NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: BUS, MAG, MKT

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: Rex Beck

Due in draft: March 15, 2015

Final drafts due: April 29, 2015

Please send an electronic copy to the Vice President; Academic Affairs
Norco: Diane.Dieckmeyer@norcocollege.edu
If you are CTE: Kevin.Fleming@norcocollege.edu

Form Last Revised: December 2014

Norco College

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

Annual Instructional Program Review Update
Instructions

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

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted *in draft* every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco:	**VP Business Services**	**951-372-7157**

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

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

Goal 2: Improve the Quality of Student Life

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

Goal 3: Increase Student Access

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

Goal 4: Create Effective Community Partnerships

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

Goal 5: Strengthen Student Learning

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

Goal 6: Demonstrate Effective Planning Processes

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

Goal 7: Strengthen Our Commitment To Our Employees

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

I. Norco College Annual Instructional Program Review Update

Unit: BUS, MAG, MKT
Contact Person: Rex Beck
Date: April 29, 2015

Trends and Relevant Data

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

a. Has your unit shifted departments? No.

No.

b. Have any new certificates or complete programs been created by your unit?

Entrepreneurship: Getting Started (9 units)

c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses.

No.

2. List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.

Business (BUS)

Success Rate

NORCO	2010-11	2011-12	2012-13	2013-14
Overall	67.46%	71.22%	64.08%	72.05%
Face-to-Face Lecture	75.69%	79.73%	73.30%	76.87%
Hybrid	61.38%	72.48%	60.56%	66.92%
Online/Distance Education	63.67%	64.92%	58.35%	69.42%

Retention Rate

NORCO	2010-11	2011-12	2012-13	2013-14
Overall	86.41%	87.74%	84.92%	88.90%
Face-to-Face Lecture	89.63%	92.29%	86.89%	89.56%
Hybrid	80.08%	86.43%	85.92%	90.00%
Online/Distance Education	85.96%	84.97%	83.42%	87.94%

Term	**Efficiency**
Summer 2010	560.000
Fall 2010	612.449
Winter 2011	513.033
Spring 2011	634.766
Summer 2011	465.000
Fall 2011	646.793
Winter 2012	555.000
Spring 2012	618.932
Summer 2012	570.000
Fall 2012	583.993
Winter 2013	547.500
Spring 2013	529.672
Summer 2013	510.000
Fall 2013	577.606
Winter 2014	412.500
Spring 2014	546.900
Total	586.105

Management (MAG)

Success Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	62.93%	62.30%	65.60%	73.29%
Face-to-Face Lecture	66.67%	58.82%	58.06%	72.73%
Hybrid	59.59%	61.98%	57.58%	64.62%
Online/Distance Education	65.06%	63.00%	69.38%	75.89%

Retention Rate NORCO	2010-11	2011-12	2012-13	2013-14
Overall	85.06%	85.34%	85.42%	90.68%
Face-to-Face Lecture	91.67%	85.29%	80.65%	93.94%
Hybrid	80.14%	87.60%	83.33%	83.08%
Online/Distance Education	87.95%	84.14%	86.32%	92.41%

Term	**Efficiency**
Summer 2010	585.000
Fall 2010	539.250
Winter 2011	510.000
Spring 2011	618.750
Summer 2011	0.000
Fall 2011	630.000
Winter 2012	0.000
Spring 2012	689.000
Summer 2012	0.000
Fall 2012	565.714
Winter 2013	0.000
Spring 2013	485.125
Summer 2013	0.000
Fall 2013	483.000
Winter 2014	0.000
Spring 2014	488.050
Total	554.485

Marketing
(MKT)

Success Rate

NORCO	2010-11	2011-12	2012-13	2013-14
Overall	43.02%	56.72%	44.62%	59.81%
Face-to-Face Lecture	0.00%	65.79%	0.00%	76.92%
Hybrid	31.25%	53.13%	44.62%	52.08%
Online/Distance Education	52.05%	0.00%	0.00%	57.58%

Retention Rate

NORCO	2010-11	2011-12	2012-13	2013-14
Overall	68.60%	87.31%	79.23%	80.37%
Face-to-Face Lecture	0.00%	86.84%	0.00%	84.62%
Hybrid	53.57%	87.50%	79.23%	75.00%
Online/Distance Education	80.14%	0.00%	0.00%	84.85%

Term	**Efficiency**
Summer 2010	510.000
Fall 2010	605.000
Winter 2011	0.000
Spring 2011	520.000
Summer 2011	0.000
Fall 2011	540.500
Winter 2012	0.000
Spring 2012	510.000
Summer 2012	0.000
Fall 2012	502.500
Winter 2013	0.000
Spring 2013	465.000
Summer 2013	0.000
Fall 2013	460.000
Winter 2014	0.000
Spring 2014	360.000
Total	503.211

The above success, retention and efficiency statistics generally appear positive upon initial review, and do not necessarily indicate the need to make changes for programs within the BUS, MAG or MKT Disciplines. For decision making purposes, data at the T.O.P. code level, award (graduation) results were obtained from the State Chancellor's Data Mart. These T.O.P. code award results appear below.

Business & Commerce – General (T.O.P. 0501)	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Norco College Total	12	13	10	15
Associate of Science (A.S.) degree	6	6	6	7
Certificate requiring 30 to < 60 semester units	6	7	4	8

Business Management (T.O.P. 0506)	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Norco College Total	9	17	27	11
Associate of Science (A.S.) degree	3	10	11	3
Certificate requiring 30 to < 60 semester units	6	7	16	8

Labor & Industrial Relations (T.O.P. 0516)	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Norco College Total	0	0	0	0
Associate of Science (A.S.) degree	0	0	0	0
Certificate requiring 30 to < 60 semester units	0	0	0	0

Logistics & Materials Transportation (T.O.P. 0510)	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Norco College Total	20	23	24	25
Associate of Science (A.S.) degree	8	6	9	8
Certificate requiring 30 to < 60 semester units	#	#	6	9
Certificate requiring 18 to < 30 semester units	12	17	9	8

Statistics included in “Certificate requiring 18 to < 30 semester units”

Marketing & Distribution (T.O.P. 0509)	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Norco College Total	5	4	8	5
Associate of Science (A.S.) degree	2	3	4	2
Certificate requiring 30 to < 60 semester units	3	1	4	3

Success and retention lead to completion of awards as noted above. In turn, students working toward completion contribute toward positive efficiency statistics. The award statistics above appear positive with the single exception of T.O.P. code 0516. In response, the Business/Management Disciplines and the BEIT Department have elected to stop offering the Human Resource Concentration within the Business Administration Certificate and Degree effective with the 2015/2016 academic year. Elimination of the Human Resource Concentration along with the courses MAG 52, MAG 54, and BUS/MAG 70 should improve success and retention results for both BUS and MAG.

Concurrent with deleting the Human Resource Concentration, an Entrepreneurship Program is being developed for the BUS/MAG Discipline under the leadership of Dr. Gail Zwart. Given the positive feedback from the local business community, this new program is expected to contribute toward improved success, retention and efficiency results. The initial stackable 9 unit certificate, Entrepreneurship: Getting Started, has already been approved by the Norco College Curriculum committee. The second certificate, Entrepreneurship: Financing, is under development.

3. What annual goals does your unit have for 2014-2015 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Educational Master Plan?

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Indicate if goal is limited to Distance Education
Completion rate of degrees and certificates at or above College benchmark standard.	Determine College benchmark, and consider in analysis of results during next review.	Goal 1, Objective 5	
Success rates at or above College benchmark standard.	Determine College benchmark, and consider in analysis of results during next review.	Goal 1, Objective 6	
Retention rates at or above College benchmark standard.	Determine College benchmark, and consider in analysis of results during next review.	Goal 1, Objective 6	
Success rates of online courses at or above College success rates	Monitor success rates of online courses, use SLO assessments to determine activities or interventions to increase rates.	Goal 1: 9	X

**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

Norco College Annual Instructional Program Review Update

Unit: BUS, MAG, MKT
Contact Person: Rex Beck
Date: April 29, 2015

Current Human Resource Status

4. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
BUS	2 (Beck 1 + Wagner .5 + Zwart .5)	8	6
MKT	0	2	1
MAG	.5 (Zwart)	4	2

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
None			

Unit Name: BUS, MAG, MKT

5. Staff Needs

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

List Staff Positions Needed for Academic Year_____ **Please justify and explain each faculty request as they pertain to the goals listed in item #3.** Place titles on list in order (rank) or importance.	**Indicate (N) = New or (R) = Replacement**	**Annual TCP***	**Distanced Education**
1. None Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

* 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.

