

**NORCO COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM/UNIT REVIEW**

**Discipline/Unit/Department: Business (BEIT
DEPARTMENT)**

*Program(s) or Certificate(s) Associated: Retail
Management*

Contact Person: Tom Wagner

Due: April 20, 2017

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



Form Last Revised: November 2016

Norco College

Web Resources: <http://www.rccd.edu/administration/educatoralservices/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. Brown can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.brown@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: Retail Management_____

Contact Person: _Tom Wagner_____

Date: _May 20, 2017_____

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? | No | No |
| 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. | No | No |
| 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. | The Retail Management Certificate is a creation of the Western Association of Food Chains (WAFC). The courses included for the certificate are courses that exist at Norco College for other programs except the key course, which is the Retail Management course. Norco College does not and has not offered the Retail Management course. Students must take Retail Management course at another college such as Riverside City College. Historically, Norco has had very few Retail Management certificate recipients (two or three per year). The Retail Management courses Norco College does offer are assessed as part of their primary programs. In 2014, the WAFC decided to | At its May 2017 Department Meeting, Norco College’s BEIT Department authorized Tom Wagner to coordinate with the WAFC to determine if WAFC approval was appropriate for the future. |

| | | |
|--|---|----|
| | change its certificate requirements to eliminate two courses and increase required coverage in two of the remaining courses. The WAFC required colleges offering the certificate to submit a report on how the new requirements would be met. The Norco College BEIT Department decided in 2015 to not increase the coverage of the two existing courses, and not submit a report to the WAFC. Therefore, as of June 2016, Norco College no longer met the WAFC requirements for the certificate. | |
| 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 . | No | No |

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.

Retail Management courses)

| Success Rate NORCO | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------------------------|---------|---------|---------|---------|---------|
| Overall | 65.16% | 67.37% | 67.62% | 67.33% | 67.53% |
| Face-to-Face Lecture | 69.99% | 72.78% | 73.34% | 72.63% | 74.68% |
| Hybrid | 60.74% | 60.68% | 60.81% | 63.73% | 64.72% |
| Online/Distance Education | 57.25% | 60.85% | 59.18% | 58.77% | 53.61% |

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

| Retention Rate NORCO | | | | |
|----------------------|--------|-------|--------|--------|
| Overall | 83.02% | 83.56 | 84.03% | 83.05% |

| | | | |
|----------------------|--------|--------|--------|
| Face-to-Face Lecture | 84.50% | 84.66% | 86.90% |
| Hybrid | 88.22% | 83.03% | 83.13% |

DE 77.08% 81.76% 78.13% 76.09% 76.55%

The success rate for Retail Management classes have overall (67.53%) in 2015-2016 is lower than the Norco College overall rate of 71.88%. Similarly, the Retail Management success rate for on-line classes (53.61) is lower than the Norco overall success rate for on-line classes of 64.79

The Retail Management classes have an overall retention rate in 2015-2016 of 82.44 % compared to the Norco retention rate of 86.79.

- 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.**

Most of our real estate students complete the three courses required for a certificate. Even though they are entitled to a certificate, but they do not apply. They are taking the three classes to be able to take the state license test and they see no need for the certificate. I have talked to the real estate department chairs at other community colleges and they report the same issue. We are trying to work together to find a solution.

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 |
|--|-------------------------------------|---|---|
| N/A | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

N/A

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 Educational Master Plan/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. | Anticipated timeline for completion | Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan | |
|--|-------------------------------------|--|--|
| N/A | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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 N/A | 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? |
|------------------------------|--------------------------|---------------------------|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Norco College Comprehensive Instructional Program Review Update

Unit: Retail Management _____
 Contact Person: _Tom Wagner _____
 Date: __May 8, 2017 _____

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) |
| N/A | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Classified Staff Employed in the Unit | | |
|---------------------------------------|-------------------------------|-------------------------------|
| Staff Title | Full-time staff (give number) | Part-time staff (give number) |
| N/A | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Unit Name: Retail Management

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. <u>Justification N/A</u> | | | | | |
| 2. <u>Justification</u> | | | | | |
| 3. <u>Justification</u> | | | | | |
| 4. <u>Justification</u> | | | | | |
| 5. <u>Justification</u> | | | | | |

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

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.

Unit Name: Retail

Management _____

9. Equipment & Technology Not Covered by Current Budget²

| List Equipment, Technology, Software or Equipment Repair Needed for Academic Year _____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Provide the Asset Tag Number(s) for replacement requests. In the Justification, include how the item addresses the department’s goals, and if it assists in remaining competitive with comparable institutions (if applicable). Please state if the request impacts Distance Education. | *Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes | How many students/Staff/ departments will directly benefit from this equipment/ technology? | Use this link for Annual TCO* | | | |
|---|--|---|---|---------------|------------------|-----------------------|
| | | | Number of years requested | Cost per item | Number Requested | Total Cost of Request |
| 1. <u>Justification:</u> | | | | | | |
| 2. <u>Justification:</u> | | | | | | |
| 3. <u>Justification:</u> | | | | | | |
| 4. <u>Justification:</u> | | | | | | |
| 5. <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).

