NORCO COLLEGE

Comprehensive Instructional Program/UNIT Review
Discipline/Unit/Department:_ Business/Management_

Program(s) or Certificate(s) Associated: Business Administration ADT, General Business Administration Concentration, Logistics Management Concentration, Management Concentration, Entrepreneurship: Getting Started, Retail Management/WAFC, Logistics Management

Contact Person:_ _Dr. Gail Zwart/Prof. Rex Beck_

Due: April 20, 2016

Please send an electronic copy as a Word document (avoid PDF)
programreview@norcocollege.edu

Form Last Revised: December 2015

Norco College

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

Comprehensive Instructional Program/Unit Review Update
Instructions

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

The Comprehensive Program Review is conducted by each unit at Norco College and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment for the next four years, while reflecting on the changes within the last four years. This document serves as a long-term strategic planning document   This planning document should reflect the period since the last Comprehensives submitted by your unit and should also cover the planning for the next four years. In the year submitted, an annual program review will not be submitted.

For Program Review data, please go to the following link:

http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/Comprehensive-Instructional-Program-Review.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.

Educational Master Plan and Strategic Plan Goals and Objectives 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

Objectives:

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

Goal 3: Increase Student Access

Objectives:

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

Goal 4: Create Effective Community Partnerships

Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.

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

Goal 5: Strengthen Student Learning

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

Goal 6: Demonstrate Effective Planning Processes

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

Goal 7: Strengthen Our Commitment To Our Employees

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

I. Norco College Comprehensive Instructional Program Review Update

Unit: Business/Management

Contact Person: Dr. Zwart/Prof. Beck

Date: April 20, 2016

Trends and Relevant Data

1.   Have there been any changes in the status of your unit in the last four years? What are the anticipated changes for the next four years?

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	There have been no change in the status of our unit, other than the Marketing and the Human Resources Certificates were discontinued.	None anticipated.
Have any new certificates programs been created by your unit? For example, did your unit develop an ADT? If not, discuss if you are in process or have future plans to do so.	Two entrepreneurship certificates: Entrepreneurship: Getting Started Entrepreneurship: Finance and Legal Business ADT.	The following certificates are anticipated being offered: Entrepreneurship: Sales and Marketing. We are currently discussing offering a Retail Management Certificate. Discussions are preliminary and a decision has yet to be reached. There have also been discussions about offering a leadership certificate or a finance certificate. All discussions are preliminary.
Have you made any substantial modifications to certificates/degrees (e.g. unit requirement changes, inclusion of an industry certificate, etc.). If not, discuss if you are in process or have future plans to do so.	No changes have been made to current certificates in terms of units required. We have discontinued two of our certificates in: Human Resources and Marketing.	We do not anticipate changing any of the current certificates in the Business or Management areas.
Have activities in other units impacted your unit? For example, a new Multimedia grant could cause greater demand for Art courses or a new ADT may require resources such as supplemental courses for another unit's ADT.	None.	None.

2. **List your retention and success rates as well as your efficiency for the previous four years.   Please include Distance Education, retention, success and efficiency separately. Discuss any changes or significant trends in the data.**

See Next Page.

Success and Retention: Business

	OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	67.5%	86.4%	69.2%	88.1%	64.1%	84.9%	72.1%	88.9%	69.5%	86.2%
ETHNICITY	American Indian or Alaska Native	22.2%	55.6%	50.0%	75.0%	85.7%	100.0%	100.0%	100.0%	92.3%	92.3%
	Asian	78.9%	94.7%	81.2%	92.8%	77.4%	84.7%	83.9%	92.9%	77.5%	89.1%
	Black or African American	61.2%	86.3%	56.3%	85.1%	47.6%	82.9%	51.8%	82.9%	49.4%	80.9%
	Hispanic/Latino	63.6%	84.2%	67.7%	87.7%	60.9%	83.3%	69.1%	87.5%	68.9%	85.7%
	Native Hawaiian or Other Pacific Islander	75.0%	100.0%	83.3%	100.0%	80.0%	100.0%	60.0%	80.0%	63.6%	81.8%
	Two or More Races	46.3%	82.1%	65.6%	82.8%	50.8%	75.4%	72.2%	94.4%	49.2%	70.8%
	White	73.6%	88.1%	72.5%	89.0%	72.1%	88.5%	80.1%	91.0%	76.5%	89.4%
	Non-Respondent	71.4%	82.9%	67.4%	87.0%	73.5%	94.1%	90.5%	100.0%	91.7%	100.0%
AGE	19 or less	57.6%	80.2%	62.6%	88.0%	54.2%	80.7%	67.5%	89.8%	60.6%	83.1%
	20 to 24	65.3%	85.9%	66.7%	87.2%	64.6%	84.9%	70.4%	87.8%	68.6%	86.4%
	25 to 29	73.0%	87.7%	74.9%	89.0%	58.9%	80.6%	68.3%	87.8%	69.8%	85.4%
	30 to 34	69.8%	89.9%	74.3%	92.1%	67.6%	87.5%	73.8%	84.4%	73.2%	88.8%
	35 to 39	72.5%	90.6%	68.1%	84.1%	70.8%	92.5%	76.7%	91.7%	74.2%	87.5%
	40 to 49	75.3%	90.6%	75.9%	87.6%	74.2%	90.2%	83.1%	94.9%	75.8%	87.3%
	50+	80.3%	91.5%	76.5%	92.6%	76.0%	89.3%	77.8%	90.3%	76.8%	86.6%
GENDER	Female	68.7%	86.9%	67.4%	87.1%	65.6%	84.8%	72.3%	87.8%	69.6%	85.9%
	Male	65.9%	85.8%	71.0%	89.1%	61.9%	85.0%	71.5%	90.0%	69.1%	86.3%
	Non-Respondent	90.0%	90.0%	71.4%	85.7%	100.0%	100.0%	90.9%	100.0%	81.8%	100.0%