6. Equipment (including technology) Not Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year_____ **Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.** Place items on list in order (rank) or importance.	***Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes**	**Annual TCO***				
		Cost per item	**Number Requested**	**Total Cost of Request**	**EMP GOALS**	**Distance Education**
1. None Reason:						
2. Reason:						
3. Reason:						
4. Reason:						
5. Reason:						
6. Reason:						

*** Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).**
Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).
**** These requests are sent to the** Business and Facilities Planning Council**.**

[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.

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

List Professional Development Needs for Academic Year 2015-2016. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. Entrepreneurship conferences Reason: Update skills in order to provide upcoming certificate. Current faculty need the opportunity to update skills. Business, especially entrepreneurship is rapidly changing. It is necessary to take classes or attend conferences to be more up to date on business practices.	$2,000	2	$4,000		
2. Membership fee for Distribution Management Association of Southern California Reason: To maintain relationship with leadership in the local logistics management industry.	$375	1	$375		
3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

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

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

[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.

8. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college[4]

List Student Support Services Needs for Academic Year 2015-2016 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. NetTutor Reason: Support for online and hybrid course students.		
2. Lynda.com Reason: Professional development opportunities for students and faculty.		
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

** These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

[4] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

9. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]
** For immediate hazards, contact your supervisor **

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. None Reason:					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

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

[5] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Rubric for Annual Instructional Program Review - Part I only

Discipline: BUS, MAG, MKT Contact Person: Rex Beck

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
3. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
4. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
5. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
6. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
7. The document is complete	No; there are incomplete sections			Yes; all sections are completed
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit's accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year ***(fall 2013 - spring 2014).*** Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven't yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO ***Initial Assessments*** and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with ***Improvements identified*** (Identify the SLO with # of improvements in ( ) e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in ***Loop-Closing*** assessment (state SLO and effect)
EAR 20 Child Development	SLO 1, SLO 3 (*Indicates the discipline assessed and wrote a report for both SLO 1 and 3 in the past year for this course)*	SLO 1(2) (*Indicates 2 adjustments were made to the course e.g., in materials, assignment, test questions, pedagogy, curriculum etc.* *Notice, nothing is stated for SLO 3 – suggesting no concerns were identified…see the next column…)*	SLO 3 – results meet discipline set standards of 75% success *(If no improvement is needed please state why in this column)*	SLO 1 – data indicate increased success after improvements were made *(This means a closing the loop assessment was completed on SLO 2 for EAR 20)*

Course number and name	SLO ***Initial Assessments*** and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with ***Improvements identified*** (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in ***Loop-Closing*** assessment (state SLO and effect)
BUS-83 Logistics Contracts 2013 Fall ***(Appendix A)***	SLO 1. Analyze contracting needs in the supply chain. - AND - SLO 2. Explain the legal and regulatory requirements of logistics contracting.	SLO 2. Assessment results were 100% from legal and regulatory perspective, but only 14% from a business application perspective. Text is weak in this area, but instructor will stress business applications in lectures for future class sections.	SLO 1. Assessment results were 100%.	
BUS-87 Purchasing & Supply Management 2013 Fall ***(Appendix B)***	SLO 4. Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations.		SLO 4. An analysis of results from imbedded questions reveals an average 87.3% success rate. These results did not appear to reflect an area of particular difficulty.	
BUS-90 International Logistics 2013 Fall ***(Appendix C)***	SLO 4. Describe roles and value added by global logistics intermediaries.	SLO 4. An analysis of results from eight Imbedded Questions reveals an average 92% success rate. However, see response to question 3 below.		

2. a) How many Program Level Outcome ***initial*** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
			3
			Logistics Management Certificate ***(Appendix D)***

			Logistics Management Concentration ***(Appendix E)***
			General Business Concentration ***(Appendix F)***

b) How many Program Level Outcome ***loop-closing*** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching.

   During assessment of **BUS-83 (Logistics Contracts)** it was found that although the text appears strong from a legal and regulatory perspective, it is lacking from a business application perspective. Therefore, the instructor will stress business applications in lectures for future class sections.

   During assessment of **BUS-90 (International Logistics)** results from eight Imbedded Questions reveals an average 92% success rate, with a high of 100% for two questions and a low of 70% for one question. These results do appear to reflect an area of relative difficulty for the question with a 70% correct student response rate. This more difficult question required differentiation between a franchisor and a franchisee. The class was more focused on specialized logistics industry language as compared to the somewhat generic terms franchise, franchisor, and franchisee. Before this class is taught again, a strategy for improving student achievement relevant to the difference between a franchisee and franchisor will be implemented.

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified.

   No need for COR or SLO revision was identified during assessment.

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?

   Assessments are shared verbally during informal interaction, during discipline and Department meetings, and/or by email correspondence.

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

No need for additional resources was identified during assessment.

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

   Based on recent experience, it is anticipated that all needed support and training regarding assessment will be provided during the coming year.

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

Assessment Unit Name: BUS, MAG, MKT **Average score** _____

	0	1	2	3
On-going SLO assessment and Loop-closing activity	No evidence provided 0	Limited evidence of on-going SLO assessment (1 initial assessment, no loop-closing) 1	Clear evidence of on-going SLO assessment (at least 1 initial and or 1 loop-closing) 2	Clear and robust evidence provided of on-going SLO assessment (2 initial, and one loop-closing) 3
Attempts to improve student learning	No indication of any changes made to any courses, and no clarification provided 0	No indication of any changes made to any courses and limited clarification regarding discipline standards 1	Evidence of an attempt to implement a change in a course provided, or simple clarifying statement regarding why no specific improvement is needed 2	Multiple attempts made to implement changes to courses, discipline, institution, or state specific standards, or clear clarification why no improvement is needed 3
Dialogue across the discipline	No dialogue or attempt to communicate results 0	Limited demonstration of dialogue or communication within the discipline or department 1	Clear demonstration of dialogue and sharing of assessment within discipline or department 2	Robust and systematic dialogue and communication demonstrated within discipline 3
Participation in PLO assessment (bonus points averaged into total score)		Engagement in at least 1 initial PLO assessment **and/or** Engagement in at least 1 PLO closing-the-loop assessment fall '13-spr '14 1		

Norco College Course Assessment Report

Course: Bus 83-37175

Instructor: Carl Pentis, Esq. (attended Norco's assessment training course)

Semester: Fall 2013

Is this the initial assessment or follow-up (closing the loop)? ☒Initial ☐Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success? **Please attach assessment instrument and data summary files (spreadsheets, tally sheets, etc) to this report.**
   Two SLO's were assessed, 1) Analyze contracting needs in the supply chain (hereinafter "needs")and 2) Explain the legal and regulatory requirements of logistics contracting (hereinafter "requirements".) 100% of the students assessed (23) completely understood contracting needs with 3 questions used to assess the needs SLO. The requirements SLO was assessed through a two part question. 100% of the assessed students understood the elements of the primary differences between contract and common carriage, however 86% (20 out of 23) did not understand that while the statutory difference was eliminated by statute, the business difference remained. Only 14% (3 out of 23) understood. The difficulty was caused by the students focusing almost entirely on the regulations and did not account for the actual business issues.

2. **If this is an initial assessment**, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?
   While the students achieved the regulatory side of the SLO, the business side of the SLO needs to be equally stressed. In reviewing the text, the text also stressed purely the regulatory aspect, and did not address the business application aspect. The vast majority of the text is very strong on business application, but the regulatory application to business needs to be stressed in lecture.

3. **<u>If this is a follow-up (closing the loop)</u>**, did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

   This was an initial assessment of two SLO's.

4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

   The course outline of records and the SLO's are appropriate and do not need to be modified.

ASSESSMENT INSTRUMENTS ARE ATTACHED. TALLY IS BELOW

"Needs" Assessment Questions

Question Number	Raw Data Correct	% Correct
1 consulting contract	23/23	100%
2 work product ownership	23/23	100%
3 management services	23/23	100%

"Requirements" Assessment

Question Number	Raw Data Correct	% Correct
5 (first part) law	23/23	100%
5 (2nd part) business application	3/23	14%

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]

Name

1. What are good methods to manage consulting services contracts? Pg. 5

DEFINE THE SCOPE — SCOPE
DEFINED MILESTONES — MILESTONE
BUDGET + SCHEDULE SHOULD BE DEVELOPED — BUDGET
COMPENSATION — COMPENSATION

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5

IF CONTRACTOR IS TERMINATED OR BREACHED IT WOULD BE DISASTROUS IF THE CONTRACTOR WALKS OFF W/ ESSENTIAL SOFTWARE + DATA.

