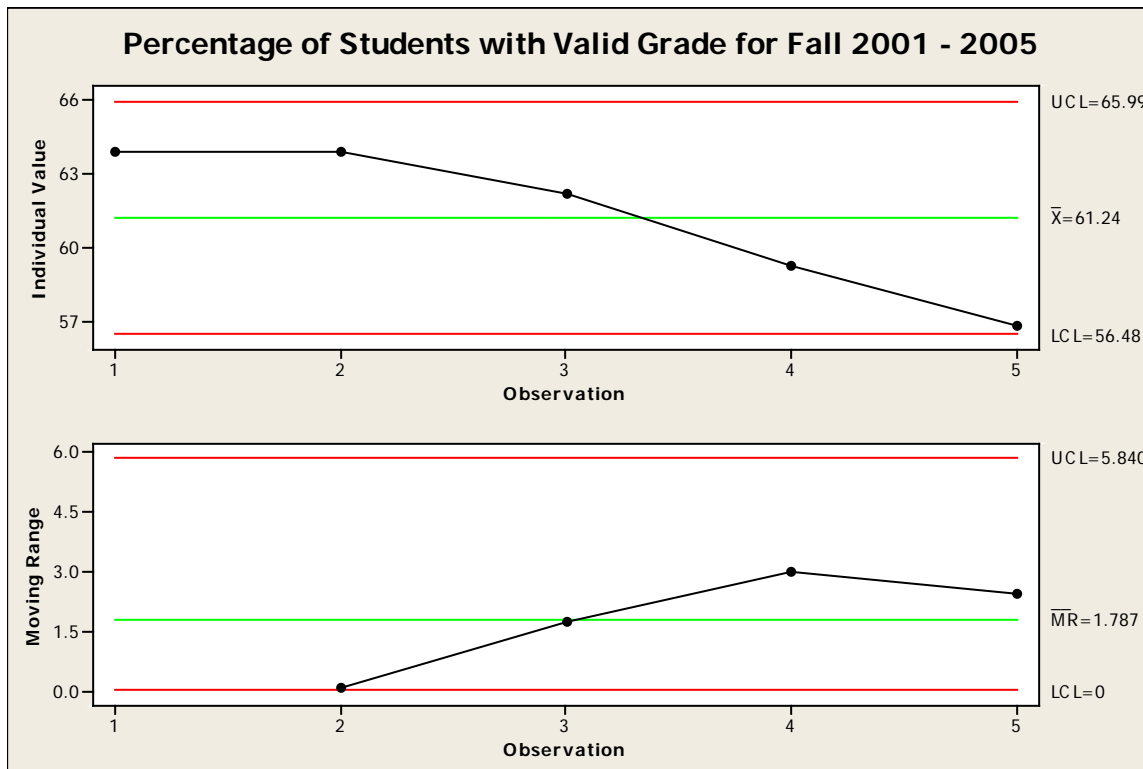
Chart 3 Percentage of students with valid grades

Chart 3 Discussion points:

1. This system will produce 61% of our students getting a "valid" grade. This chart also says that (with this system) there is less than .15% chance of more than 66% will succeed. By the same token, there is less than .15% chance that fewer than 56% will succeed.
2. This is the overall picture. It says, based on the data for the past five fall semesters, 61% (plus or minus 4.47%) of all of the students in Business and Accounting courses will end the semester with a valid grade.
3. Since this is our overall performance, we can compare success in any course (or even section) to determine significant (above 66% or below 56%) differences.

Percentage of Students with Valid Grade for Fall 2001 - 2005 ACC 1A
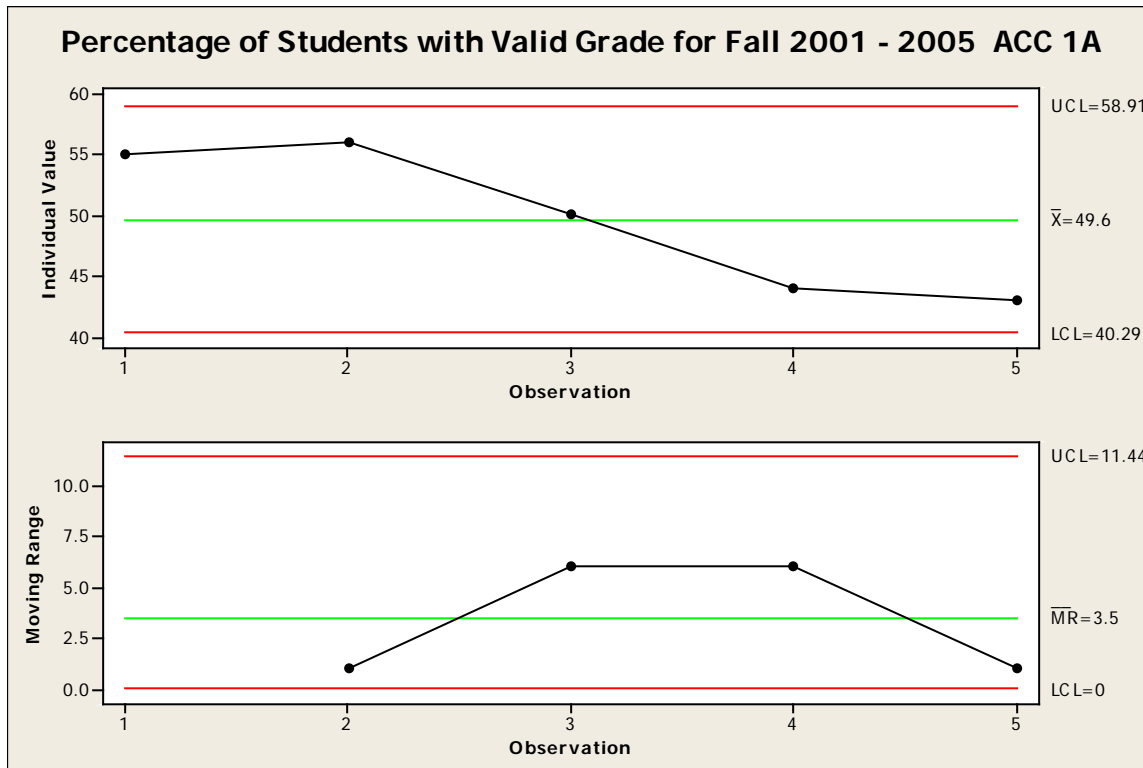
Chart 4 Percentage of students taking ACC 1A who completed with a valid grade

Chart 4 Discussion points:

1. The average is 44.6. Since that is below 56% there is significance. Why?

Percentage of Students with Valid Grade for Fall 2001 - 2005 ACC 1B
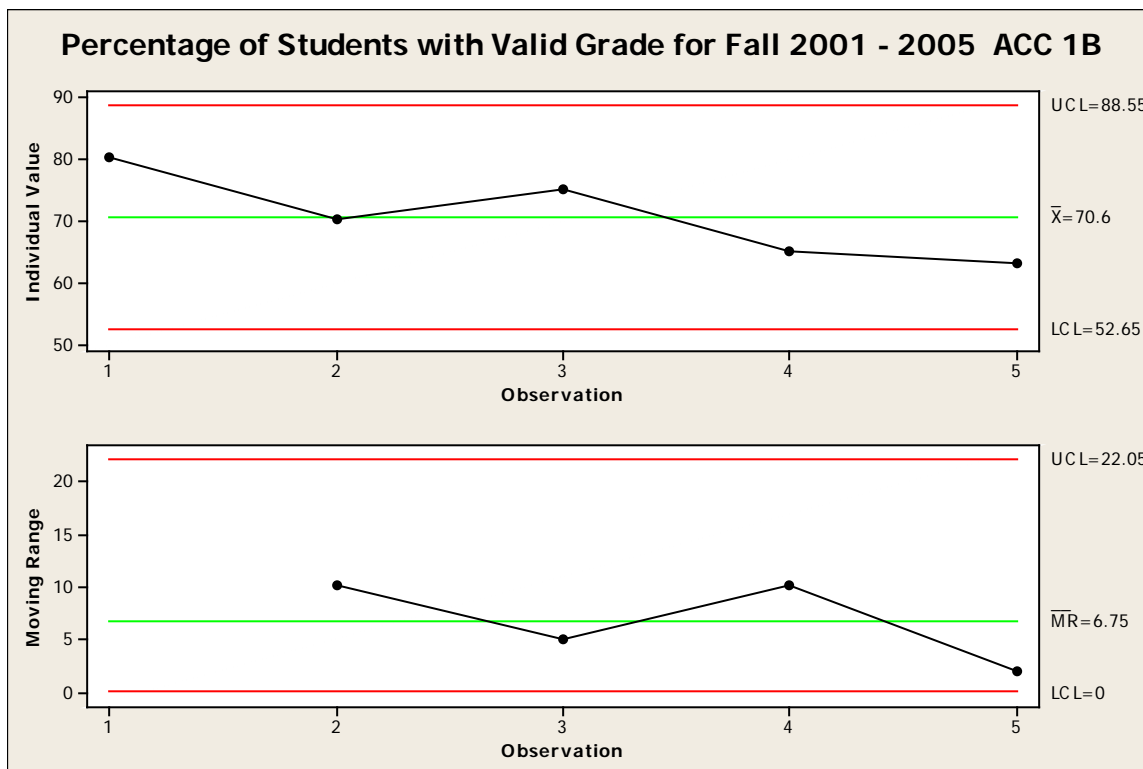
Chart 5 Percentage of students taking ACC 1B who completed with a valid grade