The overall success and retention rates have been consistent over the past four years with about a 5% variation overall. The 2014-2015 retention rate was 86.2% and the success rate was 69.5%. The Norco College success and retention rates were 69.6% and 86% respectively. Business falls within the range of the average Norco College success and retention rates. A notable difference is the success rates of African Americans. The college average is 62% while the average for Business classes is 49.4%, a marked difference. Faculty noted that an observation that it is difficult to keep African American students in courses. Logistics courses are observing an increase in African American males in courses as the industry is pushing for more diversity in the logistics workforce.

	Fall 2015			AY 15-16		
	Retention%	Success%	FTES	State Approved Awards	State Approved Awards per FTES	% of District Awards in MAG and BUS
Moreno Valley	82.73	59.77	68.69	21	.31	13%
Norco College	85.91	67.40	173.59	70	.4	42%
Riverside City	83.19	61.15	317.60	76	.24	46%
T.O.P. Code	05 less ACC & RLE		05	05 less ACC & RLE		

As noted in the chart above, in comparison to Riverside City College and Moreno Valley College, the Business and Management classes are higher in both retention and success. An observation notes that Norco generate 42% of the District Business and Management certificates and AA degrees with substantially less FTES than our counterparts at Riverside. Norco College Business and Management areas are more efficient in terms of awards per FTES than the other two colleges in the District. Given that it is logical that retention and success should lead to awards (graduates), the above statistics would seem to be a very positive indicator relative to the Business and Management program.

Statistics for academic year 2014/2015 were also assembled revealing the number of Chancellor Approved Awards (graduates) per course section at Norco College. These statistics were broken down to provide individual results for the College overall, CTE overall, and Business & Management (T.O.P. Code 05 less ACC & RLE) specifically. The table below provides the statistical results:

CCCCO Approved Awards (Graduates) Per Section
Academic Year 2014-2015

		Sections	Graduates	Graduates Per Section
	Norco College Total	1,395	961	0.69
	CTE Total	355	214	0.60
	T.O.P. 05 less ACC & RLE	78	70	0.90

Again, given that it is logical that retention and success should lead to awards (graduates), the above statistics would seem to be a very positive indicator relative to the Business and Management program.

Business ONLINE	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	63.7%	86.0%	63.1%	85.4%	58.4%	87.9%	69.4%	87.9%	68.7%	87.5%

Business HYBRID	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	61.4%	80.1%	65.8%	87.7%	60.6%	90.0%	66.9%	90.0%	66.3%	82.7%

Business Face-to-face	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	75.7%	89.6%	79.7%	92.3%	73.3%	89.6%	76.9%	89.6%	72.6%	86.2%

In 2014-2015 the retention in Business classes was highest in online courses with a rate of 87.5%, while Face-to-Face was 86.2 and Hybrid was 82.7. Hybrid courses had the least retention with a 5% decrease in retention overall.

The success rates for face-to-face classes were 72.6%, while Online was 68.7 and Hybrid 66.3%. A 6% difference between the face-to-face and hybrid is significant. The overall college appears to struggle with both retention and success in hybrid courses as evidenced by the chart below:

College Wide HYBRID	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	54.8%	77.7%	60.9%	83.2%	57.1%	81.9%	59.0%	81.9%	63.7%	83.7%

The college rates of retention are comparable, while the Business courses are 3% higher than the college average for success. Authors note that more training should be required for students who are registering for hybrid classes to ensure success and retention. College dialogue on hybrid course success and retention, and possible additional professional development activities may be useful.

Success and Retention: Management

	OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	Total	62.9%	85.1%	62.3%	85.3%	65.6%	85.4%	73.3%	90.7%	74.5%	84.3%
ETHNICITY	American Indian or Alaska Native	0.0%	75.0%	100.0%	100.0%	100.0%	100.0%	50.0%	50.0%	100.0%	100.0%
	Asian	64.7%	70.6%	64.0%	88.0%	76.9%	92.3%	64.3%	92.9%	82.4%	82.4%
	Black or African American	53.7%	82.9%	54.8%	81.0%	56.5%	85.5%	61.4%	90.9%	73.1%	92.3%
	Hispanic/Latino	60.1%	79.7%	59.4%	83.9%	63.2%	82.4%	76.1%	88.0%	69.8%	82.7%
	Native Hawaiian or Other Pacific Islander	33.3%	66.7%	0.0%	100.0%	50.0%	50.0%	25.0%	75.0%	0.0%	0.0%
	Two or More Races	50.0%	87.5%	66.7%	86.7%	60.0%	85.0%	62.5%	87.5%	71.4%	71.4%
	White	72.7%	95.5%	66.2%	86.2%	71.1%	90.1%	79.2%	95.3%	80.4%	85.3%
	Non-Respondent	78.6%	85.7%	70.0%	100.0%	85.7%	85.7%	50.0%	100.0%	0.0%	0.0%
AGE	19 or less	36.7%	79.6%	46.8%	85.1%	46.2%	84.6%	60.0%	85.0%	54.5%	81.8%
	20 to 24	57.1%	84.8%	60.0%	83.1%	60.5%	87.1%	73.2%	89.3%	61.8%	75.5%
	25 to 29	70.3%	85.9%	54.0%	81.0%	63.3%	80.0%	73.2%	91.5%	72.9%	85.7%
	30 to 34	61.3%	83.9%	71.1%	89.5%	79.7%	90.5%	75.0%	93.8%	85.4%	87.8%
	35 to 39	84.6%	94.9%	59.5%	78.4%	61.9%	88.1%	59.1%	90.9%	83.8%	91.9%
	40 to 49	67.5%	77.5%	81.4%	97.7%	65.4%	80.8%	84.0%	92.0%	85.7%	88.1%
	50+	85.0%	95.0%	83.3%	91.7%	80.6%	87.1%	73.3%	93.3%	100.0%	100.0%
GENDER	Female	66.8%	86.8%	65.3%	86.8%	67.0%	85.8%	75.6%	91.0%	79.9%	89.7%
	Male	55.4%	81.3%	57.2%	82.6%	62.2%	84.4%	69.0%	91.0%	66.9%	76.7%
	Non-Respondent	0.0%	100.0%	50.0%	100.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%