3. What are the major types of management services available for contract? Pg. 6

CARRIER SELECTION
NEGOTIATION OF TRANSPORTATION CONTRACTS
SCHEDULING

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

PROVIDER THAT IS OWNED OR CONTROLLED BY THE CARRIER,
THERE IS AN INHERENT CONFLICT OF INTEREST BETWEEN REP, THE SHIPPERS INTERESTS VS. THOSE OF THE PROVIDERS RELATED COMPANY.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

COMMON CARRIER HOLD ITSELF OUT TO THE GENERAL PUBLIC
CONTRACT CARRIER PROVIDES SPECIALIZED SERVICE TO A LIMITED NUMBER OF SHIPPERS
NO STATUTORY DISTINCTION

10/3/12 Bonus - 5pts

What are the Federal Requirements for motor Carrier public liability? 750,000

10 10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5
- Scope
- budget
- compensation
- milestone

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5
If the contractor walks out who owns the product?

3. What are the major types of management services available for contract? Pg. 6
- Scheduling
- Carrier Selection
- Negotiate trans. contracts

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
there is an inherent conflict of interest between representing the shippers interest vs those of the provider's related company.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
Common Carrier: holds itself out to the general public.
Contract Carrier: provided specialized services to a limited number of shippers, The difference is no longer important.

10/31/12 Bonus - 5pts
What are the Federal Requirements for motor Carrier public liability?

-0

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5
DEFINE THE SCOPE OF SERVICES
HAVE MILESTONES OR CHECKPOINTS OR END ITEM FOR COMPLETION
HAVE FINANCIALS CLEARLY SPELLED OUT, KEEP RECORDS AND CAPS
HAVE CONTRACTOR/SELF AGREE ON OVERHEAD EXP
HAVE BUDGETS & SCHEDULES

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5
IN REGARDS TO COMPUTER DATA, SOFTWAR PROGRAMS AN EVEN HARDWARE / AFTER SEPARATION OF SERVICES YOU MAY BE UP A CREEK AND INCUR ALL THOSE COSTS AGAIN

3. What are the major types of management services available for contract? Pg. 6
CARRIER SELECTION / SCHEDULING / TRACKING / CLERICAL / CONTRACTS / NEGOTIATIONS / CLAIMS FORCASTING.

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
COMMONLY OWNED OR CONTROLLED BY A CARRIER
AN INHERENT CONFLICT OF INTEREST REPRESENTING SHIPPERS AND THOSE OF THE PROVIDER'S RELATED COMPANY
* FAVORTISM

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
CONTRACT CARRIES GENERALLY ARE EXCLUSIVE TO A FEW AND ARE MOSTLY GOVERENED BY CONTRACT WHILE COMMON CARRIER FREE LANCE TO THE PUBLIC AND ARE HELD MORE TO THE ICC REGULATIONS — NO

-0 +10 88

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5

Scope, compensation, budget, and milestone

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5

Contracts may walk off and it refers to who owens it.

3. What are the major types of management services available for contract? Pg. 6

Carrier selection, scheduling, and negotiations

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

Conflict of interest, as they own the equipment.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

common carriage = general public
Contract Carriage = specializes to contract
Difference is not important today.

20 10

10

Business 83: Contract Negotiations: First Quiz (Week 2 [redacted]

Name

1. What are good methods to manage consulting services contracts? Pg. 5

Define Scope, Milestones, Budgets and Completion

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5

The contractor could walk off with the essential software and data so put ownership into contracts.

3. What are the major types of management services available for contract? Pg. 6

Carrier Selection
Scheduling
Negotiating Blanco Contracts

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

Conflict of interest because they own the equipment

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

Common = public
Contract Carriage = Contract Carrier
Not important

-0 10

Business 83: Contract Negotiations: First Quiz (Week 2)__[redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5

Scope of Service
Milestone or end terms
Compensation

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5

If the contrator walks off who owns the product/data or essential software

3. What are the major types of management services available for contract? Pg. 6

Carrier selection
Scheduling inbound outbound
Negotiation of transportation Contracts

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

asset based logistics provider commonly owns and controls by the carrier.
There is an inherent conflict of intrest as they own the equipment.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

Common carrier - Genral Public
Contract carrier - Provide specilized Service
difference not important - NO
-NO Statutory difference -

-1/2

-0

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]

Name

1. What are good methods to manage consulting services contracts? Pg. 5

compensation hourly or contracts
scope of the services provided
-budget
-milestones

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5

Its important because if a contract is terminated or breached, it could be disastrous if the the contractor walks off with essential software & data it refers to computer programs, software data etc

3. What are the major types of management services available for contract? Pg. 6

Performed in house - in a traffic or transportation department & are on going or recurring in nature. for example: carrier selection, negotiation of transportation contracts, scheduling inbound & outbound shipments etc.

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

Conflict of interest as they own the equipment.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

Common carrier held itself out & contract carriage specialized services to a limited number of shippers. No the difference is not important

10/3/12 Bonus - 5pts

What are the Federal Requirements for motor Carrier Public liability?

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]

Name

1. What are good methods to manage consulting services contracts? Pg. 5

DEFINE THE SCOPE OF SERVICES to be Provided
BREAK down KEY MILESTONES (SUCH A START DATE / End DATE
Budgets, Breakdowns, target Schedules For EACH Activity.
COMPENSATION BREAKdowns - Fixed Price BASIS MANDATE A CAP
Where WORK will Be Performed. FACILITY REQUIRMENTS

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5

BECAUSE You ARE Paying for it And You WANT TO HAVE
ALL Your ASSETS in which You or Your Company
HAS Just Put out Some Kind OF FINANCIAL INVESTMENT
the Contractor Could OTHERWISE WALK OFF with Your
Product And USE or SELL it to Some one ELSE.

3. What are the major types of management services available for contract? Pg. 6

IN HOUSE - WHICH WOULD Handle the day To day
OPERATIONS SUCH AS SUPERVISING RECEIVING, WAREHOUSING
Consolidation & Shipping.
And The Next would Be outsourced By An
independent MANAGMENT Company.

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

A "ASSET BASED" LOGISTIC Provider WOULD HAVE
OR POSSIBLY Could HAVE OTHER Interest AS to How,
And When the CARGO MAY get Shippeded, Stored,
transported And Delivered, And IN MOST CASES Will
Look out For there Common Interest First.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

Common is one which was For Hire By the Public
Contract Carrier IS ONE WHO SPECIALIZED IN A SELECT
FEW or LIMITED NUMBER OF SHIPPERS Could NOT Price ADJust
with out Prior Agreement From Both Parties
AS OF 1980 There IS NO Distinction Btwn the two.

10/31/12 Bonus - 5pts

What are the Federal Requirements for motor Carrier Public liability? MIN OF $750,000.00

For Freight Vehicles OF 10,000 Pounds or More.

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5
Scope of the Service, budget and Compensation, defined milestones or end-items 2

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5
If the Contract walkoff who owns the Contract -1/2

3. What are the major types of management services available for contract? Pg. 6
Scheduling, negotiate transportation Contracts, Carrier Selection 2

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
Cyllict of Interest as they own equipment 2

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
Common → General public } no Longer Important 2
Contract → Specialized Service } no statutory distinction

10/3/12 Bonus - 5pts
What are the Federal Requirements for motor Carrier Public liability?

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

-1/2

1. What are good methods to manage consulting services contracts? Pg. 5
Pag 5 (paragraphs 3-4)
most important to difine the scope of services provided.
work should be broken down into discrete activities
Budgets and schedules

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5
If the contract is terminated or breached, it could be disastrous if the contractor walk off with essential software and data.

3. What are the major types of management services available for contract? Pg. 6
Carrier selection —
negotiation of trasportation contracts —
scheduling inbound and outbound shipments —
Making arrangments for pick-up and delivery
shipment tracking

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
- Commonly owned or controlled by a carrier
- The reason is that there is an inherent or built-in conflict of interest ~~between~~ is they own the equipment.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
① Common carriage - General public
② Contract carriage - Especial contract
③ No distinctions between common and contract carriers

10/3/12 Bonus - 5pts

What are the Federal Requirements for motor Carrier Public Viability?

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5
Scope
Milestones
Budget
Compensation

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5
if Contractor walks off, who owns the product

3. What are the major types of management services available for contract? Pg. 6
Carrier Selection
negotiate transportation contracts
Schedule

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
Conflict of intrest, they own there thee equipment

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10.
genral public - common carrier
Special Contract - Contract carrier
NO

-½

10/3/12 Bonus - 5pts
What are the Federal Requirements for motor Carrier public liability?
10,000 or more 750,000

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5

SMBC
Scope
Milestones
Budget
Compensation

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5
If the contractor walks off who own the product

3. What are the major types of management services available for contract? Pg. 6
Carrier Selection
Negotiate transportation Contracts
Schedule

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
Conflict of interest, they own the equipment

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
Common - General Public
Contract - Special contract
No difference

10/3/12 Bonus - 5pts
What are the Federal Requirements for motor Carrier Public liability?

-1/2

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

√ 1. What are good methods to manage consulting services contracts? Pg. 5
[redacted] budgeting Milestones scope, budget compensation

√ 2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5
If a contractor walks off whoowns product?