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.

** These requests are sent to the [Business and Facilities Planning Council](#).

Unit Name: *Retail Management* _____

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. <u>Justification N/A</u> | | | | |
| 2. <u>Justification</u> | | | | |
| 3. <u>Justification</u> | | | | |
| 4. <u>Justification</u> | | | | |
| 5. <u>Justification</u> | | | | |
| 6. <u>Justification</u> | | | | |

*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.

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

Unit Name: *Retail Management*_____

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 college⁴

| <p align="center">List Student Support Services Needs</p> <p>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.</p> | <p align="center">EMP GOALS</p> | <p align="center">Distance Education</p> |
|---|--|---|
| <p>1. <u>Justification N/A</u></p> | | |
| <p>2. <u>Justification</u></p> | | |
| <p>3. <u>Justification</u></p> | | |
| <p>4. <u>Justification</u></p> | | |
| <p>5. <u>Justification</u></p> | | |
| <p>6. <u>Justification</u></p> | | |

*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](#).

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.

Unit Name: *Retail Management* _____

12. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget⁵

**** For immediate hazards, contact your supervisor ****

| <p align="center">List Other Needs that do not fit elsewhere.</p> <p>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.</p> | Annual TCO* | | | |
|--|---------------|------------------|-----------------------|-----------|
| | Cost per item | Number Requested | Total Cost of Request | EMP Goals |
| 1. <u>Justification N/A</u> | | | | |
| 2. <u>Justification</u> | | | | |
| 3. <u>Justification</u> | | | | |
| 4. <u>Justification</u> | | | | |
| 5. <u>Justification</u> | | | | |
| 6. <u>Justification</u> | | | | |

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

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.

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 |
| 2. 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 |
| 3. (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 |
| 4. 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 |

| | | | | |
|---|---|---|--|---|
| 5. Long term goals identified, activities and timeline stated | No attempt made to identify long term goals, activities, and timeline | Limited/generic statement made regarding goal(s), lacks clarity or details and/or activities, and/or timeline | Clear statement made regarding goal(s), activities, and timeline | Well-defined statement and justification made regarding goal(s), and activities, includes details & reasoning, suggested timeline |
| 6. 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 |
| 7. 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 |
| 8. 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 |
|--------|--|--|---|
| N/A | | | |
| | “ | “ | “ |
| | “ | “ | “ |
| | “ | “ | “ |
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

- 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 |
|-----------------------------------|---|---|---|
| Retail Management | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

- 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 |
|----------------|---|
| | |
| | |
| | |

- 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).

Almost all of our real estate classes are on-line. We have discovered because of the wide variety of student experience with computers that we need to keep the on-line structure as simple as possible.

- 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.

Training in how different students learn would be very helpful.

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) |
|--------------------------------|--|---|---|--|
| | | | | |

After the changes made several years ago to increase learning of several difficult areas (for example tax ramifications of real estate transactions) through-out the four basic real estate classes, our assessments show the students were successfully understanding and working with these harder concepts.

I was concerned, however, that our students were seeing real estate from an academic rather than a “real world” prospective.

In the fall of 2016, we introduced new part-time teachers, Charles Barsam, an active California real estate lawyer, and Lori Namazi, the principal broker for one of the areas largest real estate brokerages to bring the missing “real world” perspectives into the classes.

On May 19 I had close the loop meetings with both Barsam, who teaches our on-ground, and Namazi, who teaches on-line. The topics were to review where we are and consider where to go from here including how to increase retention in the on-ground class, and how in all classes to increase student depth of understanding of the industry and its rules. Starting with the on-ground class, we decided to increase participation as guest speakers by industry leaders, such as brokers, lenders, and title representatives. We think this will create student interest and increase understanding. First we need to select the right guest speakers for the fall semester classes and then measure the impact of the new approach. We will create new assessment tools for the fall 2017 semester to measure our changes.

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

Assessment Unit Name: _____

Average score _____

| | 0 | 1 | 2 | 3 | Comments |
|--|--|--|--|--|----------|
| Section 1 <ul style="list-style-type: none"> • 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) | 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 <i>understanding</i> of student success and learning in the classroom | Clear and consistent responses to each question, some indication the discipline has attempted to use discipline based assessment results to increase <i>understanding</i> of student success and learning in the classroom | Clear and in depth responses to each question, strong indication the discipline has utilized assessment as a tool to increase <i>understanding</i> of student success and learning in the classroom, and teacher development | |
| Section 2 <ul style="list-style-type: none"> • # of initial, changes made, loop-closing activities for course and program | Chart is blank | Does not include all courses or programs | 2 | 3 | |
| Section 3 Plan for assessment in the coming 4 years <ul style="list-style-type: none"> • Programs • Courses • SLOs | No Plan provided | Does not include all Programs _____ Courses _____ SLOs _____ | 2 | 3 | |
| Column Totals | | | | 3 | |