The overall success and retention rates have been consistent over the past four years with about a 5% variation overall. The 2014-2015 retention rate was 84.3% and the success rate was 74.5%. The Norco College retention and success rates were 86% and 69.6% respectively. Management falls within the rage of the average Norco College success and retention rates, with the success rates being notably higher at 74.5% as compared to the college rates at 69.6%. The retention and success of African American students in Management classes is significantly higher than the Business courses and the overall college percentages. A notable difference between the success and retention rates of females versus males was noted, with female success and retention statistics 12-13% higher. It can be noted that almost all of the management courses are offered in the evenings or online, which is more focused on the working adult.

As noted in the chart above, in comparison to Riverside City College and Moreno Valley College, the Business and Management classes are higher in both retention and success.

ONLINE	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	65.1%	88.0%	63.0%	84.1%	67.8%	92.4%	75.9%	92.4%	74.3%	84.0%

Face-to-face	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	66.7%	91.7%	58.8%	85.3%	58.1%	93.9%	72.7%	93.9%	71.4%	85.7%

HYBRID	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Total	59.6%	80.1%	62.0%	87.6%	57.6%	83.1%	64.6%	83.1%	75.2%	84.6%

In the management program the Success rate for face-to-face is lower than both Online and Hybrid by approximately 4%. Retention is comparable in all three programs. Faculty discussed the different between the hybrid retention and success as compared to business. It was noted that almost all of the management courses are in the evening. The student population in the evening is primarily working adults who are returning to college to "skill-up" as compared to daytime students who are younger and looking for transfer degrees. The notable difference is possibly due to the age and maturity of the evening, working adults as compared to the younger students in business classes in the daytime.

Overall College Efficiency		Management Efficiency		Business Efficiency	
Term	**Efficiency**	**Term**	**Efficiency**	**Term**	**Efficiency**
Summer 2010	628.847	Summer 2010	585.000	Summer 2010	560.000
Fall 2010	673.930	Fall 2010	539.250	Fall 2010	612.449
Winter 2011	616.886	Winter 2011	510.000	Winter 2011	513.033
Spring 2011	654.611	Spring 2011	618.750	Spring 2011	634.766
Summer 2011	634.611	Summer 2011	0.000	Summer 2011	465.000
Fall 2011	628.986	Fall 2011	630.000	Fall 2011	646.793
Winter 2012	590.777	Winter 2012	0.000	Winter 2012	555.000
Spring 2012	632.099	Spring 2012	689.000	Spring 2012	618.932
Summer 2012	621.577	Summer 2012	0.000	Summer 2012	570.000
Fall 2012	655.979	Fall 2012	565.714	Fall 2012	583.993
Winter 2013	576.499	Winter 2013	0.000	Winter 2013	547.500
Spring 2013	629.599	Spring 2013	485.125	Spring 2013	529.672
Summer 2013	565.463	Summer 2013	0.000	Summer 2013	510.000
Fall 2013	632.917	Fall 2013	483.000	Fall 2013	577.606
Winter 2014	563.129	Winter 2014	0.000	Winter 2014	412.500
Spring 2014	597.476	Spring 2014	488.050	Spring 2014	546.900
Summer 2014	528.844	Summer 2014	0.000	Summer 2014	480.000
Fall 2014	606.031	Fall 2014	509.500	Fall 2014	522.330
Winter 2015	525.446	Winter 2015	210.000	Winter 2015	455.000
Spring 2015	566.331	Spring 2015	510.000	Spring 2015	451.004
Total	**622.061**	**Total**	**541.148**	**Total**	**562.338**

Efficiency is defined as weekly student contact hours divided by full time equivalent faculty. Business efficiency as compared to the overall college efficiency was 56 points less, while management efficiency was 110 points less. Smaller course enrollment and high drop rates in online classes

contribute to a lower efficiency in both areas. Classes in both of these areas are not transferrable for IGETC or CSU GE transfer credit, leading to less efficiency. Data for further analysis by mode of instruction does not appear to be available for analysis.

3. Include program-specific data and discuss any changes or significant trends in the data. Include the number of graduates in the discipline/program/certificate, as well as the number of students who have declared the program(s) of study, that your unit supports. Discuss any changes or significant trends in the data.