√ 3. What are the major types of management services available for contract? Pg. 6
carrier selection, scheduling, negotiating transportation contracts

√ 4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
control of interest as they own the equipment

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

common carrier - general public
contract carrier- specialize to special contract
no

(12)

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]

Name

√ 1. What are good methods to manage consulting services contracts? Pg. 5
scope, milestone, budget, compensation

√ 2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5
if a contractor works off w/ owns the product?

√ 3. What are the major types of management services available for contract? Pg. 6
carrier selection, scheduling, negotiating transportation contracts

√ 4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
conflict of interest as they own the equipment.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
common carrier - general public
contract carrier - specialize to special contract
and no..

10/3/12 Bonus - 5pts

What are the Federal Requirements for motor Carrier public liability?

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]

Name

1. What are good methods to manage consulting services contracts? Pg. 5
BUDGET, MILESTONE, SCOPE, COMPENSATION

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5
So workers can't walk off with software, and so it's clear who is the owner of the product

3. What are the major types of management services available for contract? Pg. 6
CARRIER SELECTION, NEGOTIATION, SCHEDULING AND NEGOTIATING CONTRACTS

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
CONFLICT OF INTEREST AS THEY OWN THE EQUIPMENT.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
HIGHER TO THE GENERAL PUBLIC, SPECIALIZED SERVICES TO A LIMITED NUMBER OF SHIPPERS. NO LONGER IMPORTANT.

10/3/12 Bonus - 5pts

What are the Federal Requirements for motor Carrier public liability?

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5
define the scope
Milestones
Budgets
Compensations

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5
If a contractor walks off, who owns the product.

3. What are the major types of management services available for contract? Pg. 6
Carrier selection
negotiation of transportation contracts.
scheduling

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
Commonly owned or controlled by the carrier.
Conflict of interest as they own the equipment.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
Common carrier: held itself out to the general public.
Contract carriage: specialized services limited to a number of shippers.
The difference is not important. No

-1/2

10

[redacted]

Business 83: Contract Negotiations: First Quiz (Week 2)_____
Name

1. What are good methods to manage consulting services contracts? Pg. 5 (2)

Scope
Milestones
Budgets
Compensations

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5

Term of ownership
Contractor walk out, who own the product

3. What are the major types of management services available for contract? Pg. 6

- Carrier selection
- Scheduling shipment
Negotiate transportation contract

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

Conflict of interest as they own the equipment.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

Common carrier- held itself out to general public
Contract carrier- contract

10

[redacted]

Business 83: Contract Negotiations: First Quiz (Week 2)

Name

1. What are good methods to manage consulting services contracts? Pg. 5

Scope
Milestone
Budget & Compensation.

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5

If the contracts is terminated of breached if the contractor walk off with essentials sofware & data.

3. What are the major types of management services available for contract? Pg. 6

Carrier selection
Scheduling
negotiation of transportation contracts
walkoffs.

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

Conflict of interest if they own the equipment.
Commonly own or control by carrier.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

Common carrier is here by the public and contract carrier specalize to unlimited shippers and no the different is not important. because is incorporated

Quiz

10

[redacted]

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]

Name

1. What are good methods to manage consulting services contracts? Pg. 5

SCOPE
BUDJET
milestones.
COMPENSATION
Facility REQUIREMENTS

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5

if contractor walks off the JOB who owns the PRODUCT

3. What are the major types of management services available for contract? Pg. 6

-2

Commission as A Percent of SALES
Flat fee Per shipment
Incentive compensation

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

Asset based is commonly owned or controlled by a carrier

Conflict of Interest

5. ~~Describe and~~ compare common vs. Contract Carriage. Is the difference still important? Pg. 10

Common carrier HOLDS itself OUT to the General Public
Contract carriage - specialized services to limited number of Shippers

10/3/12 Bonus - Spts

What are the Federal Requirements for motor Carrier public liability?

750,000

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5

Define scope, compensation, budget and milestones

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5

it includes the terms of ownership and it's important in case a contractor walks off the job

3. What are the major types of management services available for contract? Pg. 6

carrier-selection, scheduling, negotiating transportation contracts

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6

- it is commonly owned or controlled by a carrier
- there is conflict of interest as they own the equipment

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

common held itself out to general public
contract provided specialized services to a limited number of shippers
not important anymore

-1/2 10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5
Define scope, milestones, Budget, Compensation

2. Why is ownership of work product important in consulting services contract, and to what does it refer? Pg. 5
If contractor walks off the job who owns the software
Terms of Ownership

3. What are the major types of management services available for contract? Pg. 6
Carrier selection, scheduling, negotiate transportation contracts

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
Conflict of intrest as they own the equipment - know what they have & don't have.

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
Common carrier - held itself to the general public
Contract Carriage - Contracts
no

-1/2

10

10

Business 83: Contract Negotiations: First Quiz (Week 2) [redacted]
Name

1. What are good methods to manage consulting services contracts? Pg. 5
Scope, Compensation, milestones, & Budget

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5
If the contractor walks off who owns it.

3. What are the major types of management services available for contract? Pg. 6
carrier selection, Scheduling, & negotiate transportate contracts

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6
conflict of interest, as they own the equipment.

5. ~~Describe~~ and compare common vs. Contract Carriage. Is the difference still important? Pg. 10
common Carrier General public. contract carriage specialized services. No difference

10/3/12 Bonus - 5pts

What are the Federal Requirements for motor Carrier Public liability?

-1/2

10

Business 83: Contract Negotiations: First Quiz (Week 2) Name [redacted]

1. What are good methods to manage consulting services contracts? Pg. 5

x2 Carrier Selection
scheduling
negotation transportation Contracts

#1
Milestones
Scope
Compensation budget

2. Why is ownership of work product important in consulting services contract; and to what does it refer? Pg. 5

:) pr: So an unhappy Contractor doesnt take your programs when they leave your company.
Include terms of ownership in contracts.

3. What are the major types of management services available for contract? Pg. 6

:) Commission as a % of freight
flat fee per shipment
incentive compensation

4. What is an asset based logistics provider, and why is it important to know if you are contracting with them to provide logistics services? Pg. 6.

:) One who owns their own equipment
Conflict of interest

5. Describe and compare common vs. Contract Carriage. Is the difference still important? Pg. 10

:) * Contract carrier provides specialized services to a limited # of Shippers.

:) * Common Carriage - uses bill of lading as their Contract of Carriage. General coverage

:/ * no - it is not any longer important.

10/3/12 Bonus - 5pts

What are the Federal Requirements for motor Carrier public liability? 750,000

Norco College Course Assessment Report

Course: BUS-87 Purchasing & Supply Management

Instructor: Rex Beck

Semester: Fall 2013

Is this the initial assessment or follow-up (closing the loop)? ◙ Initial □ Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success?
Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.

The course outline of record is provided as Attachment A.

The **SLO selected for assessment** was:

"Upon successful completion of the course, students should be able to... Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations."

Information and data collected for this course SLO included:

- An anonymous course assessment survey (see Attachment B and C)
- Student responses to questions related to attainment of the specified SLO imbedded into course assessments (see Attachment D)
- Student Discussion Board comments on specified SLO attainment (see Attachment E)

QUESTION
Were you generally satisfied with the results?
RESPONSE
Results were generally satisfactory.

Feedback gained from the the anonymous course assessment survey, imbedded course assessment questions, and the student Discussion Board comments were predominately positive. For example, 88% of students reported they agree or strongly agree that they had attained the SLO being assessed. 12% neither agreed nor disagreed, while 0% disagreed or strongly disagreed.

Narrative feedback from the anonymous course assessment survey was consistent in saying things like, "I have completed in excess of 15 online courses at a variety of schools. I have to say that I found Professor XXXX's course organization to be the easiest to navigate of all of them as well as

being the most user friendly," and "It is clear that he (the instructor) is always actually reading and participating in discussion posts," as well as "This course, Professor XXXX and the text gave me better understanding of the purchasing process/issues and its inter-relationship with supply operations."

Feedback gained from student discussion board comments reinforced the feedback noted above.

QUESTION
In which areas did the data indicate students had the most difficulty?
RESPONSE
An analysis of results from imbedded questions reveals an average 87.3% success rate, with a high of 93.9% and a low of 78.8%. These results do not appear to reflect an area of particular difficulty.

QUESTION
To what do you attribute that difficulty?
RESPONSE
Not applicable. See response immediately above.

QUESTION
Which areas or SLOs did they find themselves achieving with greatest success?
RESPONSE
The imbedded question with the highest success rate was related to how supply can play a leadership role in corporate social responsibility (CSR). The student success rate on this question was 93.4%. However, this may not be a statistically significant better response rate than three other areas in which students responded with a 87.9% success rate.

2. If this is an initial assessment , what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

Although it has been an existing requirement, there is new emphasis being placed on the need within online classes such as this for Frequent and Effective contact with students by the instructor. Before presenting this class again, it will be important to review opportunities for improvement with respect to such communication between the instructor and students.