Chart 5 Discussion points:
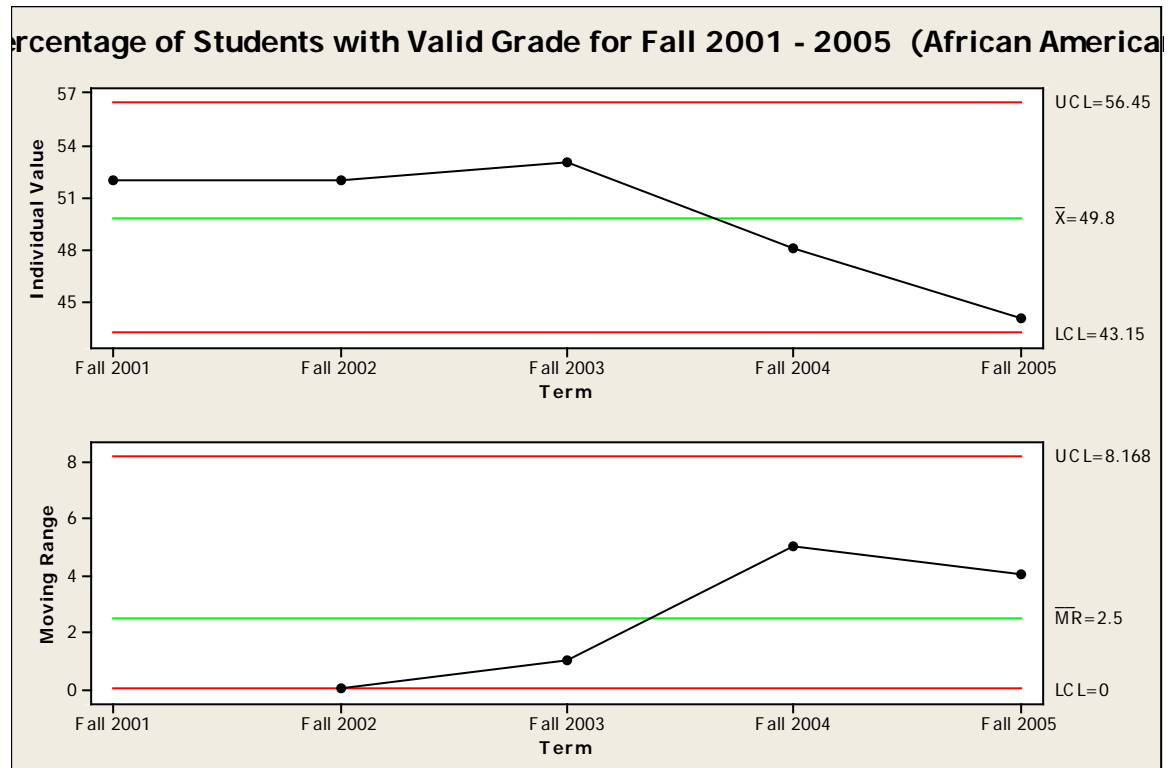1. The average of 70.6% is more than 66% so there is significance.   Why?
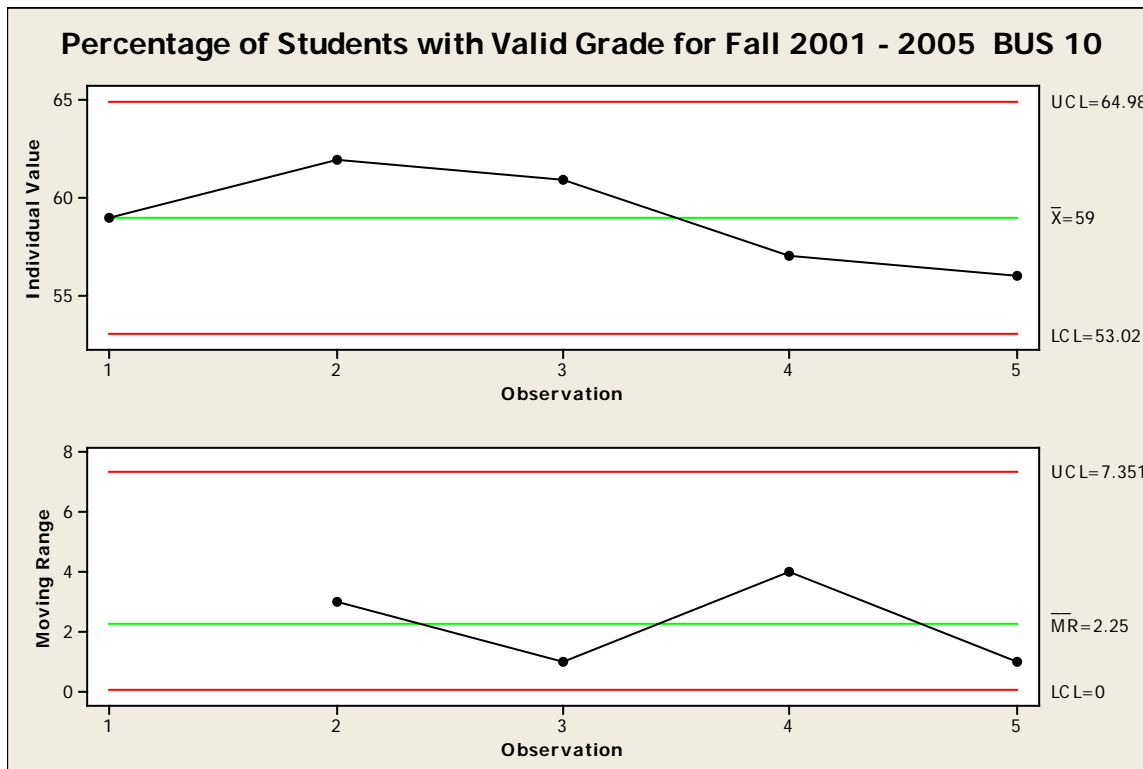
Chart 6 Percentage of students taking BUS 10 who completed with a valid grade

Chart 6 Discussion points:

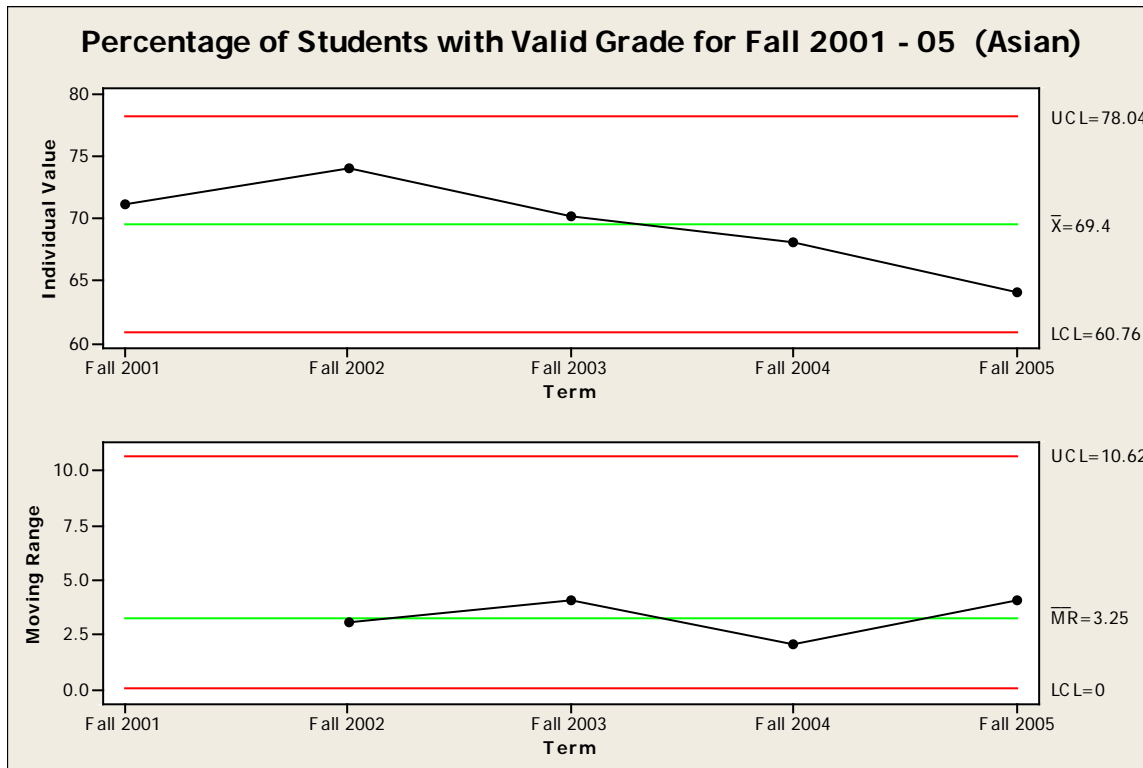1. The average of 59% is between 56 & 66% so there is no significance
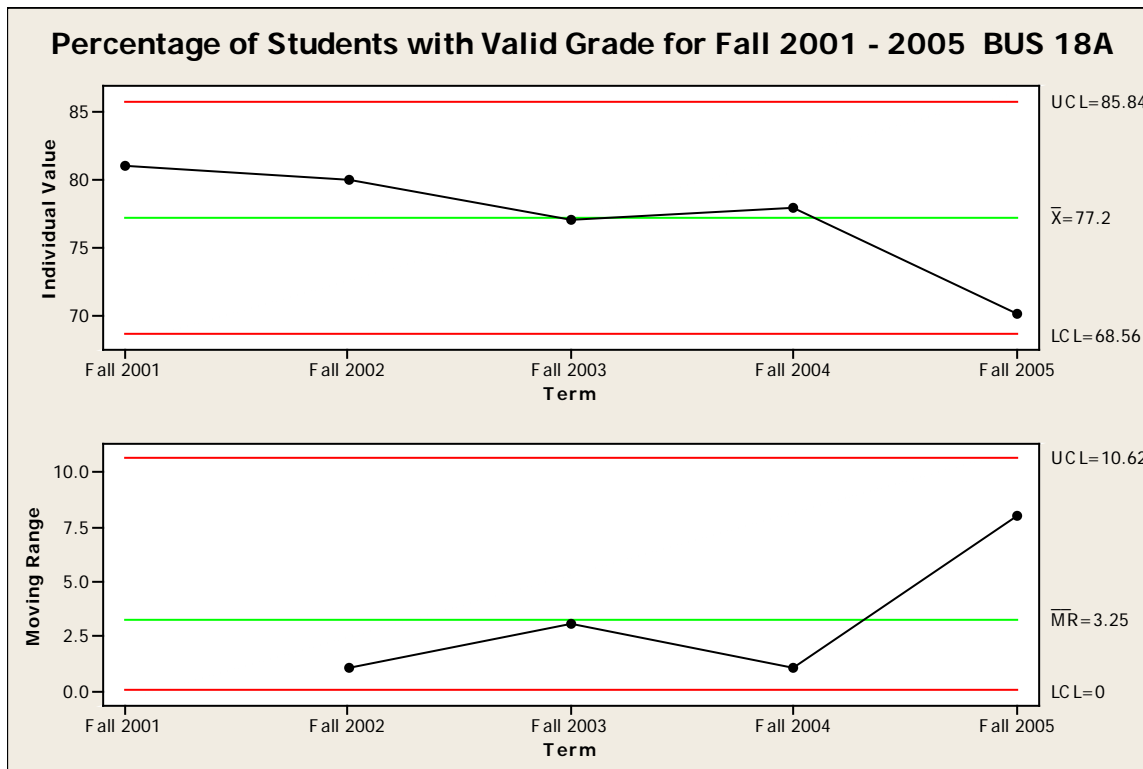
Chart 7 Percentage of students taking BUS 18A who completed with a valid grade

Chart 7 Discussion points:

1. The average of 77% is above 66% so there is significance. Why?

Percentage of Students with Valid Grade for Fall 2001 - 2005 BUS 18B
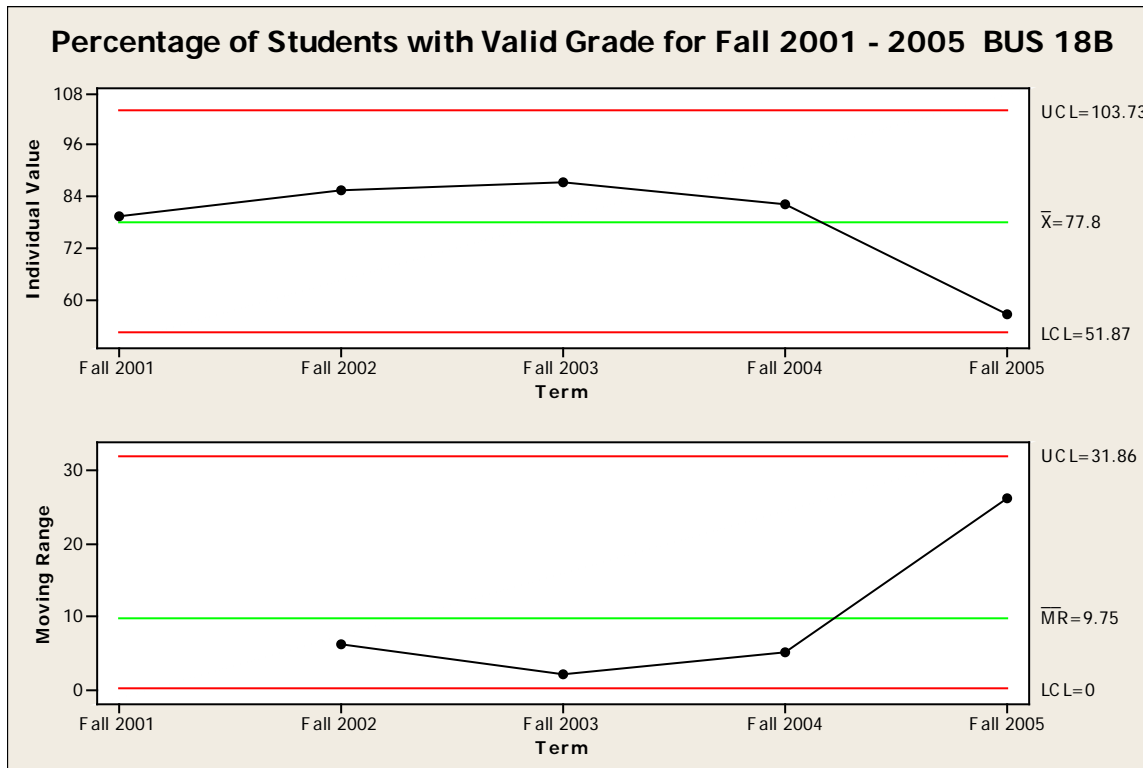
Chart 8 Percentage of students taking BUS 18B who completed with a valid grade