Norco College Program Awards

		2012-13	2013-14	2014-15
NORCO COLLEGE AWARDS				
Associate of Science (A.S.) degree Total		30	20	35
	Business and Commerce, General-050100	6	7	13
	Business Management-050600	10	3	10
	Retail Store Operations and Management-050650	1		
	Marketing and Distribution-050900	4	2	2
	Logistics and Materials Transportation-051000	9	8	10
Certificate requiring 30 to < 60 semester units Total		30	28	28
	Business and Commerce, General-050100	4	8	7
	Business Management-050600	16	7	10

	Retail Store Operations and Management-050650		1	
	Marketing and Distribution-050900	4	3	3
	Logistics and Materials Transportation-051000	6	9	8
Certificate requiring 18 to < 30 semester units Total		9	8	7
	Logistics and Materials Transportation-051000	9	8	7
Total A.S. Degree & Certificates in Business and Management areas		69	56	70

California Community Colleges Chancellor's Office
Program Awards Summary Report
Report Run Date As Of : 12/15/2015 1:03:09 PM

Marketing is being deleted as a program of study (050900). The 2013-2014 year's number of degrees is lower than the previous year or the year after. Certificates remain largely the same. Faculty discussed this phenomenon and could not come up with a sufficient reason for the dip in 2013-14.

Program of Study

Program Title	Frequency	Percent
Business Admin: Entrepreneurship-Getting Started	2	0%
Business Admin: General Business Concentration	516	4.3%
Business Admin: Logistics Management Concentration	62	0.5%
Business Admin: Management Concentration	296	2.5%
Business Administration CSUGE	28	0.2%
Business Administration IGETC	5	0%
Logistics Management	28	0.2%
Total		

From the State Chancellor's website

 The program of study data indicates that the two largest areas indicated by students as program of study are Business Administration: General Business Concentration and the Business Administration: Management Concentration. Overall Business Administration (including Accounting and Real Estate) account for approximately 14% of all students who have declared a program of study at Norco College, and roughly 30% of all Norco College CTE students! Faculty discussed this and was surprised by the number of students who indicate some area of business as their major. We are the second largest declared major behind Math and Science at 18.5%. Faculty discussed the lack of resources apportioned to Business area in relation to other disciplines which have considerably more faculty. The Business discipline could use a little more respect based on the declared needs of our current students!

4. In the table below, state your goals from your previous comprehensive unit reviews. List the most important first.

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
2012-2013 Increase retention in online classes	Bring faculty together who teach online courses in a particular area to discuss ways to increase retention and student success in online courses.	Faculty have convened at least twice to discuss online success rates and other issues for Bus 10, which is the largest feeder course that we have in the Business/Management area.	I'm not sure why I am discussing the relationship of past goals. Many of these were prior to our current strategic plan. Goal 1
Develop a capstone class and integrate it into all Business and Management certificates	Faculty explored developing a capstone course in order to better assess PLO's and determined that it was not feasible.	Determined that it was not feasible to add additional units to already crowded certificate.	Goal 4
2013-2014 Completion rates of degrees and certificates at or above College Benchmark Standard	Determine College Benchmark, and consider an analysis of results during next review.	Norco College awards more certificates per FTES than either Riverside or Moreno Valley Colleges.	Goal 1, Objective 5
Success rates at or above College Benchmark standard	Determine College benchmark, and consider an analysis of results during the next review.	The success rate of BUS and MAG courses is above the college wide success rate.	Goal 1, Objective 6
Retention rates at or above college benchmark standard	Determine college benchmark and consider an analysis of results during next review.	The retention rate is at or above the college wide retention rates.	Goal 1, Objective 6
2014 Goals Success rates of online courses at or above	Monitor success rates of online courses use SLO assessments to determine activities or interventions.	The success rate of BUS and MAG courses is above the college wide success rate.	Goal 1: 9

College success rates.	or increase rates.		
Review certificates, revise or delete as deemed necessary.	Review and revise certificates based on industry needs and number of completers. Delete or review as necessary for certificates that are not current with industry.	Certificates were reviewed and two were eliminated: Marketing and Human Resources.	Goal 1: 10
Review success rates for business and marketing. Review efficiency rates for Business, Management and Marketing.	Monitor success rates for business class to determine trends and or activities to raise the rates to former levels.	All were reviewed and discussed.	Goal 1: 6
Completion rate of degrees and certificates above College benchmark or above College benchmark standard.	Determine College benchmark, and consider an analysis of results during next review.	Norco College awards more certificates per FTES than either Riverside or Moreno Valley Colleges.	Goal 1: 5
Success rates at or above College benchmark standard.	Determine College benchmark and consider an analysis of results during next review.	The success rate of BUS and MAG courses is above the college wide success rate.	Goal 1: 6
Retention rates at or above College benchmark standard.	Determine College benchmark and consider an analysis of results during next review.	The retention rate is at or above the college wide retention rates.	Goal 1: 6
Success rates of online courses at or above College success rates.	Monitor success rate of online courses, use SLO assessments to determine activities or interventions to increase rates.	The success rate of BUS and MAG courses is above the college wide success rate.	Goal 1: 9

5. Please list the resources that you have received in the last four academic years as a result of program review. How did the resources impact student learning? If you requested resources but did not receive them, how did that impact student learning? If no resource requests were made, please indicate by typing N/A

We have not received *any requested resources from our Annual Program Reviews*. We have been able to leverage revenues from other sources (such as one time Perkins funds and/or the Deputy Sector Navigator for Entrepreneurship) to attend the Entrepreneurship conference. Below are the requests:

2012-2013
None

2013-2014
Membership: Purchasing Management Association of Canada
Membership fee for Distribution Management Association of Southern California
Membership Chartered Institute of Purchasing and Supply
Membership Warehousing Education and Research Council
Membership Association for Operations Management
Membership Institute for Supply Management

2014-2015
Entrepreneurship and/or Logistics Conference
Membership fee for Distribution Management Association of Southern California

2015-2016
Entrepreneurship and/or Logistics Conference
Membership fee for Distribution Management Association of Southern California

When Career Tech Ed faculty are not kept up to date via professional development programs it impacts our students as we are not able to share the latest news and technologies in these areas. The ability to meet and greet other people in the industry expands our horizons and keeps us up to date

on the latest developments in our respective areas. It also provides an opportunity for faculty to learn about other programs, what works, and what does not, and to adapt and adjust our own curriculum and teaching abilities in accordance.

It should be noted that we have NEVER received any resource allocations for the items listed above, with the exception of the Entrepreneurship conference, which was funded by the CTE enhancement funds one year. We feel that Business discipline does not receive their fair share of resources to fund the identified needs.

6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the <u>Educational Master Plan</u>/Strategic Plan? *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."*

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Market the Entrepreneurship certificates to ensure classes have enough students in them.	1. Work with marketing department to develop marketing materials. 2. Send out marketing materials to local chambers of commerce.	June 2018	**Goal 1: Increase Student Achievement and Success** Objectives: 4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall). 5. Increase completion rate of degrees and certificates over 6 years. 7. Increase percentage of students who complete 15 units, 30 units, 60 units. 10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students. This goal relates to Goal 1 – increasing student achievement and success. By marketing the entrepreneurship certificate this will assist with an increase in students and certificates in these areas and thus increase the same in the overall college numbers.
Review current certificates and review those that need revision.	1. Review Entrepreneurship certificates to determine if the courses are viable and re-write courses that need to be re-written.	June 2019	**Goal 1: Increase Student Achievement and Success** Objectives: 4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall). 5. Increase completion rate of degrees and certificates over 6 years. 7. Increase percentage of students who complete 15 units, 30 units,

	2. Review General Business Certificate and Management certificates for viability in current industries.		60 units. 10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students. This goal relates to Goal 1 – increasing student achievement and success. By marketing the entrepreneurship certificate this will assist with an increase in students and certificates in these areas and thus increase the same in the overall college numbers.
Market new Business ADT to current students and prospective students.	1. Developing a one page flyer and a course rotation to hand out to students in class. 2. Work with counseling to market the ADT to current and prospective students 3. Meet with PT faculty to inform them about the new ADT and encourage them to talk to students and hand out one page flyer.	June 2017	**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. The goal relates to Goal 3 – increasing student access. By marketing to students the ADT in business it will hopefully increase the number and percentage of students who declare this as an educational goal and thus assist in meeting goal 3 in the Norco strategic plan.

Course Outlines of Record (COR)

An important part of comprehensive program review is a review of the course outlines of record that are associated with a unit. Please list all of the courses in your unit as listed in the Norco College Catalog and the date that they were last updated. If they have not been updated in the last four years, you must update them before submitting your program review, e.g., making sure the edition of the textbook is current. Please do not submit the actual COR. Add to the table as needed

Course Number	Date Last Updated	Last Editor (name)	If not current, where is the COR in the review process	Was the last update a major or minor modification?
BUS-3	06/19/2012	P. Herzig		New
BUS-10	12/11/2012	A. Wilcoxson	Pending	Major
BUS-12	11/18/2014	G. Zwart		New
BUS-13	11/18/2014	G. Zwart		New
BUS-14	11/18/2014	A. Wilcoxson	Level 5.5	Major
BUS-18A	12/11/2012	L. Judon		Major
BUS-18B	12/10/2013	L. Judon		Major
BUS-20	12/11/2012	R. Beck	Level 13	Minor
BUS-22	12/11/2012	G. Zwart		Major
BUS-24	12/09/2014	G. Zwart		New
BUS-30	04/17/2012	A. Wilcoxson		Major
BUS-31	New	G. Zwart	Level 13	New
BUS-33	New	G. Zwart	Level 9	New
BUS-47	10/04/2012	R. Pardee		Minor
BUS-53	05/21/2015	A. Wilcoxson		Minor
BUS-70	09/20/2012	R. Pardee		Minor
BUS-80	06/21/2011	R. Beck	Level 13	Minor

BUS-82	06/21/2011	R. Beck	Level 13	Major
BUS-83	06/21/2011	R. Beck	Level 13	Major
BUS-85	01/22/2013	R. Beck	Level 13	Minor
BUS-86	06/21/2011	R. Beck	Level 13	Minor
BUS-87	12/11/2012	R. Beck	Level 13	Minor
BUS-90	06/21/2011	R. Beck	Level 13	Minor
MAG-44	09/05/2013	G. Zwart		Minor
MAG-47	10/04/2012	R. Pardee		Minor
MAG-51	11/01/2012	C. Wyckoff		Minor
MAG-53	12/11/2012	A. Wilcoxson	Level 5	Minor
MAG-56	03/08/2012	A. Wilcoxson		Major

Rev. 2

Norco College Comprehensive Instructional Program Review Update

Current Human Resource Status

7.   Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate columns. 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 (give number)	Part-time faculty (give number)
Business	1.5	4
Management	.5	2
Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)

Long Term Resource Planning

This section should be completed with your long term goals in mind. However, as you will not be filing an annual program review this academic year, you may need to include some of your short-term resource requests as well.