Two opportunities to improve communication between the instructor and students were identified in the Anonymous Course Evaluation survey:

1. The instructor may find it helpful to post to the Discussion Board specific questions for each chapter that the students are asked to respond to.
2. Although PowerPoint slides for each assignment are already available on the course web site, it might be helpful next time if the instructor would narrating these slides.

3. If this is a follow-up (closing the loop) , did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

No, this is not a follow-up (closing the loop) Assessment Report.

4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

Minor formatting errors (such as indention errors) were found during a review of the official course outline of record. An effort should be made to correct these minor errors during the next COR revision.

Perhaps because the course outline of record was updated in the not too distant past (12/11/2012), no significant opportunities for modifying the COR were identified during this assessment.

However, there are sure to be opportunities in the future for improvement in the course outline of record. It is recognized that focus on this potential need must be maintained by:

1. Establishing a cycle for future course assessment.

2. Continuation by responsible faculty to

   a. maintain membership as BEIT Departmental representative on the Norco College Curriculum Committee so as to maintain related focus and awareness

   b. attend the annual CTE Department annual industry advisory event so as to maintain insight from industry participants

   c. complete professional association re-certification requirements so as to remain knowledgeable of the logistics industry body of knowledge.

Attachment A-1

Discipline: Business

Degree Credit [X]
Non Credit [ ]
Nondegree Credit [ ]
Comm Service [ ]

Riverside Community College District
Integrated Course Outline of Record
Business 87

College: R___ M___ N_X_

BUS-87: Purchasing and Supply Management

COURSE DESCRIPTION

Prerequisite: None.

Study of the purchasing and supply manager's responsibilities including the identification, acquisition, positioning and management of materials, services and equipment that organizations needs to attain their goals. Emphasis is on decision making, integration with suppliers, critical internal relationships, and customer (end user) service. 54 hours lecture.(Letter Grade, or Pass/No Pass option.)

SHORT DESCRIPTION FOR CLASS SCHEDULE

Study of the purchasing & supply manager's role in procurement of resources organizations need to attain goals, with emphasis on decision making, supplier integration, internal relationships, and customer service.

ADVISORY ENTRY SKILLS

None.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

Course Student Learning Outcomes

Develop a process for evaluating internal supply function performance in view of overall organizational strategy.

1. Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
2. Global Awareness - Demonstrate teamwork skills
   Critical Thinking - Integrate knowledge across a range of contexts

3.
4. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
5. Application of Knowledge - Maintain and transfer academic and technical skills to workplace
6. Critical Thinking - Consider and evaluate rival hypotheses

Understand how to minimize an organization's legal and ethical exposure in the buyer/seller relationship.

1. Application of Knowledge - Maintain and transfer academic and technical skills to workplace
2. Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
3. Global Awareness - Demonstrate teamwork skills
4. Critical Thinking - Identify one's own and others' assumptions, biases, and their consequences

Evaluate supplier performance while improving relations with suppliers.

1. Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
2. Application of Knowledge - Maintain and transfer academic and technical skills to workplace
3. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
4. Global Awareness - Demonstrate teamwork skills

Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations.

1. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
2. Communication Skills - Listen thoughtfully and respectfully to the ideas of others
3. Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
4. Critical Thinking - Consider and evaluate rival hypotheses
5. Critical Thinking - Identify one's own and others' assumptions, biases, and their consequences
6. Critical Thinking - Integrate knowledge across a range of contexts
7. Global Awareness - Demonstrate teamwork skills
8. Application of Knowledge - Maintain and transfer academic and technical skills to workplace

Describe the process to establish and achieve objectives in negotiations with important suppliers.

1. Critical Thinking - Identify one's own and others' assumptions, biases, and their consequences
2. Global Awareness - Demonstrate teamwork skills
3. Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
4. Communication Skills - Listen thoughtfully and respectfully to the ideas of others
5. Application of Knowledge - Maintain and transfer academic and technical skills to workplace

Develop a strategy to optimize inventory levels and effectively deliver goods and services.

1. Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
2. Global Awareness - Demonstrate teamwork skills
3. Application of Knowledge - Maintain and transfer academic and technical skills to workplace

COURSE CONTENT

TOPICS

1. Purchasing and Supply Management
    1. Purchasing and Supply Management Definitions
    2. Supply and Logistics
    3. The Size of an Organization's Spend and Financial Significance
    4. Supply Contribution
    5. Decision Making in the Supply Management Context
    6. The Differences between Commercial and Consumer Acquisition
    7. Supply Qualifications and Associations
    8. Challenges Facing Purchasing and Supply Management over the Next Decade
2. Supply Organization
    1. Objectives of Supply Management
    2. Organizational Structures for Supply Management
    3. Organizing the Supply Group
    4. Supply Activities and Responsibilities
    5. Supply Teams
    6. Leading and Managing Teams
3. Supply Processes
    1. The Supply Management Process
    2. Recognition of Need
    3. Description of the Need
    4. Identification of Potential Sources
    5. Supplier Selection and Determination of Terms
    6. Preparation and Placement of the Purchase Order
    7. Follow-Up and Expediting
    8. Receipt and Inspection of Goods
    9. Invoice Clearing and Payment
    10. Maintenance of Records and Relationships
    11. A Supply Process Flowchart
    12. Rush or Emergency Orders Policy and Procedure Manual
    13. Policy and Procedure Manual
4. Information Systems and Technology
    1. Information Management
    2. Information System Technology Use in Supply Management
    3. Commonly Used Technology Tools
    4. Electronic Communication
    5. Online Auctions
    6. Implications for Supply

5. Quality, Specification, and Service
    1. Determination of Need
    2. Methods of Description
    3. Standardization and Simplification
    4. Quality, Suitability, and Best Buy
    5. ISO 9000 Quality Standards and the Malcolm Baldrige Award
    6. Total Quality Management (TQM)
    7. Quality Function Deployment (QFD)
    8. Inspection and Testing
    9. Process Control
    10. Supplier Certification
    11. Service
6. Quantity and Inventory
    1. Inventory Management
    2. Functions and Forms of Inventories
    3. ABC Classification
    4. Costs of Inventories
    5. Forecasting
    6. Determining Order Quantities and Inventory Levels
    7. Material Requirements Planning (MRP)
    8. Lean Supply and JIT
7. Transportation and Delivery
    1. Organization for Logistics Decisions
    2. FOB Terms and Incoterms
    3. Transportation
    4. Transportation Carriers
    5. Rates and Pricing
    6. Other Transportation Service Providers
    7. Documentation in Freight Shipments
    8. Expediting and Tracing Shipments
    9. Developing a Transportation and Logistics Strategy
8. Price
    1. Relation of Cost to Price
    2. Government Influence on Pricing
    3. Types of Purchases
    4. The Use of Quotations and Competitive Bidding
    5. Provision for Price Changes
    6. Contract Cancellation
    7. Forward Buying and Commodities

9. Cost Management, Discounts, and Negotiation
    1. Cost Management
    2. Discounts
    3. Negotiation
10. Supplier Selection
    1. The Supplier Selection Decision
    2. Identifying Potential Sources
    3. The Evaluation of Potential Sources

4. Supplier Evaluation Methods
5. Linking Sourcing with Strategy

11. Investment Recovery
1. North American Environmental Initiatives
2. ISO 14000 Environmental Standards
3. Benefits of Effective Disposal
4. Categories of Material for Disposal
5. Responsibility for Material Disposal
6. Keys to Profitable Disposal
7. Disposal Channels
8. Disposal Procedures
9. Selecting the Right Disposal Partner

12. Supply Law and Ethics
1. Legal Authority
2. Personal Liability
3. Authority of Suppliers' Representatives
4. The Uniform Commercial Code
5. Common Law and the Purchase of Services
6. E-Commerce and the Law
7. Intellectual Property Laws
8. Product Liability
9. Alternative Dispute Resolution
10. The Sarbanes-Oxley Act
11. Ethics
12. Social Responsibility

13. Research and Metrics
1. Organizing for Supply Research
2. Supply Research Opportunities
3. Relationship Classification
4. Supply Planning Process
5. Supply Budgets
6. Performance Measurement Systems
7. Establishing Metrics

14. Global Supply
1. The Importance of Global Supply
2. Potential Problem Areas
3. Incoterms
4. Information Sources for Locating and Evaluating International Suppliers
5. Global Sourcing Organizations
6. Intermediaries
7. Countertrade
8. Foreign Trade Zones
9. Free Trade Agreements

15. Public Supply Management
1. Characteristics of Public Supply
2. Acquisition Procedures
3. Military Supply
4. State, Local, and Municipal Supply