Chart 8 Discussion points:

1. The average of 77% is above 66% so there is significance. Why?
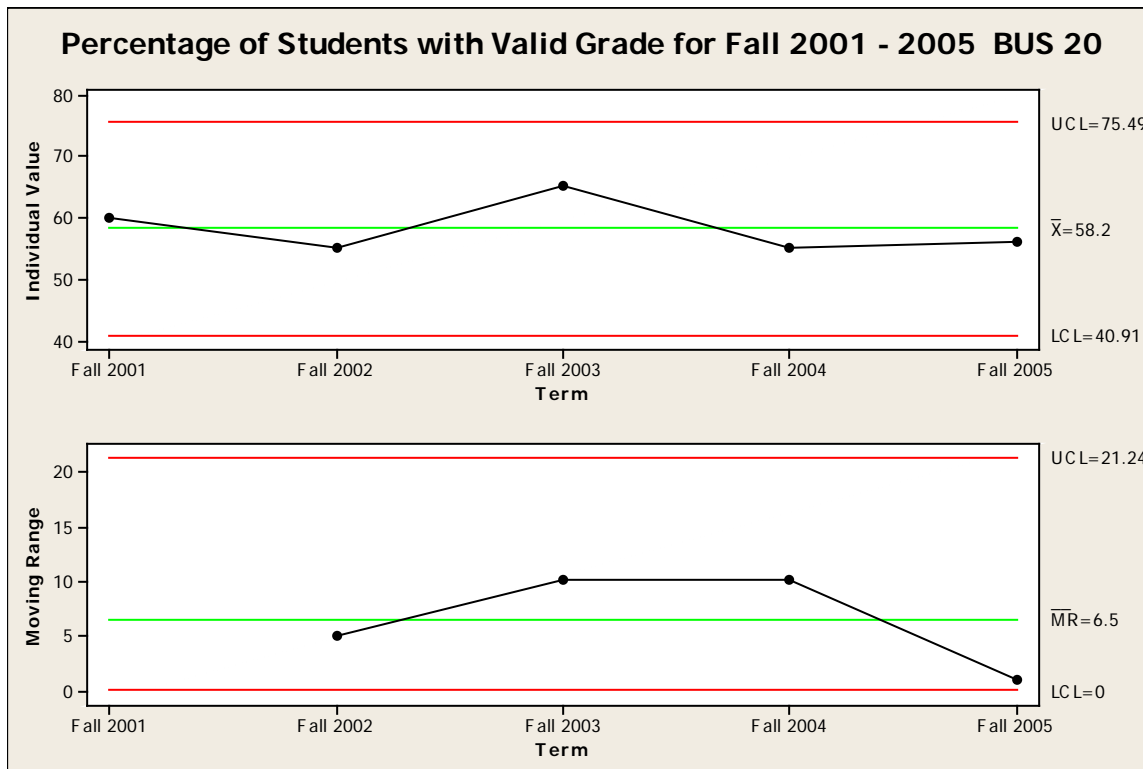
Chart 9 Percentage of students taking BUS 20 who completed with a valid grade

Chart 9 Discussion points:

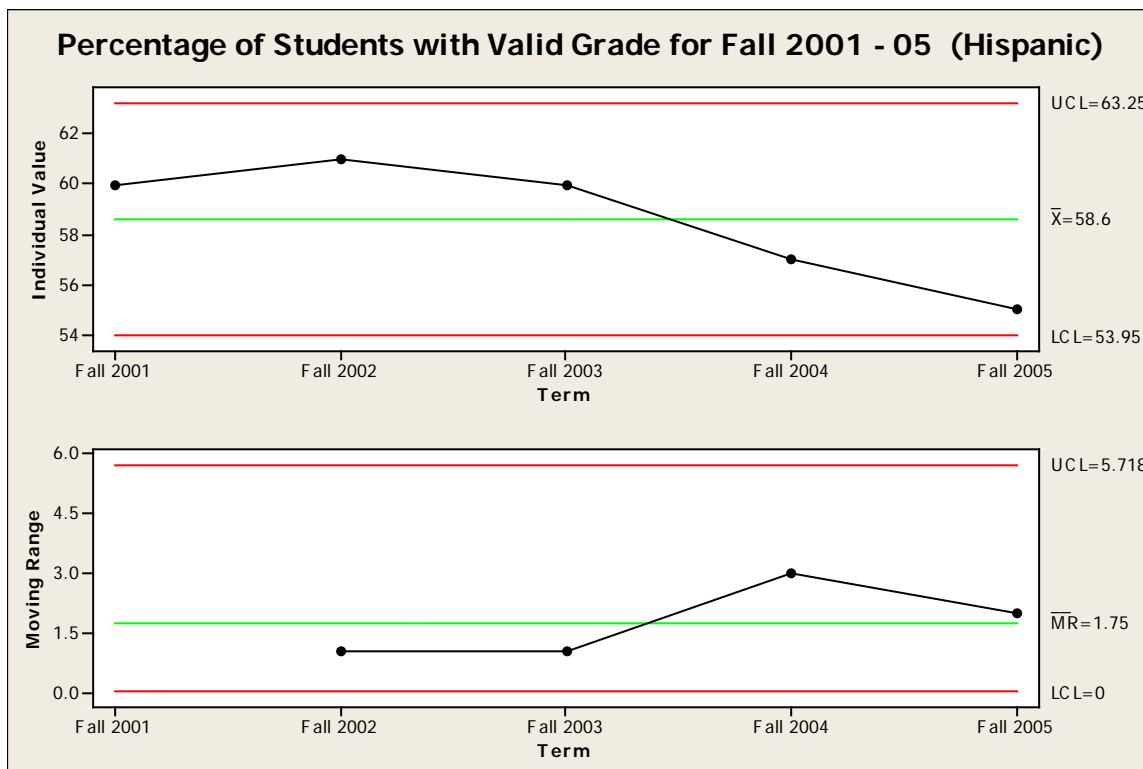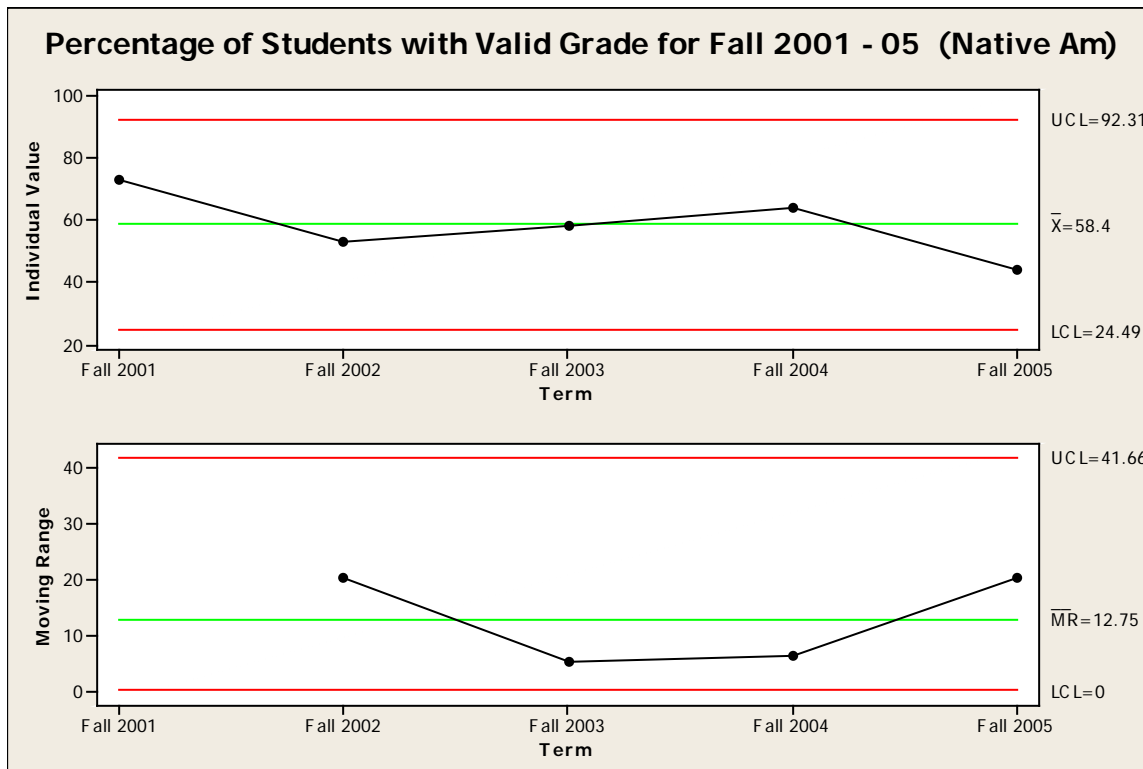1. The average of 58% is between 56 & 66% so there is no significance
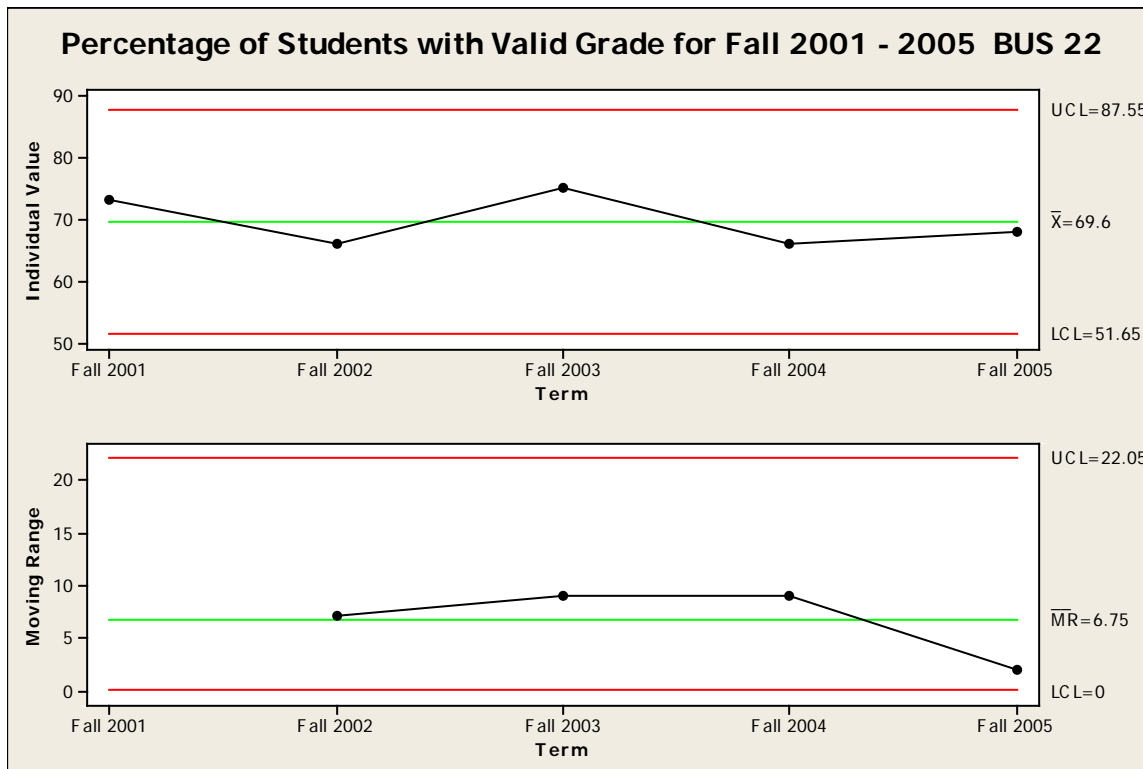
Chart 10 Percentage of students taking BUS 22 who completed with a valid grade