8. Staff Needs

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

List Staff Positions Needed **Please justify and explain each faculty request as they pertain to the goals listed in item #6.** Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.	Indicate (N) = New or (R) = Replacement	Number of years request has been made	Annual TCP*	EMP Goals	Short Term Goal (S) Long Term Goal (L)
1. Employment Placement Coordinator	**Neither**	**1**	**$84,547**	**Strategic Goal 4.2 (Increase the number of industry partners who participate in industry advisory council activities) and Strategic Goal 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry).**	**Justification: Our current Employment Placement Coordinator has been categorically funded by a variety of grants for 4 years. New guidance from the CCCCO will not permit the college to fund this position any longer from Federal Carl D. Perkins funds. All existing funding is going away. The College must provide resources to make progress so all our students can benefit from relevant work experience and connections to their future industry/career. Without fiscal support, the College will have no one dedicated to these**

					strategic goals after July 1, 2016.
5. CTE Dean fully funded by General Fund Justification	Neither This is making this fully funded by the general fund and not reliant on categorical funding	Unsure	75,000 (?)	**Strategic Goal 4.2 (Increase the number of industry partners who participate in industry advisory council activities) and Strategic Goal 4.4 (Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry).**	Our current CTE Dean is not fully funded through the general fund. Approximately half of his salary and benefits come from grants and outside sources. This position needs to be fully funded so that we don't lose him due to his getting a notification of unemployment each year. Also the funds from grants need to be used for other staff so that his time is freed up to do the work of CTE.
2. Accounting Associate Professor Justification	N	1	139,450	**Goal 1: Increase Student Achievement and Success**	We currently do not have a full time accounting professor. We have a business professor who acts in that capacity, but we need a full time accounting professor as hiring part time accounting faculty (quality) is harder and harder to find.
3. Entrepreneurship Associate Professor Justification	N	1	139,450	**Goal 1: Increase Student Achievement and Success**	The new entrepreneurship program need a dedicated business faculty to work with industry, students, and the community to get it off the ground. A dedicated faculty in this area would help to ensure the success of the program by marketing the program, providing a "face" for those seeking information about the program, etc.

* 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.

9. Equipment (including technology) <u>Not</u> Covered by Current Budget[2]

List Equipment or Equipment Repair Needed. Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. <u>Justification</u>					
2. <u>Justification</u>					
3. <u>Justification</u>					
4. <u>Justification</u>					

* 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 <u>Business and Facilities Planning Council</u>.

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

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**
1. Membership fees for Professional Associations such as: APICS, WERC, ISM, CIPS Justification In order to maintain currency relative to the professional body of knowledge. Professional development.	$422	1 each	$422	
2. Entrepreneurship Conference in Sacramento (2016) Justification	2000.00	1	2,000	
3. Justification				
4. Justification				
5. Justification				

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

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

11. 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 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. NONE Justification		
2. Justification		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.
** These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

12. 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. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
1. NONE Justification				
2. Justification				

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

Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive 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. **Trends and status change, prior and next four years identified**	Trends and status change section is blank	Only prior **or** next four years completed, not both		Prior and next four years section completed with clear information in both, or identified as N/A
1. **Retention, success, and efficiency rates have been identified and reflected upon**	No identification or discussion of retention, success, or efficiency data	Limited identification or discussion of retention, success, and efficiency data	Clear identification and discussion of retention, success, and efficiency data	Substantial identification and discussion/interpretation of success, retention and efficiency data
1. **(If Applicable) Specific program/certificate data are included and discussed**	Not addressed	Missing data but attempt was made	Data were present but not discussed	Data were present and commented upon OR No program or certificate
1. **Goals from prior comprehensive identified, activities linked to the goal, progress stated**	No goals from prior comprehensive identified	Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or progress stated	Clear statement made regarding goal(s), activities, and progress	Well-defined statement made regarding goal(s), and activities, includes details & reasoning, progress stated in depth
1. **Long term goals identified,**	No attempt made	Limited/generic	Clear statement	Well-defined statement and justification

activities and timeline stated	to identify long term goals, activities, and timeline	statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline	made regarding goal(s), activities, and timeline	made regarding goal(s), and activities, includes details & reasoning, suggested timeline
1. **Long term goals aligned to mission and EMP**	No link between the long term 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
1. **Course Outline of Record section is completed**	COR section is blank	COR section is partially completed, missing some courses from catalog		COR section is completed in its entirety – all courses in catalog identified
1. **Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)**	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	Substantial connection made between resource requests and EMP/SPG
Column scores **(If no programs of study are applicable, do not average in points from item #3)**				

Additional comments:

II. Comprehensive Program Review Assessment Update

Purpose –This comprehensive review should provide your unit with an opportunity to reflect and analyze any trends from the assessments you conducted **over the past four years**. Consider it a meta-analysis of your own work. This update is intended to facilitate discussion within your discipline regarding the types of assessments, the range of outcomes you have experienced with regard to increasing student success, and any changes, modifications, or improvements you have made to courses that seem to have supported student learning. It should also provide you with an opportunity to determine a plan of action for assessment for the next four years. Use data stored in TracDat, your Annual Program Reviews, and the Norco Assessment Rotation Plan to help you to complete this review. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu or talk to your NAC representative.

Please take some time to review assessment from the past four years and answer the following questions.