5. Model Procurement Code
6. Public Supply Changes

16. Capital Goods
1. The Challenge of Procuring Capital Assets
2. New Technology---New Equipment
3. Sourcing and Supply Issues
4. Reasons for Buying Used Equipment
5. Leasing Equipment
6. The Acquisition of Technology
7. The Acquisition of Construction

17. Services
1. Significance of Services Spend
2. What Makes Services Different?
3. Framework for Analyzing Services
4. Acquisition Process for Services
5. Outsourcing and Managing Third-party Service Providers
6. Expanding Supply's Involvement

18. Make or Buy, Insourcing, and Outsourcing
1. Make or Buy
2. Subcontracting
3. Insourcing and Outsourcing
4. Outsourcing Purchasing and Logistics
5. Purchasing's Role in Outsourcing

19. Supplier Relations
1. Purchaser-Supplier Relations
2. The Purchaser-Supplier Satisfaction Matrix
3. Supplier Ranking
4. Partnerships
5. Strategic Alliances
6. Reverse Marketing/Supplier Development
7. Supply Chain Management

20. Strategy in Purchasing and Supply Management
1. Levels of Strategic Planning
2. Major Challenges in Setting Supply Objectives and Strategies
3. Strategic Planning in Purchasing and Supply Management
4. Major Supply Strategy Areas
5. Risk Management
6. Strategic Components
7. What is Happening in Purchasing and Supply Management

METHODS OF INSTRUCTION

Methods of instruction used to achieve student learning outcomes may include, but are not limited to:

- Facilitate discussions regarding relevant current issues in business to encourage students to make appropriate connections to the course content.

- Present lectures to describe the essentials of purchasing management concepts and their applications to business.
- Develop and assign exercises to reinforce concepts and encourage students to apply them to current purchasing management trends and events.
- Create and have students participate in cooperative learning tasks such as small group exercises to identify issues that relate to course content and utilize the content to offer opinions, solutions and analysis with respect to those issues.
- Present case studies to provide students with the opportunity to utilize concepts learned in class to analyze purchasing management situations.
- Develop and assign tasks/activities such as presentations in order to assess students understanding of purchasing management concepts.

METHODS OF EVALUATION

Students will be evaluated for progress in and/or mastery of learning outcomes by methods of evaluation which may include, but are not limited to:

- Individual or class projects designed to evaluate the application of purchasing management principles to simulations of real business situations.
- Individual, small group, or paired activities designed to allow students to demonstrate understanding of basic purchasing management concepts.
- Quizzes and in-class participation demonstrating proficiency in the subject matter.
- Quizzes designed to assess the student learning outcomes.
- Written reports designed to assess the application of purchasing management principles.
- Individual web projects designed to assess student proficiency in achieving the student learning outcomes.
- Examination designed to provide objective evidence that students have

attained the level of understanding expected in the areas detailed in the student learning outcomes.

SAMPLE ASSIGNMENTS

Outside-of-Class Reading Assignments

- Read all assigned chapters from the textbook and other course material in advance of the class covering that material.
- Other outside reading requirements may be assigned as appropriate and may include specific journal articles relating to purchasing policies and procedures.

Outside-of-Class Writing Assignments

- Quizzes/examinations designed to assess ability to formulate purchasing decisions.
- Written reports designed to assess the application of arrangements to receive acceptable goods.

- Essays presenting detailed material related to packaging and shipping methods.
- Final projects designed to demonstrate student mastery of the calculation and analysis of inventory levels.

Other Outside-of-Class Assignments

- Individual, small group, or paired activities designed to allow students to demonstrate understanding of how to formulate requirements and quantities.
- Individual web projects designed to assess student proficiency in purchasing policies and procedures.
- Individual or small group projects designed to evaluate student ability to formulate purchasing decisions.

COURSE MATERIALS

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include:

- Johnson, Leenders, & Flynn. Purchasing & Supply Management. 14th ed. Irwin-McGraw Hill, 2011.

Attachment B

Anonymous Course Evaluation - Blackboard
BUS-87 Online

Assessment Title:
Evaluate This Course (Get 12 Extra Credit Points for Doing This Survey)

Description:
Everyone completing this survey will be given ***12 points*** in the course. This survey will help the instructor evaluate the course. Input is not used to evaluate students. There are no correct or incorrect answers.

Instructions:
I'd like to get your honest response to several questions about your experience in the course this semester. Data from this evaluation will be compiled and individual names removed - I want to make sure you're comfortable writing openly. I will wait until after final grades have been submitted to read your responses to these questions, which I hope will give me ideas about how to improve the course (and my teaching of it) the next time.

Question 1
1. What did you learn in the course this semester? What skills or areas of knowledge did it teach you or help you improve upon?

Question 2
2. Did you learn everything you expected to when you began the course? What, if anything, didn't you learn that you wanted or expected to?

Question 3
3. What aspects of the course, and my teaching of it, helped you best to learn? What, in other words, would you recommend that I do in the same way the next time I teach the course?

Question 4
4. What aspects of the course, and my teaching of it, helped you least to learn? What, in other words, would you recommend that I change or do differently the next time I teach the course?

Question 5
5. What other thoughts about the course and your experience in it would you like to share that might help me improve it when or if I teach it again?

Question 6
6. To what extent do you agree or disagree with this statement which reflects on a key Student Learning Outcome goal for this course:

I can contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations.

○ 1. Strongly Agree ○ 2. Agree ○ 3. Neither Agree nor Disagree ○ 4. Disagree ○ 5. Strongly Disagree

BUS-87-37176/Fall 2013

Survey Statistics: Anonymous Course Evaluation (10 Points)

The statistics are calculated based only on the attempts being used in the grading option (Last attempt, First attempt, Lowest Score, Highest Score, or Average of Scores). If Average of Scores is the grading option, then all attempts are included in the statistics.

Content

Name	Anonymous Course Evaluation (10 Points)
Attempts	26 (Total of 30 attempts for this assessment)
Instructions	I'd like to get your honest response to several questions about your experience in the course this semester. I hope your feedback will give me ideas about how to improve the course (and my teaching of it) the next time. Ten points will be added to the course score for every student who completes this survey.
Alignments	

Question 1: Multiple Choice

How many semester hours of RCC Logistics Management courses (BUS-80 through BUS-87 and BUS-90) will you have completed at the end of this course? Select one (estimate if you are not sure).

	Percent Answered
0 – 3 semester units	11.538%
3.5 – 6 semester units	26.923%
6.5 - 9 semester units	19.231%
9.5 - 12 semester units	15.385%
12.5 - 15 semester units	19.231%
15.5 - 18 semester units	7.692%
Unanswered	0%

Question 2: Opinion Scale/Likert

I can contribute knowledge needed for multi-disciplinary logistics teams to effectively exceed end-user (customer) expectations.

	Percent Answered
Strongly Agree	30.769%
Agree	57.692%
Neither Agree nor Disagree	11.538%
Disagree	0%
Strongly Disagree	0%
Not Applicable	0%
Unanswered	0%

Question 3: Short Answer

What did you learn in the course this semester? What skills or areas of knowledge did it teach you or help you improve upon?
Unanswered Responses 0 Given Answers I have worked in logistics for at least 10 years. The course improved my knowledge on Legal and Ethics, and Global Supply Management. It also broadened my knowledge on supply terminology and (logistics) management. I learned that there are multiple ways to create profits and succeed in operating a business. One are of knowledge that I learned to be (essential) to an organization was relationships with not only customers but with suppliers. The better the relationship, the healthier your organization will be. Since I would like to join the Purchasing Department in my current company, this class will provide valuable training and knowledge that I needed to succeed. It covers the basic of Purchasing activities,

and takes them to higher level where students could be exposed to some more advanced management and leading concepts.

In this course I learned many ways to save money to a company or increase revenue from choosing the right item, right amount, right time, from the best supplier, at a very good price and many other factors that at the end come together to achive the desired price.

I learned that supply is extremely more complex then I thought. Way to much info to put in this survey. An exit interview would be best way to do this.

I have worked in sales before and now feel that I have a better grasp on the supply end of the business and what they go through in this end. I feel that I could handle being on a team in this area and be an asset to the team.

I learned that purchasing and supply managers can make or break a company.

This course, Professor Beck and the text gave me better understanding of the purchasing process/issues and its inter-relationship with supply operations.

I learned several things in this course. The main topics that i feel were of significanse was the Make or Buy and insourcing and outsourcing decisions. also the supply strategy. these topics helped me understand more in depth of what my dads company does on the supply side.

I learned a lot about Purchasing and Supply Management. I learned about supply strategy, risk (management), and my favorite Corporate Social (Responsibility). I feel these three topics will be a great help t(o) me in the future.

Purchasing is the area which i improved help me with some procedures to implement in my regular basis duty at job.

Improved on topics that had already been discussed from previous classes.

I learned about not only purchasing in supply but also all about the supply chain and how it applies both domestically and internationally.