Chart 10 Discussion points:

1. The average of 69% is above 66% so there is significance. Why?

Individual Value

- 57 — UCL=56.45
- 54
- 51 — $\overline{X}$=49.8
- 48
- 45 — LCL=43.15

Fall 2001   Fall 2002   Fall 2003   Fall 2004   Fall 2005
Term

Moving Range

- 8 — UCL=8.168
- 6
- 4 — $\overline{MR}$=2.5
- 2
- 0 — LCL=0

Fall 2001   Fall 2002   Fall 2003   Fall 2004   Fall 2005
Term

Chart 11 Percentage of African American students who completed with a valid grade

Chart 11 Discussion points:

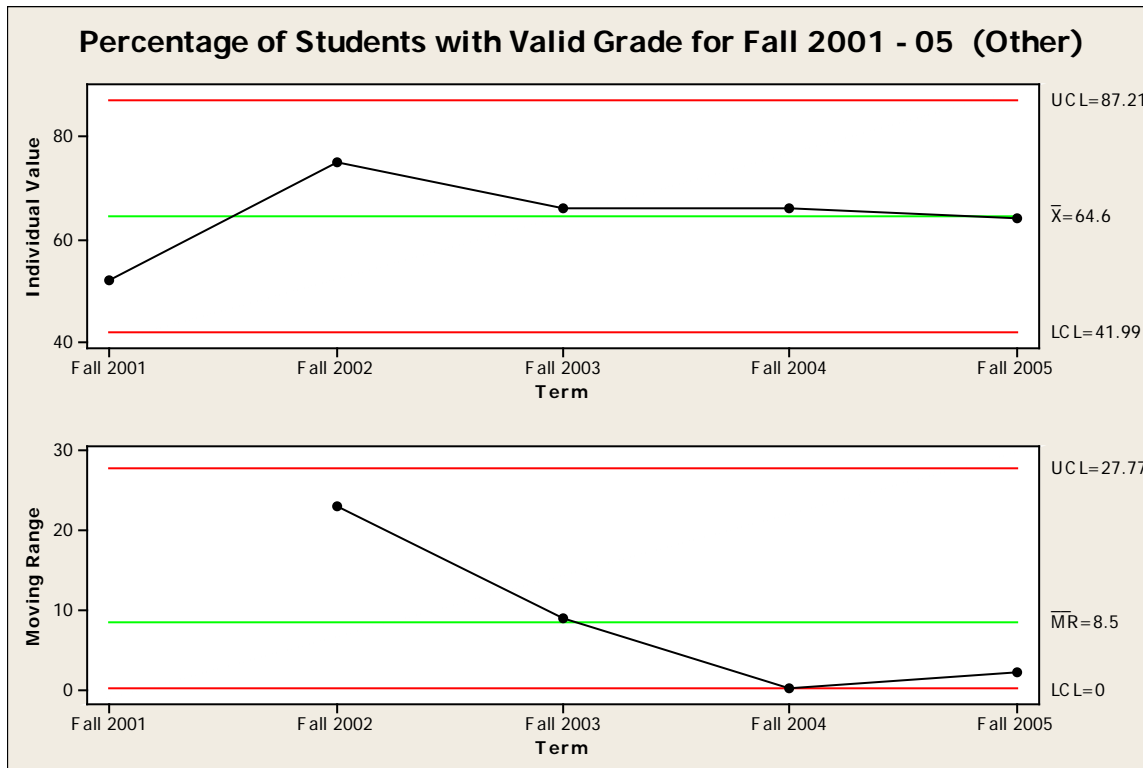1. The average of 49.8% is below 56% so there is significance. Why?

Chart 12 Percentage of Asian students who completed with a valid grade

Chart 12 Discussion points:

1. The average of 69% is above 66% so there is significance. Why?
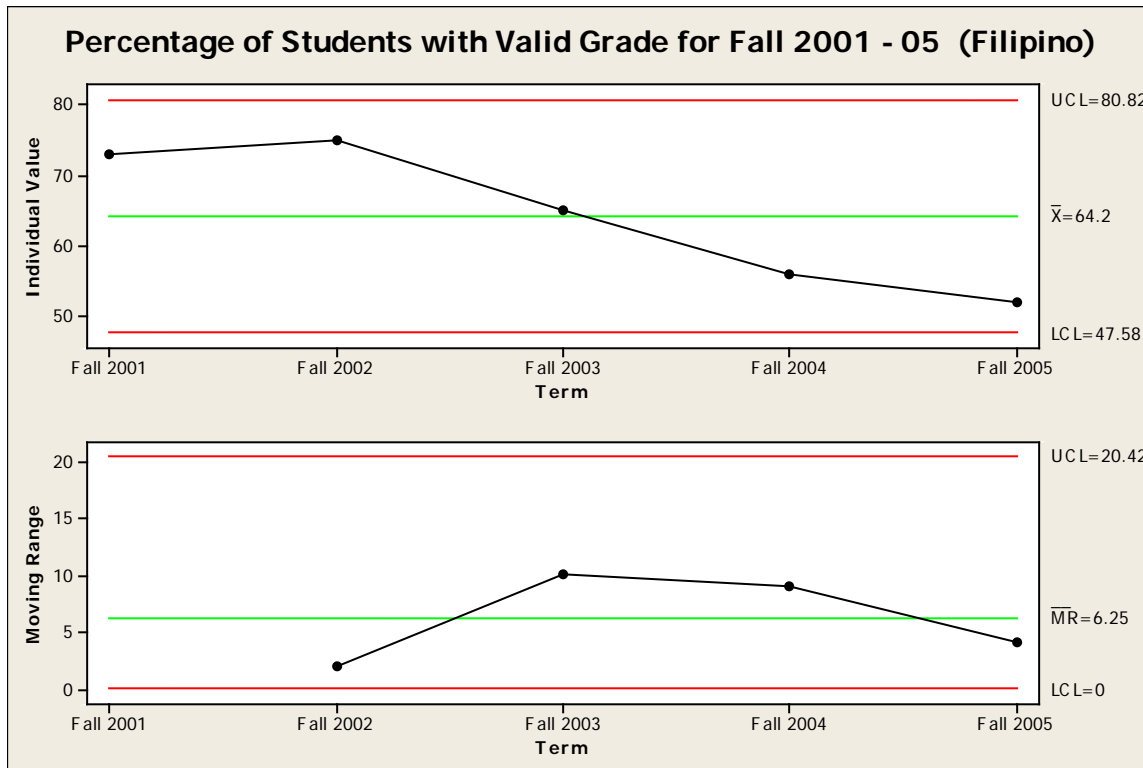
Chart 13 Percentage of Filipino students who completed with a valid grade

Chart 13 Discussion points:

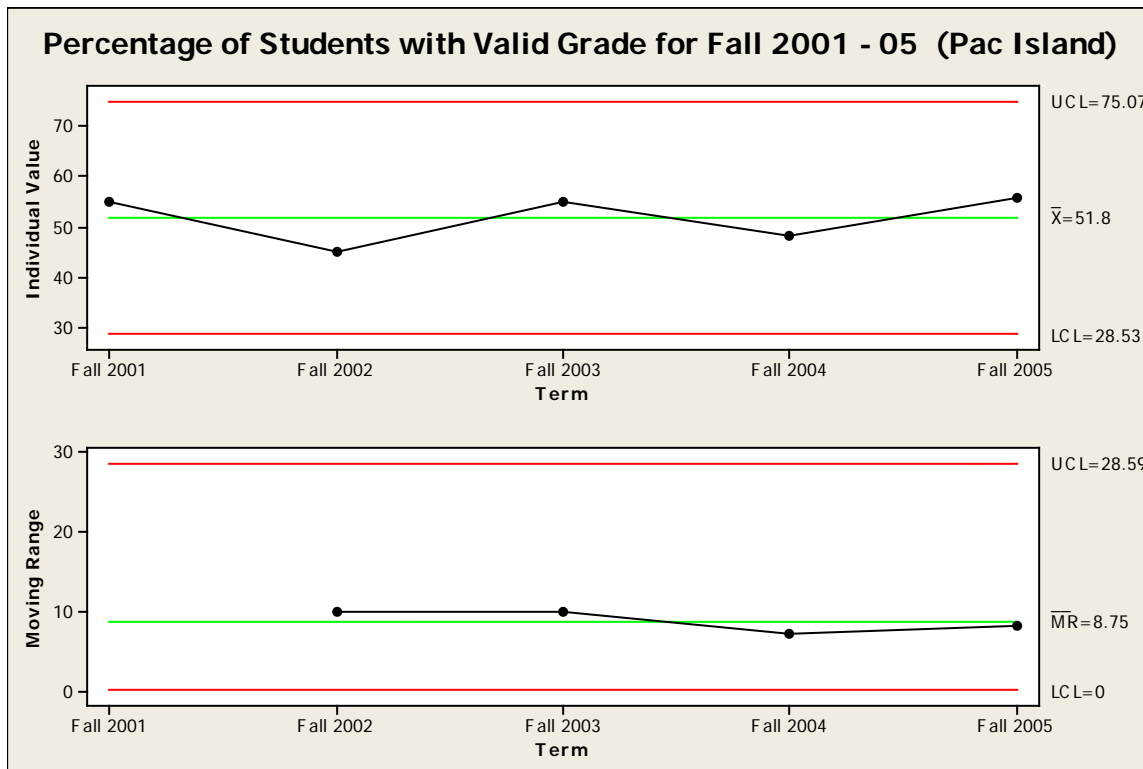1. The average of 64.2% is between 56% & 66% so there is no significance

Chart 14 Percentage of Hispanic students who completed with a valid grade

Chart 14 Discussion points:

2. The average of 58.6% is between 56% & 66% so there is no significance

Chart 15 Percentage of Native American students who completed with a valid grade

Chart 15 Discussion points:
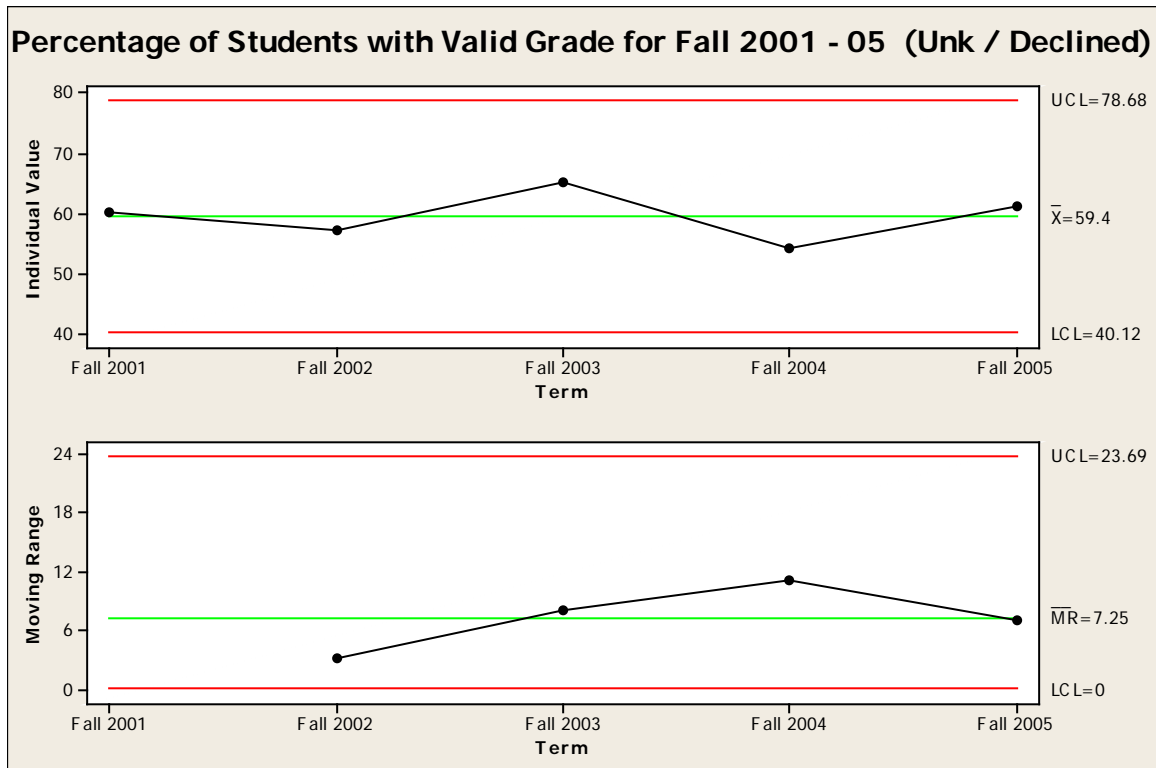1. The average of 58.4% is between 56% & 66% so there is no significance