Section 1: Discipline Evaluation of Assessment Process

a. In the first column please identify each of the courses you assessed **in the past four years**. Then state if the assessments were implemented by an individual faculty (I), or as collaborative group (C). Identify the primary **modes of assessment** (embedded tests, assignments with rubrics, class projects etc.). In the final column, please explain why your discipline uses the modes identified (pedagogical reasoning). Add rows as needed.

Course	Individual (I) Collaborative (C)	Primary Modes of Assessment (Embedded tests, rubrics, projects, etc.)	Pedagogical Reasoning – why does your discipline use these methods for assessment
BUS-10	C	Embedded test	Not specified.
BUS-18A	C	Embedded test	Test questions allowed for focus in area of instructor interest.
BUS-18B	C	Essay assignment & chart project	Assessments were intended to determine greater level achievement than possible with prior assessment methods.
BUS-20	I	Pre-test followed by	Allowed for objective results from pre-test versus embedded questions compared

		embedded questions, and anonymous assessment survey	with subjective feedback from anonymous survey.
BUS-22	C	Presentation	Presentation skills are specified in the SLO assessed.
BUS-80	I	Embedded questions & anonymous assessment survey	Allowed for objective results from question answers compared with subjective feedback from anonymous survey.
BUS-82	I	Embedded test	Nature of test administered allowed for broad assessment.
BUS-83	I	Embedded test	Nature of test administered allowed for broad assessment.
BUS-85	I	Pre-test followed by embedded questions	Allowed for objective assessment.
BUS-86	I	Pre-test & post-test	Assessment method practical for online course.
BUS-87	I	Embedded questions & anonymous assessment survey	Allowed for objective results from question answers compared with subjective feedback from anonymous survey.
BUS-90	I	Embedded questions & anonymous assessment survey	Allowed for objective results from question answers compared with subjective feedback from anonymous survey.
MAG-44	I	Written Assignment	Not specified.
MAG-51	I	Written Assignment	Not specified.

b. Please provide an overview of the types of **changes made** (updated test questions, revised PowerPoints, redesigned assignments, new assignments) in a course or a program in response to your assessments. Explain which changes led to either greater student success, or didn't make any impact on student learning (provide reasoned argument as to why you think this occurred). In the final column identify which assessments led to permanent modifications.

Program and/or Course Name	Changes made (Updated test questions, new rubrics, revised assignments, etc.)	Identify if any changes had an impact (positive, negative, or neutral) on student success (provide reasoning)	Permanent modifications made to course in response to assessment (Yes or No)
BUS-10	Faculty agreed to add case study projects to emphasize concepts.	TBD	
BUS-18B	Change in SLO to improve nature of outcome.	New course outline dated 12/10/2013.	Yes
BUS-22	Instructors resolved to require more presentation skills practice.	TBD	
BUS-83	Instructor resolved to provide greater emphasis in lectures on regulatory application to business needs.	TBD	
Bus Admin Cert & Degree w/ HR Conc.	After assessing data and consulting faculty, admin, community, students & industry, it was determined this Program should be deleted from Catalog.	Deletion of this Program is making more resources available for new options viewed as more suited to needs of students, community & industry.	Yes
Bus Admin Cert & Degree w/ Marketing Conc.	After assessing of data and consulting faculty, admin, community, students & industry, it was determined this Program should be deleted from Catalog.	Deletion of this Program is making more resources available for new options viewed as more suited to needs of students, community & industry.	Yes

c. Please discuss any external variables that you think might have provided support or deterred from your ability to increase student success in your discipline. Indicate N/A if you determine that no external variables impacted student success. (add rows as needed)

External Variables

Course/Program	External Variables that supported or deterred from increasing student success
Most Programs & Courses within the Discipline	Some of the challenges for this discipline seem to be driven by factors impacting the entire College and perhaps beyond. As a primary example, we must cite statistics indicating some student success challenges for specific groups such as black or African American males. Discipline faculty will continue to remain supportive of college-wide efforts to provide resolution to these issues, but do feel there are external factors impacting this situation that may not be entirely controllable by the individual academic discipline.

d. Please identify any **teaching approaches** (pedagogy) that you perceive to have had a positive impact on your student's ability to engage in the learning process. This might not specifically include elements that have been formally assessed, but rather may reflect on good teaching practices that you deem effective. It might relate to elements such as the way you might have restructured the class (e.g., small group vs. direct lecture), the way in which you disseminate information (e.g., lecture vs. flipped classroom or action based learning). It might include the manner in which you gain feedback from students (journals, or clickers).

e. On reflection, can you identify any specific **resources**, support, or training that your discipline, department, or the institution might need to provide on-going support for student learning? If so, please explain. Please also identify any trainings or support from NAC that has been helpful or useful in planning or conducting assessment in your unit.