I learned about the importance of Purchasing Supply Management in business... It helped me to understand the role and the importance of delivery, price, Government influence, and (global) supply e.t.c.

I learned how the supply chain functions and new terminology that is used in the logistic department.

Strong understanding strategic planning, risk management, quality management and supplier relations. Improve on negotiation and forecasting.

That logistics is applicable to any new job I could have in the future.

How much supply managers contributes to the bottom line and the efficiency of a company.

This class helped me become more aware of my weaknesses and also gave me tools to strengthen them. This class help me understand what is logistics is all about.

Taking this course has (taught) me alot about purchasing and supply management. I have learned how to formulate requirements and quantities, how to explain pol(i)cies and procedures, formulate purchasing decisions, how to demonstrate packaging and shipping methods, and to calculate and to analyze inventory level. Beck is a great professor that cares for what he teaches and the people he teaches it to.

I learned a lot about supply inventory. Some of the logistics part is still an area I need work on; however it is much improved.

I learned supply (management) have so many responsibilities and how to make decision on what type of supplies to buy for the company and which type of (transportation) to use to deliver (supplies). Logistics has teached me that its important to research and involved your team in situations when your unsure on the final decision. Research is vital in logistics.

I learn a lot different relationship and responsibility between supply man(a)ger and organization. I have more skills for buyer and supplier how to deal.

First of all, I am not a big fan of online courses, but the material and the book chosen for this course was helpful to understand all of the aspects and skills required to understand all the methodology and different approaches that a manager can use for supply and purchase.
I enjoy reading some chapters more than others and learned that in today's economy the role of a supply manager or a purchase manager is becoming more important for a corporation to be succesful and be able to adapt to changes in the marketplace.
Also, I learned on how important (it) is to have good suppliers in order to compete with other corporations and have advantage in price points in order to provide good prices, better services, and good quality products to the customer.
In addition, I learned the different types of organizational structures that you can adapt to your particular needs on the company been centralized, decentralized or hybrid. Also, the diffrent terms and vocabulary necessary to communicate will be very useful.
In conclusion, I took a lot of good things from this course and the learning experience was overall good, what I really miss from the course is having an instructor explaining for example the power point presentation and lectures to give a more personal approach to teaching.

I learned a lot in this course, though the wording from the book and the wording from the test confused me as they were worded in a way that I could go both ways which made me gets a lot of answers wrong. I learned a lot about outsourcing and now I understand why we do it.

This course really helped me understand the value of proper planning. This aspect of the logistics business plays a key role in everyday success. I now understand and can appreciate how this will make our (procurement) system much better.

Question 4: Short Answer

Did you learn everything you expected to when you began the course? What, if anything, didn't you learn that you wanted or expected to?

Unanswered Responses

0

Given Answers

Even though my overall score in the test does not show that I learned everything, I beleive I learned a good amount of information that will help me in the future. Sometimes I wonder since the course is online, maybe it can be more interactive. For example, at least have some video featuring a teacher giving the lectures or a power point presentation for each chapter.

Yes, I i did and i appreciated how well the information was addressed.

I learned everything I had wanted to learn with this course. My main focus was (obviously) in Purchasing. The course covered each topic thoroughly. I was able to use what I learned at work as I advanced in the course.

It was a lot of good information but also a lot to take in such a short amount of time.

To be honest I did not know what to expect to receive from this course, but it was very informative course and I did learn quite a bit.

I (learned) new information, but I wouldn't know if I (learned) everything I needed to know, because I don't know if (this) is all I needed to learn.

Yes. I (learned) all I expected to.

I think this class has given me all the information regarding purchasing and supply I really enjoyed the class since it covered all the areas and it was very easy to understand .

I learned everything that I expected to learn. There was nothing that I really expected to learn as I do not know too much of logistics in business.

I wasn't entirely sure what to expect. I certainly feel that I have a better understanding of the purchasing that I had prior to the course. I would like there to be an additional course including more detail of the dynamics of purchasing, but perhaps that would be more relevant to another or more advance certificate.

I would like to learn about Purchase process and search international market.

Yes, I learned alot more than I expected.

Yes, I learned what i had expected and more.

Yes

Yes I did.

Yes, I learned what I expected from the course.

I actually learned more that I had anticipated to learn. One of my favorite chapters was the supply process and technology, for the reason that I want to go to the field of technology when it comes to logistics.

My attitude to logistics has changed with this class. I do not perceive logistics to be something I just do not get any more. I come away with the knowledge that in order for me to comprehend logistics I need to get explanations from multiple sources. I cannot learn from a book nor can I learn from just one instructor, I need multiple sources of instruction and on hand experience.

I learned more then expected. I thought it was more of an overview. Great class

I feel that the information learn from this course is more information than I need for my current position which is a great thing because I wish to use this information to find a better position.

I actually learned a lot more then what I thought when I signed up for this course. I think that's a good thing.

Yes. I learned all I wanted to know regarding this course.

Question 5: Short Answer

What aspects of the course, and my teaching of it, helped you best to learn? What, in other words, would you recommend that I do in the same way the next time I teach the course?

Unanswered Responses

1

Given Answers

I would recommend vocabulary quizzes.

The materials were great, but the chapter tests and quizzes were a little challenging . I would love for to make the quizzes and test little easiler next time.

The optional activities where wonderful, this really helped me. I learned a lot more then my quizzes and test would show. The major issue I had was the different wording from the book and the quizzes and tests. It really confused me so when I referred to the book for help It didn't really help me much. I would have like more class involvement during our discussions.

The links to videos and news where really helpfull for me when it came to understand the chapters and also made it feel like a live experience in the real world.

Keep the class the same way been doing it. Your doing a great job!

The text for this book was amazing. It wasn't complicated and it explained sections thoroughly. The PowerPoints that you provide are also extremely helpful. I couldn't ask for more out of an online course.

Your teaching helped me understand how I could become more effective in logistics by doing research and looking for answers in the books. You did an excellent job I don't think you need to change anything.

I really liked your lay out. The fact that you have to be (involved) in discussions makes sure that student are understanding what they read.

I like how I could study until I knew the material extremely well.

I like how the course gives you time to read the text and not have to be rushed. You can work on the course whenever you have the time and actually learn the material.

I like this course because it was a on-line class, so the flexibility of this course was perfect for my

busy daily schedule, and yes I would recommend you make no changes.

You were very responsive to all the discussion boards. I do prefer your lectures over online but overall it was a good class.

I liked how the chapters had a link to the PowerPoints and practice tests. i wish the PowerPoints went more in depth on the topics.

I had never taken an online course before I began this program. Now I have completed in excess of 15 online courses at a variety of schools. I have to say that I found Professor Beck's course organization to be the easiest to navigate of all of them as well as being the most user friendly in terms of course progression/access. All of the necessary course information was provided accurately and accessibly and additional links of interest were also useful and, unlike most of the classes I've taken, current--meaning they would actually take you to the correct page. I particularly appreciate the discussion area about jobs.
I especially value that Professor Beck is always very diligent in responding to all questions quickly and thoroughly. It is clear that he is always actually reading and participating in discussion posts. I have taken several courses where instructors do not read or participate and do not respond in a timely manner to questions--even if emailed directly. Professor Beck's (efficiency) and effective organization are an excellent example for any student of how to conduct business.
I also greatly appreciate that while there is a discussion board with reasonable participation requirements that leave students to autonomy to determine if we want to make a post and/or reply to other student posts. I have observed that the discussion board for Professor Beck's courses is more useful to (enhancing) my knowledge and engaging fellow students than almost all other online courses I have taken. Nor have I felt that his discussion board was a complete waste of my time.

I think you were fine with this course. It is a very self ran course and does not really need much input from the teacher.

The text and the short film were both interesting.

yes

This is my first online course and it forced me to read the book chapter by chapter instead of depending on the instructor's lectures. I have no recommendations to change anything on the course.

Being able to communicate through the discussion board in a timely manner.

I would like to suggest that if for instance you did poorly on one of the chapter tests, at least have the opportunity for a re-test to better our scores.

I think Prof. Beck is very actively involved in students' activities such as discussion board and email feedbacks. I will encourage Prof. Beck to continue to provide great timely response to students' discussions and questions.

All aspects were amazing and I learned a lot.

A lecture where we only only (listen) to the professor.

Great, straight forward teaching.

Course was detailed and supporting documents outlining material was great. Online information was helpful. Your extra credit policy was very good.

Question 6: Short Answer

What aspects of the course, and my teaching of it, helped you least to learn? What, in other words, would you recommend that I change or do differently the next time I teach the course?

Unanswered Responses

0

Given Answers

The materials were great, but the chapter tests and quizzes were a little challenging . I would love for to make the quizzes and test little (easier) next time.

None

I would probably make the question for the discussion board.