Chart 16 Percentage of "Other" students who completed with a valid grade

Chart 16 Discussion points:

1. The average of 64.6% is between 56% & 66% so there is no significance

Chart 17 Percentage of Pacific Island students who completed with a valid grade

Chart 17 Discussion points:

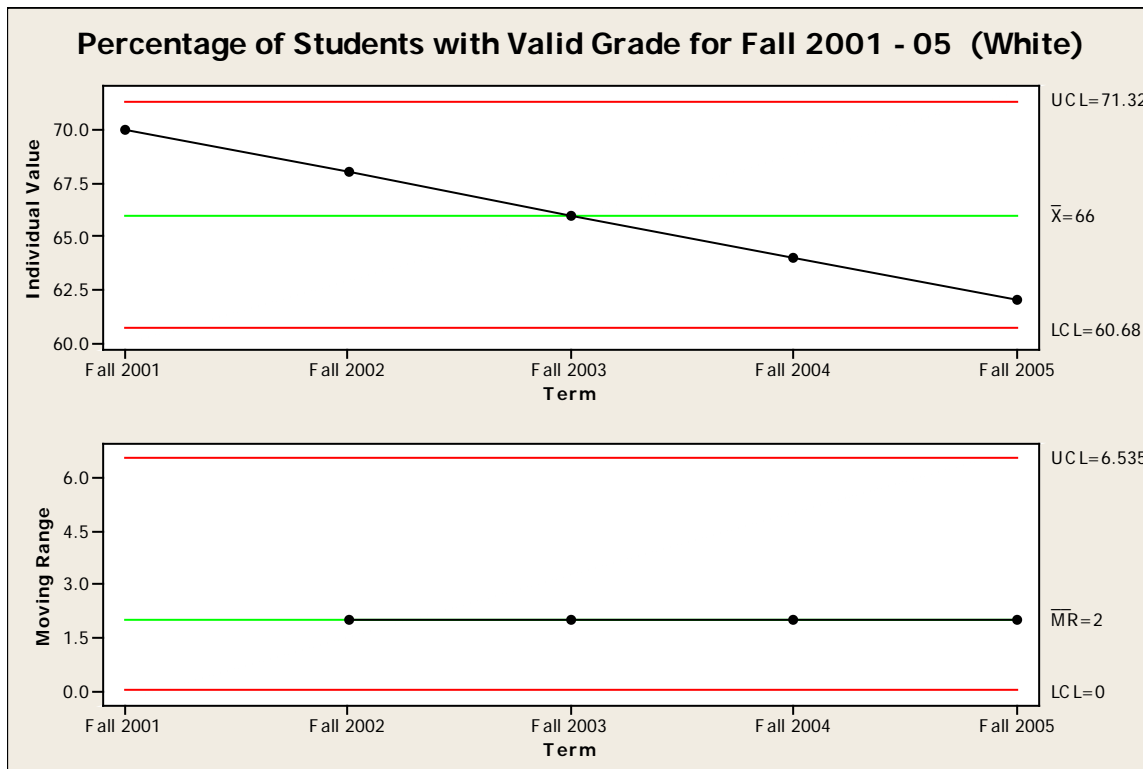1. The average of 51.8% is between 56% & 66% so there is no significance

Chart 18 Percentage of "Unknown / Declined" students who completed with a valid grade

Chart 18 Discussion points:

1. The average of 59.4% is between 56% & 66% so there is no significance

Percentage of Students with Valid Grade for Fall 2001 - 05 (White)

Chart 19 Percentage of African American students who completed with a valid grade

Chart 19 Discussion points:

1. The average of 66% is between 66% is right at the control limit, so there is significance
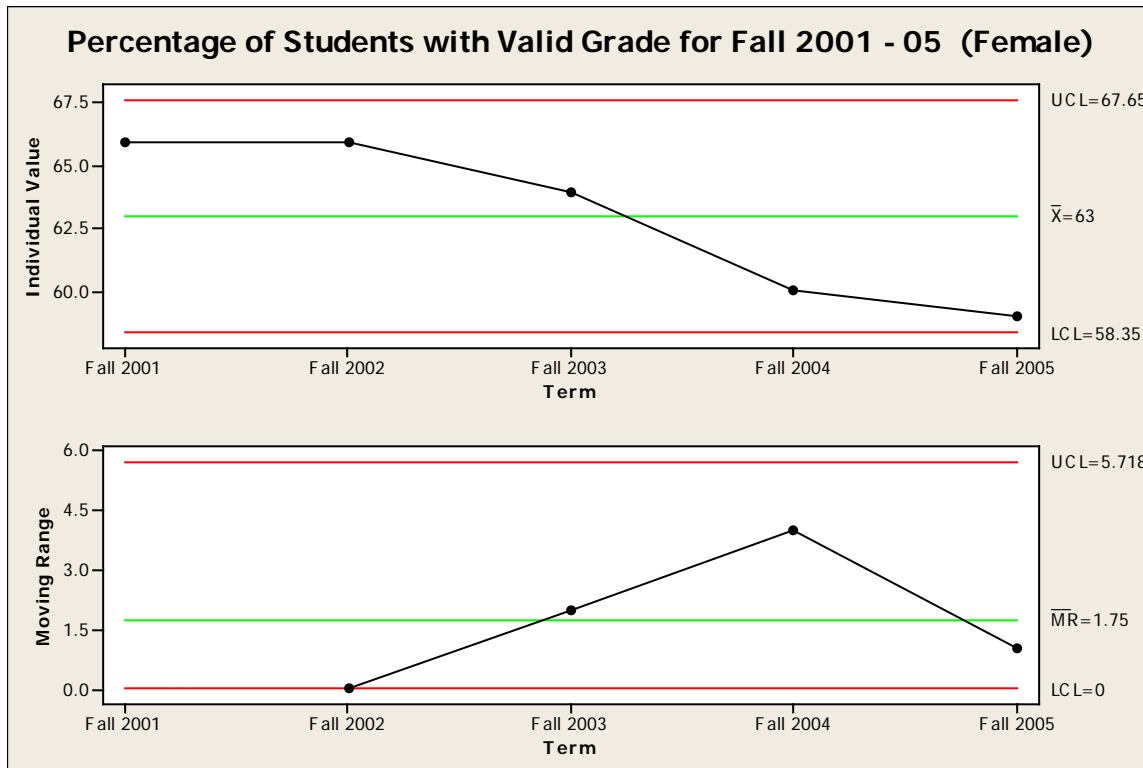
Chart 20 Percentage of Female students who completed with a valid grade

Chart 20 Discussion points:

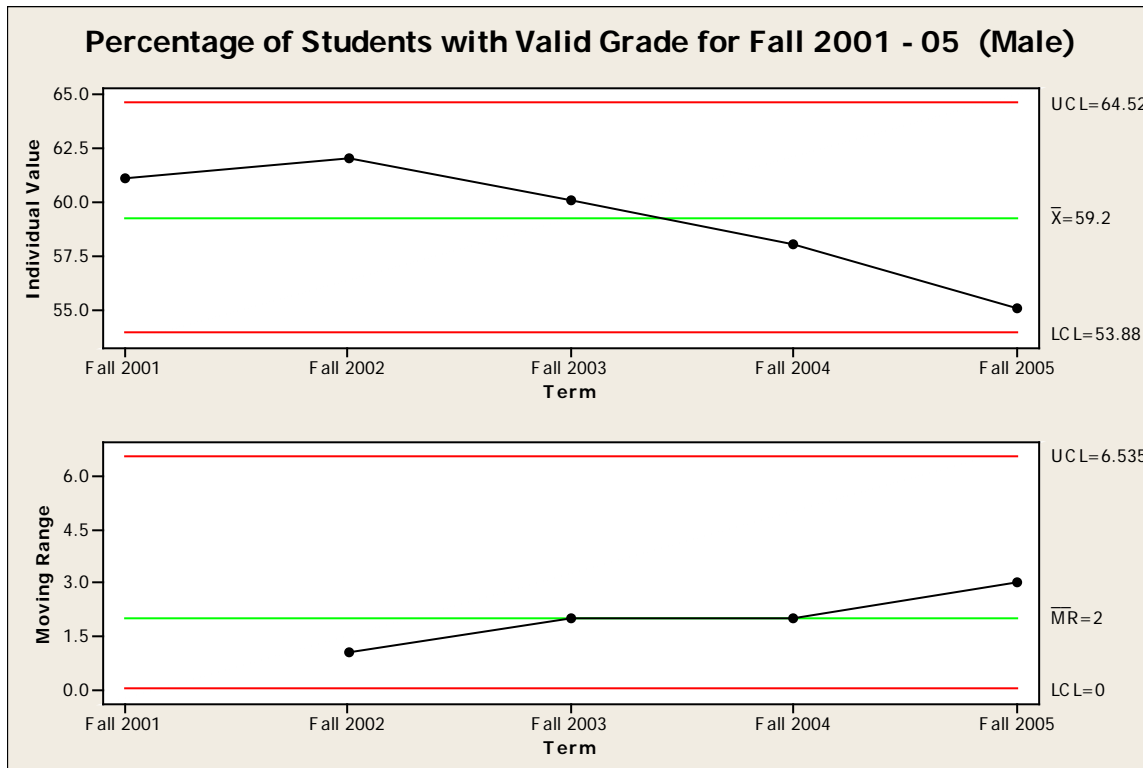1. The average of 63% is between 56% & 66% so there is no significance

Percentage of Students with Valid Grade for Fall 2001 - 05 (Male)

Chart 21 Percentage of Male students who completed with a valid grade

Chart 21 Discussion points:

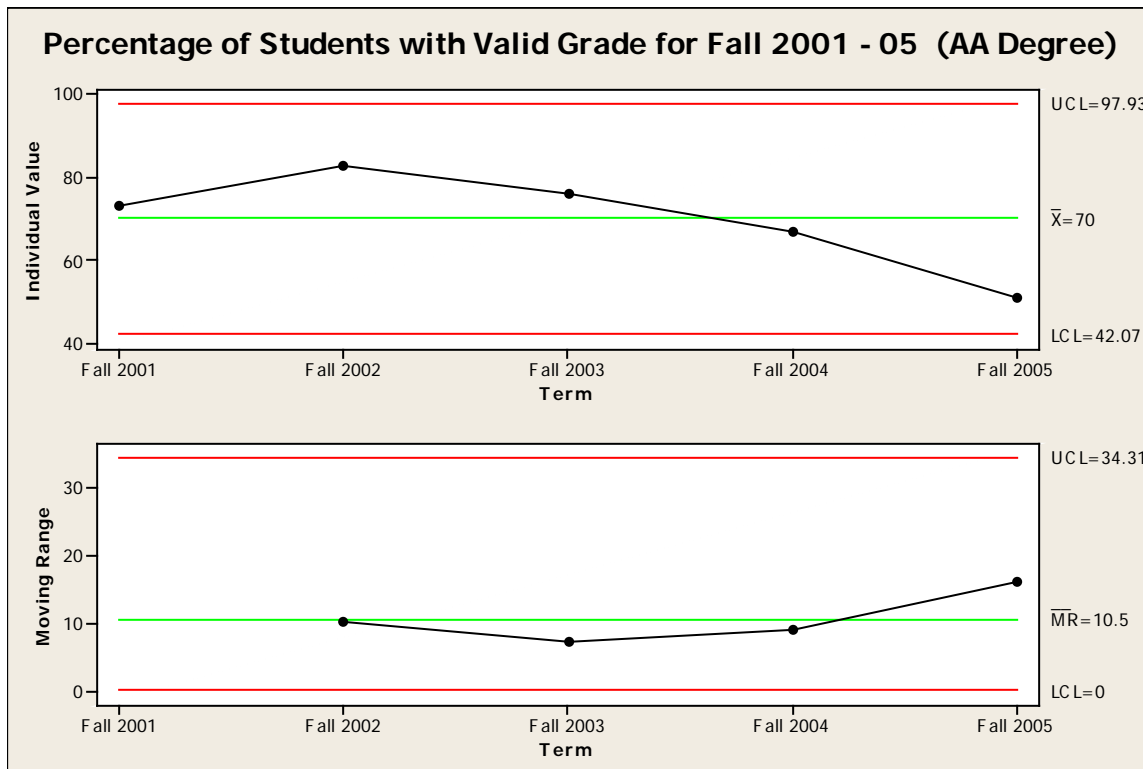1. The average of 59.2% is between 56% & 66% so there is no significance

Chart 22 Percentage of students with Education Status of AA Degree who completed with a valid grade

Chart 22 Discussion points:

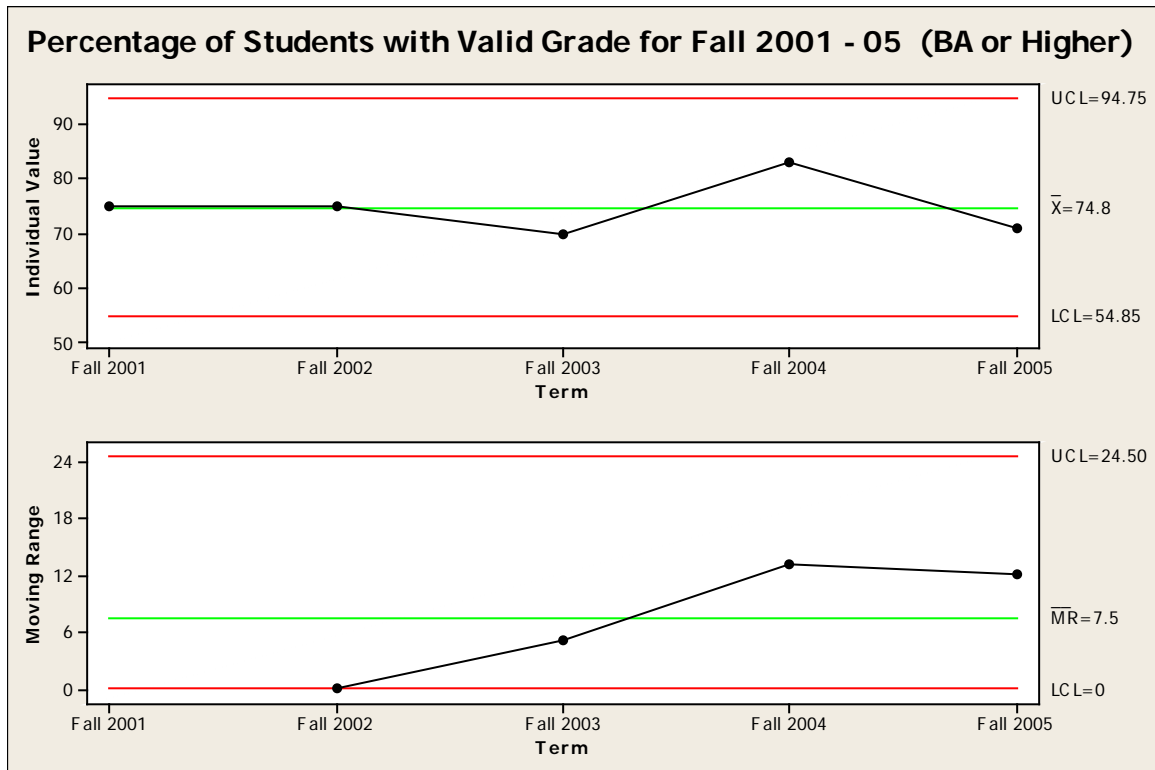1. The average of 70% is above 66% so there is significance. Why?

Chart 23 Percentage of students with Education Status of BA or Higher who completed with a valid grade

Chart 23 Discussion points:

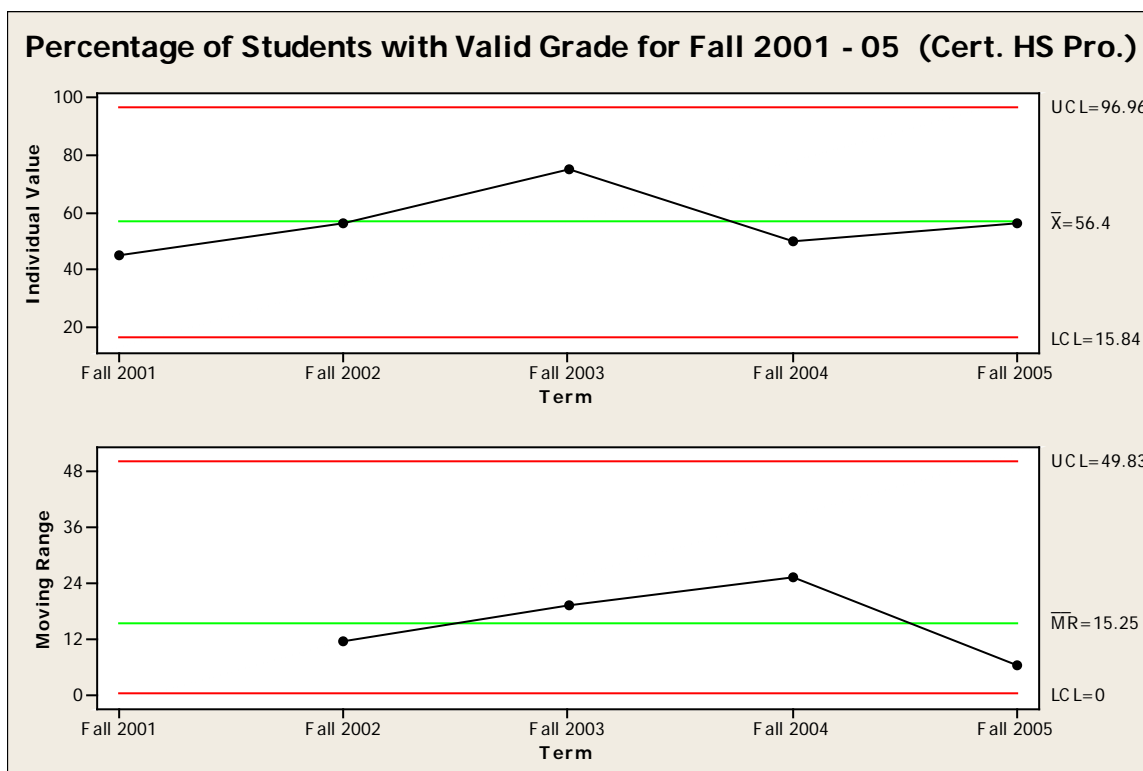1. The average of 74.8 % is above 66% so there is significance. Why?

Percentage of Students with Valid Grade for Fall 2001 - 05 (Cert. HS Pro.)

Chart 24 Percentage of students with Education Status of Cert. HS Pro who completed with a valid grade

Chart 24 Discussion points:

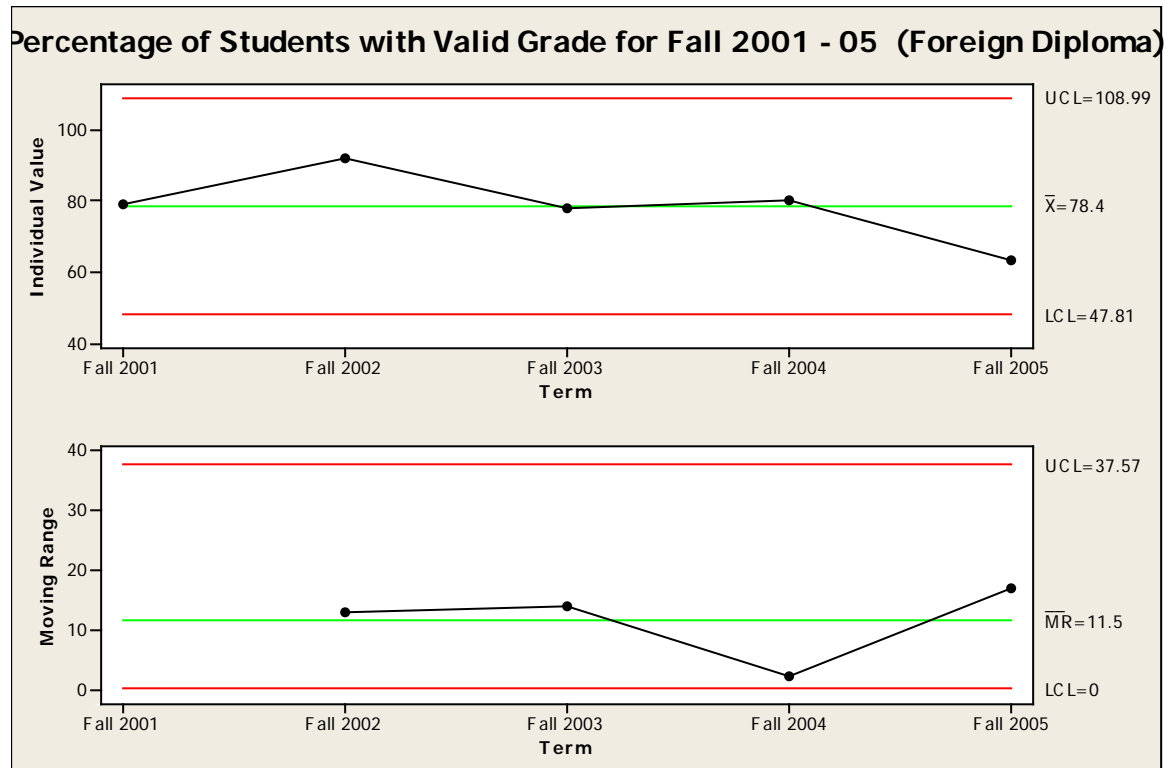1. The average of 56.4% is between 56% & 66% so there is no significance

Chart 25 Percentage of students with Education Status of Foreign Diploma who completed with a valid grade

Chart 25 Discussion points:

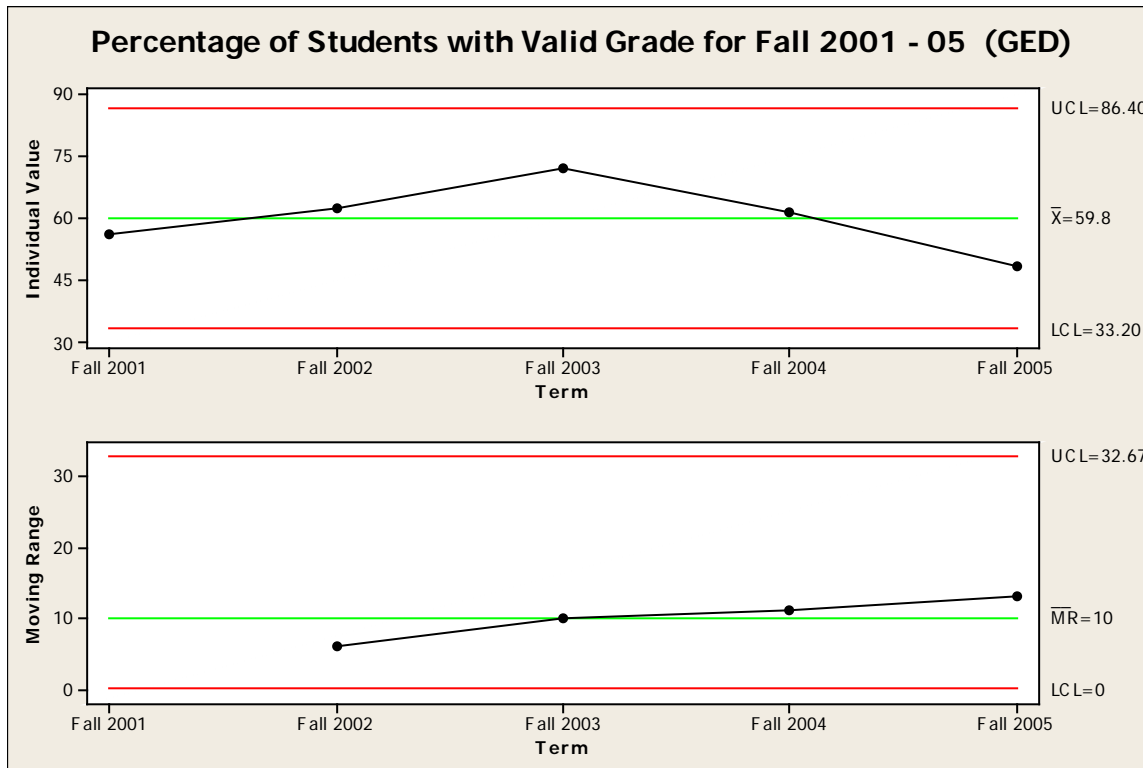1. The average of 78.4% is above 66% so there is significance. Why?

Chart 26 Percentage of students with Education Status of GED who completed with a valid grade

Chart 26 Discussion points:

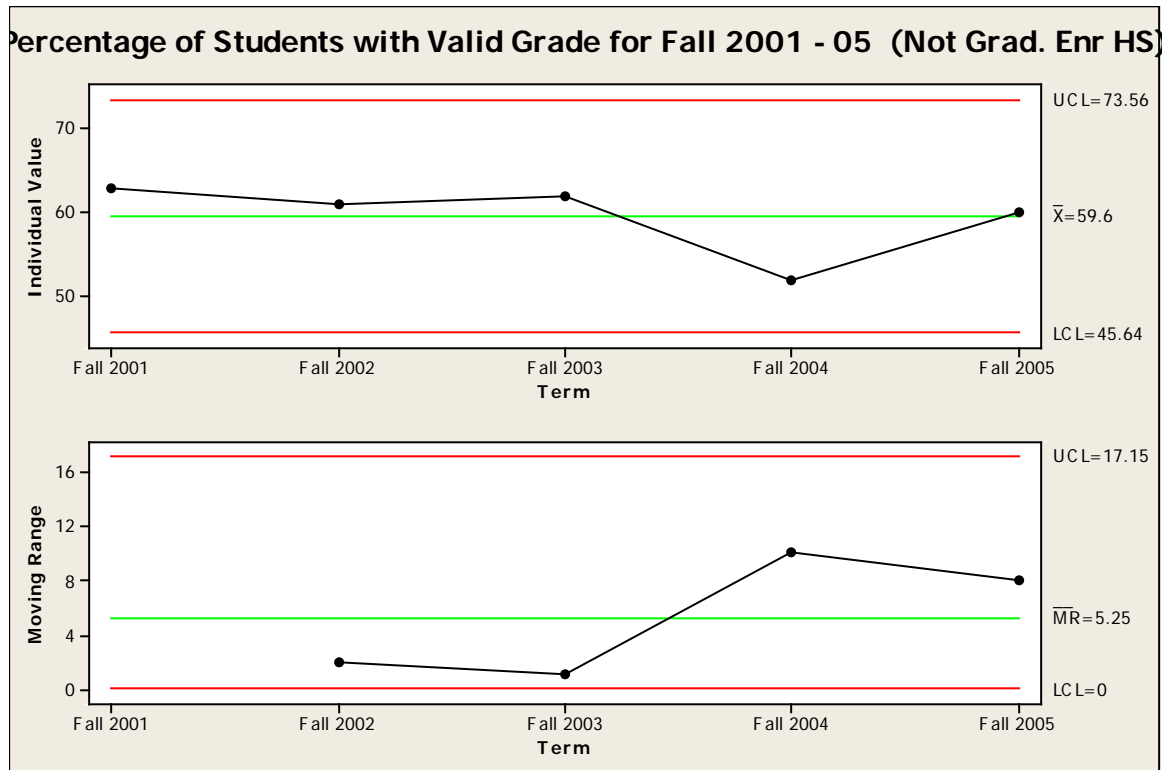1. The average of 59.8% is between 56% & 66% so there is no significance

Chart 27 Percentage of students with Education Status of Not Graduated, Enrolled in HS who completed with a valid grade

Chart 27 Discussion points:

1. The average of 59.6% is between 56% & 66% so there is no significance

Chart 28 Percentage of students with Education Status of Received HS Diploma who completed with a valid grade

Chart 28 Discussion points:

1. The average of 60.6% is between 56% & 66% so there is no significance
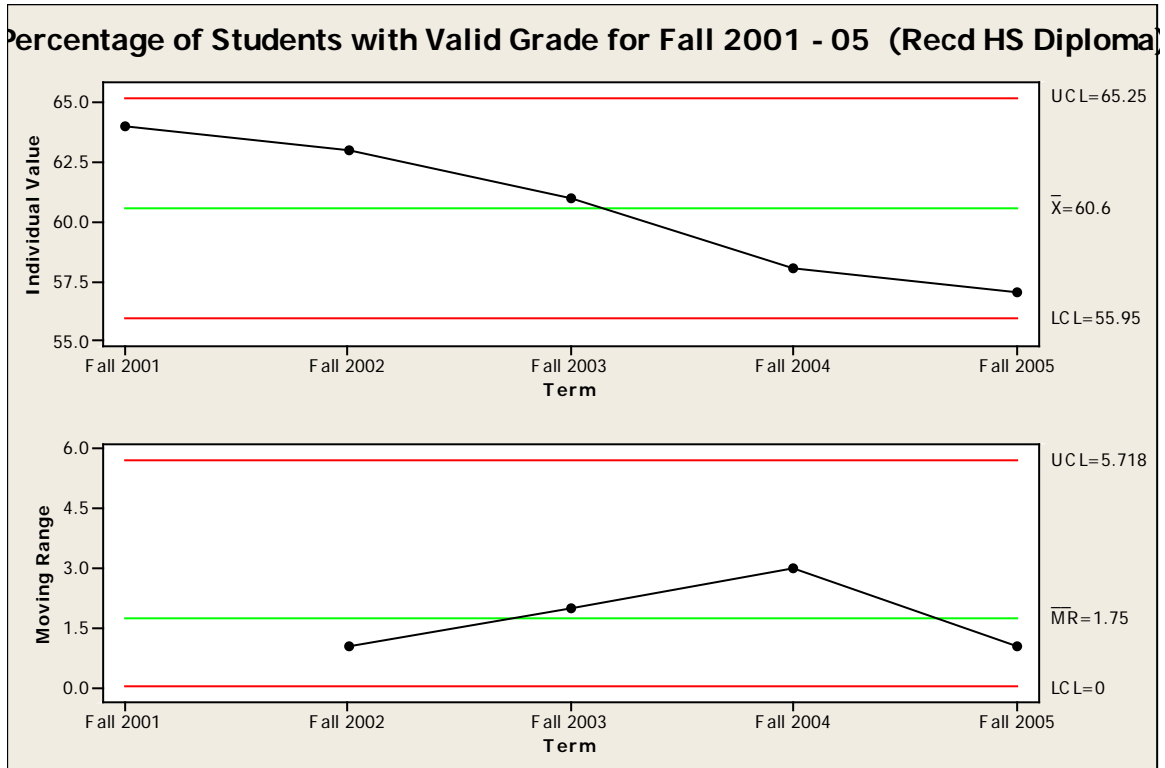
Chart 29 Percentage of students with Education Status of Special Admit. who completed with a valid grade

Chart 29 Discussion points:

1. The average of 59% is between 56% & 66% so there is no significance

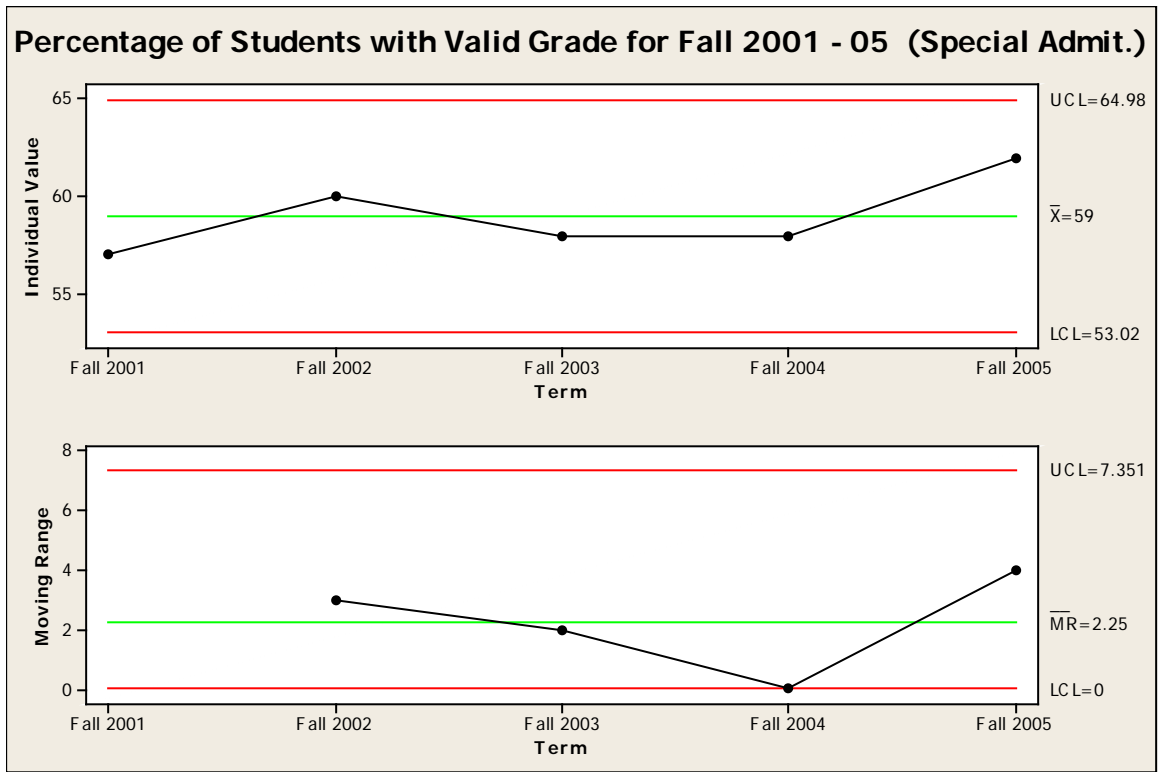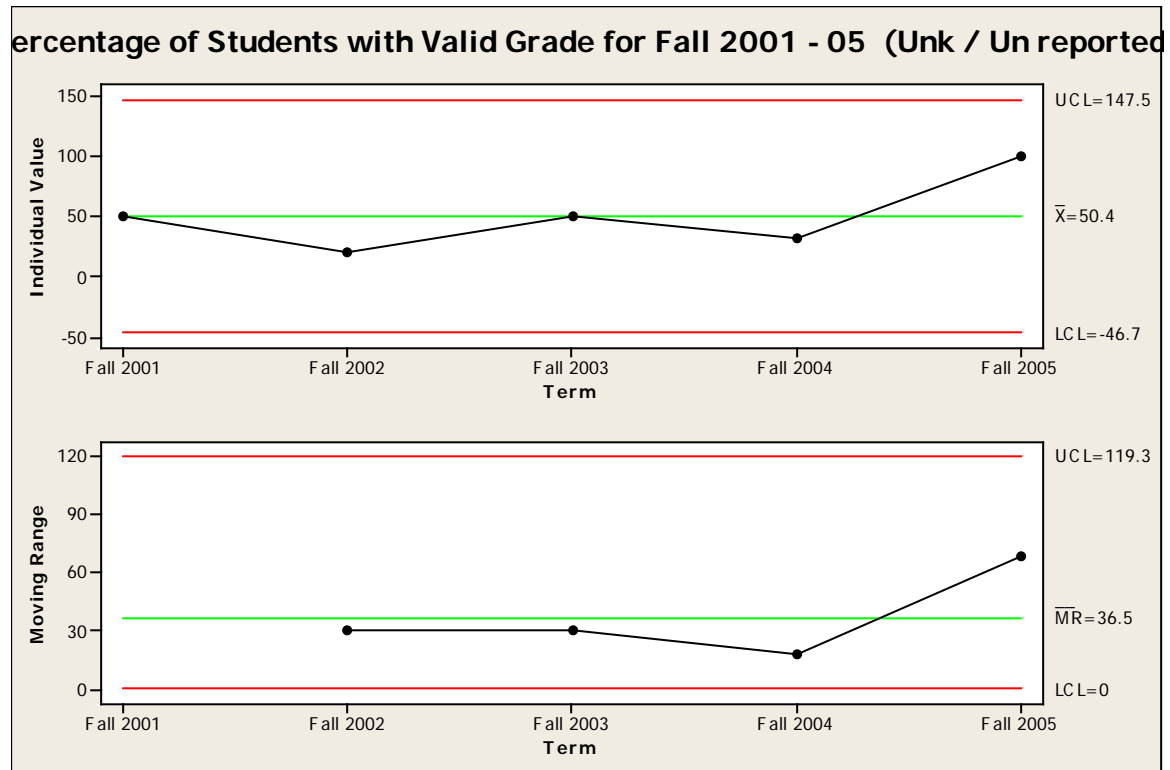**Chart 30** Percentage of students with Education Status of Unknown / Unreported who completed with a valid grade

Chart 30 Discussion points:

1. The average of 50.4% is below 56% & 66% so there is significance. Why?

BUSINESS DISCIPLINE MEETING MINUTES
Meeting Date: February 10, 2006

Present: Tom Wagner, Patti Worsham, Rex Beck, José Durán, Cheryl
Honoré, Diana Webster, Ron Pardee, Chip Stearns, Chie
Ishihara, Charlie Wycokoff, Don Wilcoxson, LaNesha
Judon

Not Present: Gail Zwart (funeral), Michael Chaks (out sick)

Meeting Convened: 10:15 AM

I.   Agenda

Motion to approve the proposed agenda (Webster, Beck).
Motion Carried

II. Program Review requirements for Business Discipline

A. Diana Webster distributed copies of Program Review
Timeline/Action Plan for Business Administration
Discipline. M/S/C this general Timeline/Action Plan.

- *Confirmation by consensus* of Ron Pardee, Diana
Webster and Patti Worsham as Action Plan
facilitators for their respective campuses.

- *Approval of Proposed Action Plan and Timeline by
Consensus*:
Diana will maintain and facilitate action plan
(to include task responsibilities) and email to
Discipline members. Rex will attach action plan
to these minutes.
o Diana asked Discipline members to contact her
via cell phone when needed at 951-232-5671.

- *Approval by consensus of WebCT methodology for
Program Review Communications / Online Discussions*
o Ajené and José will ask Open Campus to
establish a WebCT site and discussion board for
Discipline, and will facilitate design of
discussion board. Ron, Diana, and Patty will
provide initial topical content.

**III. Student Learning Outcomes & Assessment (and Group
Collaboration / Discussion)**

A. Ron and Diana presented the requirements for Student Learning Outcomes (SLO) and Course Assessment requirements for Program Review and the group discussed the options.

B. Selection of Course for Assessment
1   BUS 10 was selected.
2   Pre and Post Tests will be administered beginning spring 2006, to be anonymous with respect to student and instructor.

3   Focus will be on SLO #4 from current course outline: Apply course content to understand, analyze and form opinions about current issues in business and the economy.

C. Break-out groups drafted SLO's for courses within sub-disciplines, and SLO's for certificate programs.

III. New Course Outline Review

A. Chie Ishihara presented a marketing research course for adoption.
- *Motion t*o approve (Webster, Wyckoff) Marketing 101 as both workshop and permanent course with number to be determined. *Motion Carried*

IV. VTEA

o Ron reported that VTEA money has been taken from some projects that did not spend approved funds.

o March 3rd is next VTEA planning day. Evidence of review by discipline must be presented for VTEA approval.

IV. Advisory Committee

o Ron will schedule Business advisory committee meeting during March or April.

V. Report From Those Who Attend Morning's Workshops

o SLO and Assessment: Diana will email notes to the discipline.

VI. Plan Development and Commitments for Continued Course Outline Review/Revision

VII. Future Scheduled Meetings

o Feb 24th, March 24th, April 21st, May 19th

Meeting adjourned at 3:00 PM

Attachments: a. Program Review Timeline / Action Plan
          b. SLO's for Logistics Management
          c. xx

RGB, 02/10/2006 Rev. 1

PROGRAM REVIEW
TIMELINE / ACTION PLAN
for
BUSINESS ADMINISTRATION DISCIPLINES

WHAT /TASKS	WHO	WHEN	WHERE	HOW	COMMENTS
1. Program Review Workshop	Pardee, Worsham, Webster	Feb 8-9, 06	RCC	Provide Info, Respond to Questions	
2. Meet with PR Support Mbr for detailed taks list and timeline	Pardee, Worsham, Webster	By 2/28	Pardee's Office		
3. Orient Faculty to Tasks, Process a. ID areas requiring Adjunct leadership b. Recruitment of Adjunct Faculty for ID'd areas (contingent on approval c. ID questions to ask / study by overall discipline and subject area & materials to gather d. Review / revise / adopt timeline	Pardee, Webster, Worsham a. All b. TBA c. All d. All	Feb 10 & 2/24 06 With followup at monthly discipline meetings.	Discipline Meeting	In person. Findings to be summarized for report	
3. COR Updates a. Inventory b. Get ACCESS system set up c. Format d. Content e. Submit to Curric	Webster coordinates a. Webster / Grim b. Webster / Initiator/ Com Ctr Specialist/L Steele c. Subject area faculty d. Subject area faculty	Begun Oct. Complete 3/30 COR revisions. All submitted to Curric by 4/30	Electronic	Electronic (WebCT)Reviews, Discipline approvals (electronic and physical)	
4. COR Finalization	All	In April…by 4/30	Special Disc. COR Session – Riv	Special Discipline session to finalize and/or complete any straggling CORs	
5. Certificate Updates	SLO's	2/10	Discipline Mtng	Meeting Activity	
6. Review Data Packet	All	Feb /March	Elec.& March Disc Mtng.	Meeting Activity	

7. Responding to study questions
  a. General Discipline
  b. By subject area
	a. All
	b. Leadership by campus coord; Sub area FT & Adj
		a. Feb-Mar
		b. Feb-Mar
			Discipline Mtng
			Electronic
				a. Meeting Discussion
				b. Electronic (web-CT) /email question and reply	

WHAT / TASK	WHO	WHEN	WHERE	HOW	COMMENTS
c. Compilation of faculty responses to subject area questions	Campus Coordinators	March – April	Independent	Compile & send to Webster	

7. Data Analysis
   a. Coord with David Torres
   b. ID what data needed
   c. Other
	Pardee & 1 rep each subject:
	BUS/MAG/MKT- Wilcoxson
	ACC Honoré
	PAL Judon
	RE Wagner
	Online Wagner
	Hybrid Wagner
	MV Webster
	Nor Worsham
	Riv Wilcoxson
		March-April	Disc. Mtngs	Review with faculty in March & April Disc. Meetings and on Web-CT	

8. Compilation of preliminary Draft for discussion / improvements	Lead: Webster Suppor:t Pardee, Worsham	3/30	Independent	Tel, Electronic (Web-CT)communication with faculty	
9. Compilation of semi-final draft & submission to DAC for review of Outcomes & Assessment section	Lead: Webster Support: Worsham, Pardee	4/30	Independent	Inclusion of new data, analysis, comments from reviews	
10. Review and Finalize PR Doc	Webster, Worsham, Pardee	5/30	Meetings	In person and/ or telephone & electronic collaboration	
11. Revise Document Ass needed & resubmit to PRC	Webster, Worsham, Pardee	9/15/06	Meetings	In person and/ or telephone & electronic collaboration	
12. Get sign off sheet routed & finalized	Pardee	10/1	Running around all over	Running around all over	
13. Continue the Cycle with Annual reviews of the process & continue the assessment cycle toward continual improvement	Leadership: TBD All responsible!	2007 on!	Regularly scheduled Discipline Meetings	Discussion	
14. Outcomes Assessment in addition to SLOs	Determination of necessary areas by all	2/10 & 3/15	Discipline Meeting	Discussion	
15. Inventory existing	All	2/10 –	Discipline	Discussion and	

assessment efforts by Dept and subject area		3/15	Meeting and electronic communication	written responses	
16. Determine the course for the required Development and Implementation of a plan to assess learning in ONE subject area.	All discipline members	2/10 – 3/30	Discipline meeting & electronic communication	Discussion and written responses	
17. Timeline for implementation of assessment in other courses	a. Draft – Pardee, Webster, Worsham b. Approval- all	3/15 3/30	Telephone Mtngs Discipline Meeting	Discussion & electronic collaboration	

WHAT / TASK	WHO	WHEN	WHERE	HOW	COMMENTS
18. Additional tasks may be added as needed!					
19.					
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Student Learning Outcomes

Logistics Management Certificate

Upon successful completion of this program, students should be able to:

9.   Analyze the business elements that comprise the logistics function.

10. Examine warehouse operating and service procedures.

11. Formulate purchasing decisions

12. Compare different modes of transportation

13. Explain procedures for filing freight claims

14. Analyze types of freight and logistics contracts and their provisions.

15. Diagnose logistics software selection and implementation procedures.

16. Explain the workings of inventory management systems.

Business Administration Certificate
With Logistics Management Concentration

In addition to outcomes from the core Business Administration courses, and upon successful completion of this concentration, students should be able to do 4 to 6 of the following eight things:

9. Analyze the business elements that comprise the logistics function.

10. Examine warehouse operating and service procedures.

11. Formulate purchasing decisions

12. Compare different modes of transportation

13. Explain procedures for filing freight claims

14. Analyze types of freight and logistics contracts and their provisions.

15. Diagnose logistics software selection and implementation procedures.

16. Explain the workings of inventory management systems.

RGB, 02/10/2006