Section 2: Overview of Completed Assessment from the past four years

Using TracDat, or your Annual Program Reviews from the past four years please fill in the following data **for each courses and program your discipline lists in the Norco College catalog**. *Please identify any courses that are in the process of being removed from the catalog. Please list programs first then courses.*

Program Name/ Course Number	Total number of initial assessments conducted	Total Number of changes made to courses as a result of assessment	Total number of loop-closing assessments conducted	Total of all assessment activity for each course/program (all columns combined)

Business Administration/General Business Concentration	*1*	*2*	*0*	*3*
Business Administration/Logistics Management Concentration	*3*	*2*	*0*	*5*
Business Administration/Management Concentration	*2*	*0*	*0*	*2*
Logistics Management	*3*	*2*	*0*	*5*
BUS-3				
BUS-10	*1*	*3*	*0*	*4*
BUS-12				
BUS-13				
BUS-14				
BUS-18A	*3*	*0*	*0*	*3*
BUS-18B	*1*	*2*	*1*	*4*
BUS-20	*2*	*0*	*0*	*2*
BUS-22	*1*	*5*	*0*	*6*
BUS-24				

BUS-30				
BUS-31				
BUS-33				
BUS-47	To be assessed in Spring 2016			
BUS-53	Not being offered			
BUS-80	2	0	0	2
BUS-82	6	0	0	6
BUS-83	2	1	0	3
BUS-85	1	0	0	1
BUS-86	1	0	0	1
BUS-87	1	0	0	1
BUS-90	1	0	0	1
MAG-44	1	0	0	1

MAG-47	*Being Assessed in Spring 2016*			
MAG-51	*1*	*0*	*0*	*1*
MAG-53				
MAG-56				
Programs & Courses Being Removed from the Catalog				
Business Administration/Human Resources Concentration				
Business Administration/Marketing Concentration				
MAG-20				
MAG-40				
MAG-41				
MAG-42				
MAG-52				

MAG-54	
MAG-70	

In addition to assessment results as noted in the above section, as well as feedback from students and industry, the Logistics Management Program received positive third-party feedback reflecting on the soundness of our curriculum from the California State University at San Bernardino and the International Qualifications (IQN) network. Specifically, CSUSB renewed articulation agreements for three of our courses. This means 9 of our 18 units in Logistics Management course work continue to be articulated at CSUSB for upper-division subject matter credit. After a review of our curriculum, the IQN determined that our Logistics Management Program graduates would be eligible for waiver from the qualifying exam for their international Diploma in Supply Chain Management (Dip.SCM).

Section 3:   Plan for Assessment

Please provide a comprehensive plan for assessment in your unit for the upcoming four years. Please identify any loop closing assessments that are carrying over from the prior four years of assessment (e.g., type *loop-closing* after them) – you should not plan to include a loop closing before you conduct an initial assessment.

SLO Rotational Schedule

Course	Term 2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
BUS-3, Computer Applications for Business						FALL			FALL
BUS 10, Introduction to Business					FALL			FALL	
BUS 12, Opportunity Analysis for Entrepreneurs					SPRING			SPRING	
BUS 13, Developing a Successful Business Plan/Model					SPRING			SPRING	
BUS 14, Social Media and Online Marketing for Entrepreneurs						SPRING			SPRING
BUS 18A, Business Law I					SPRING			SPRING	
BUS 18B, Business Law II						FALL			FALL
BUS 20, Business Math	FALL			FALL			FALL		
BUS 22, Management Communications	FALL				FALL			FALL	
BUS 24, Business Communications						SPRING			SPRING
BUS 30, Entrepreneurship and Small Business Management				FALL			FALL		
BUS 47, Applied Business and Management Ethics				SPRING			SPRING		
BUS 80, Principles of Logistics	FALL			FALL				FALL	
BUS 82, Freight Claims	FALL				FALL			FALL	
BUS 83, Contracts		FALL			FALL			FALL	
BUS 85, Warehouse Management	SPRING		SPRING			SPRING			SPRING
BUS 86, Transportation and Traffic Management			SPRING			SPRING			SPRING
BUS 87, Purchasing and Supply		FALL			FALL			FALL	

Course									
Management									
BUS 90, International Logistics		FALL			FALL			FALL	
MAG 44, Principles of Management	SPRING					FALL			
MAG 47 / BUS 47 Applied Business and Management Ethics		SPRING			SPRING				
MAG 51, Elements of Supervision		SPRING			FALL			FALL	
MAG 53, Human Relations		SPRING			SPRING			SPRING	
MAG 56, Human Resources Management		SPRING			FALL			FALL	
MKT 20, Principles of Marketing				FALL			FALL		
MKT 40, Advertising					FALL			FALL	
MKT 41, Techniques of Selling				SPRING			SPRING		
MKT 42, Retail Management	SPRING			SPRING			SPRING		

Scoring Rubric for Comprehensive Program Review of Assessment – Part II only

Assessment Unit Name: Business/Management   **Average score** _____

	0	1	2	3	Comments
Section 1 **Modes of assessment & reasoning____** **Changes Made to courses ____** **Success indicators ____** **Teaching approaches ____** **Resources ____**	No attempt made to provide responses to any of the questions (1-4) 0	Answers are extremely limited, e.g., yes, no, none; inconsistent depth in some responses; barely any reflection or insight provided, limited attempt to use assessment to increase *understanding* of student success and learning in the classroom 1	Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase *understanding* of student success and learning in the classroom 2	Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase *understanding* of student success and learning in the classroom, and teacher development 3	
Section 2 · **# of initial, changes made, loop-closing activities for course and program**	Chart is blank 0	Does not include all courses or programs 1		All courses and programs in the discipline are listed on the chart, each box has a number (or a zero to indicate "nothing" or no assessment conducted) 3	
Section 3 **Plan for assessment in the coming 4 years** ● **Programs** ● **Courses** ● **SLOs**	No Plan provided 0	Does not include all Programs ____ Courses ____ SLOs ____ 1		All programs, courses and SLOs are included in assessment plan for the next four years – rotation cycle considered in plan 3	
Column Totals					

［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.

［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.

［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.

［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］ 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.