Every chapter PowerPoint show the outline and it's easy to have idea to learn.

I would not recommend you change or do things differently at all.

To be honest, I really did not see any problems or any areas that need to be improved upon. The directions and material was very clear and the professor kept in contact througout the course. He was very responsive to everyone that had questions and was not unfair in any way.

For this course specifically, the student contributions to the discussion posts were not highly enlightening. That has not been the case in other or your courses. I do not think this is directly relevant to your teaching, but more of a crap shoot on who is taking the course and what they offer. Recapping sometimes menial details from the text is not useful to me, but maybe useful to you in determining what students are understanding from the material.

My only disadvantage was not being in a class room. The value that a professor adds could have helped me in some sections. I don't see how much more interactive the online class can be. Overall the online course was still great and I would recommend it.

More over all communication within the course.

To be honest, a good amount of the text was over my head.

I am sure that if I would have this course as a regular class, I would have a better score. For some reason having the test online was a little challenging for me.

There isn't anything in particular I would change.

None. I am happy with how the course is run.

I think all aspects were terrific.

My recommendation is to be the same.

It was a little challenging doing the discussion board posts.

I felt the text on the tests were a little challenging in understanding the questions.

I had no problem with your teaching, I would recommend no changes.

Discussion between students should have been more involved.

I learn a lot from your class I learn new stuff that I never realize logistics had so on my part I'm very proud to be one of your students you are a excellent teacher. I will not recommend you chance anything from your class is very self explanatory and easy to learn what we really need to learn.

The wording please. Reword the test and quizzes to match the book more or at least closer.

No opinion

Everything meet my needs.

Question 7: Short Answer

What other thoughts about the course and your experience in it would you like to share that might help me improve it when or if I teach it again?
Unanswered Responses 0 Given Answers None None the class was very informative and i learned a lot. No comments for improvement. Overall a very beneficial course that enabled me to expand my knowledge base. I think your class is very good your assignments are well explanatory and easy to learn. I don't think you need any improvements on my part I learn the basics and more from your class very good job. thank you No, thank you (for) being our instructor. Great course I would advise anyone to take this course. Thank you for having me in your class. No complaints. None. Great class and really (appreciate) the fact if I didn't understand you would responding back. The better you study, the better you do and the material is not very difficult to understand at all. I would recommend taking Professor Beck to a friend. I think it needs more questions from the instructor. None, I am content on how the course is right now. Overall, I'm very satisfied with the learning experience provided by Prof. Beck and Norco College, I appreciate every effort that (Logistics Management/) SCM program and Norco College have made. None

Your quick response to emails and to discussion board was great.

I think the class was great no reason to change anything.

No thoughts, good job!

I over all liked the course and its lay out so I can't really advise to change anything.

Overall I believe everything was nice. I would have liked more of a conversations during discussions with the class.

I really enjoyed the class.

I know technology now is the priority but for be a professional we need interact with people no with a computer....because in the real life we need two ways of dealing.

I feel that the course and its text was great. This however was my first online class. The online course was still a great experience and I learned a lot from it.

Maybe having lectures or (narrated) PowerPoint presentations available online will help on the overall experience.

Nothing. The materials were very organized.

Imbedded Question Results Analysis

Chapter 17 Multiple Choice

Analysis Last Run October 20, 2013 5:58 PM.

Discrimination

9	Good Questions
1	Fair Questions
0	Poor Questions
0	Cannot Calculate

Difficulty

0	Easy Questions
0	Medium Questions
10	Hard Questions

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Question: Trends in supply organization and leadership include:

		Answers	Total	Top 25%	2nd 25%	3rd 25%	Bottom 25%
	a.	more chief purchasing officers with extensive supply experience.	4(12.13%)	0	1	2	1
	b.	less emphasis on teams.	0(0.0%)	0	0	0	0
☑	c.	global projects requiring cross-cultural skills.	26(78.79%)	15	7	3	1
	d.	merging of strategic and tactical roles in supply.	3(9.1%)	0	1	0	2
	e.	emphasis on “hard skills” such as finance.	0(0.0%)	0	0	0	0

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Question: Supply can play a leadership role in corporate social responsibility (CSR) by:

		Answers	Total	Top 25 %	2nd 25%	3rd 25%	Bottom 25%
	a.	instituting third party workplace audits of suppliers in developing countries.	0(0.0%)	0	0	0	0
	b.	knowing the providence of products in the supply chain.	0(0.0%)	0	0	0	0
	c.	considering the organization's carbon footprint in supply decisions.	2(6.07%)	0	1	0	1
	d.	designing closed loop supply chains.	0(0.0%)	0	0	0	0
☑	e.	all of the above.	31(93.94%)	15	8	5	3

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Question: When cross-functional teams are used to conduct research, it is best if:

		Answers	Total	Top 25 %	2nd 25%	3rd 25%	Bottom 25%
☑	a.	the team has strong leadership.	29(87.88%)	15	8	4	2
	b.	the team has total autonomy to decide objectives and set expectations.	0(0.0%)	0	0	0	0
	c.	team members are randomly selected from departments.	0(0.0%)	0	0	0	0
	d.	performance evaluation and reward systems foster individual contributions.	3(9.1%)	0	0	1	2
	e.	each team member develops time management skills to handle the assignment.	1(3.03%)	0	1	0	0

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Chapter 17 True False

Question: The perceptions that non-supply managers have of supply are shaped by interactions with and observations of supply, tangible experiences with supply on a day-to-day basis, and the extent to which supply is seen as contributing to the firm's mission.

		Answers	Total	Top 25%	2nd 25%	3rd 25%	Bottom 25%
☑	a.	True	29(87.88%)	13	5	9	2
	b.	False	4(12.13%)	0	0	3	1

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Question: Supplier performance management systems should be designed to capture and communicate the failures of suppliers so penalties can be assessed.

		Answers	Total	Top 25%	2nd 25%	3rd 25%	Bottom 25%
	a.	True	3(9.1%)	0	0	1	2
☑	b.	False	29(87.88%)	13	5	10	1

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Student Responses

Fall 2013 BUS-87 Discussion Board

Question:

How will this chapter help you contribute knowledge needed by multidisciplinary teams *(from 1. different logistics functions, 2. different corporate departments, or 3. different supply chain members)* to effectively integrate and exceed end user (customer) expectations?

##########

Chapter 1

This chapter will help different logistics functions to effectively integrate and exceed customer expectations by controlling the efficiency and effective flow and storage of goods, services and related information between the point of origin and point of consumption. It is important for corporations to build a positive image both for suppliers and purchasers. By knowing this and what a specific corporation image is, we can try and meet the needs of this corporation with their supply demands. A good buyer-supplier relationship is build on a great performance to contract agreements.

I believe different corporate departments help to contribute knowledge needed to exceed our customers expectations.

From this chapter, I think the most important idea to me is to understand the "need" of your customer, and let your supplier understand your "need", clearly.
Since integrated supply chain management requires effective information flow across the board, so that I think the first step to express your need to your supplier and understand your customer's need in order to let the information flow effectively.
Let's say, your customer (such as the assembly department which assembles little parts into a finished product) is concerned about getting not-to-standard parts, then I, as a procurement agent, will have to understand what is my customer is concerned about (what is the problem, how is that problem going to affect production, engineering prints dimension, what is the root cause), when I have a clear understanding of the problem, I will try working with my supplier to resolve the issue (update the print, refine manufacturing process, provide alternative solution to solve the problem).
Information flow is just so critical that as a procurement agent, we have to strive for providing the best and most effective information and instructions as we could. A supply chain is a sophisticated designed machine, any part of this machine goes wrong, the whole supply chain will be affected, sometimes will cause a snowball effect (when the very first part of the supply chain, such as lack of raw material). By reading this chapter, I have understand that what we, as a procurement agent, are expected to perform, and how we should perform it.

##########

Chapter 2

In this chapter I believe that different logistic functions help to effectively integrate and exceed our customer expectations.

##########

Chapter 3

When dealing with end users (customer), you need to always strive to exceed their expectations in order to keep their business and attain new business. Insuring that all of your logistic functions are working efficiently and effectively in one way to do this. Making sure that your supplies are delivered on time to you and in turn are then delivered on time to the customer, keeps them happy with your organization. Keeping an open communication with all of the different departments involved in a purchasing decision, will guarantee that if there is a hiccup with an order you can become aware immediately and either deal with it or inform the customer of the delay. Also, effective communication within an organization is always a best practice for overall effective management. Understanding, not only the supply end of the business but the accounting end will help you see what your decisions are doing to the rest of the organization as far as the bottom line is concerned. How do your decisions impact your organization.

By identifying first, which type of organization we want to be, the size of the organization is equally important to choose the right approach to how to obtain the right materials, in the right quantity, to deliver in time, to the right place. at the right price.
To exceed the end user expectations, you need to have a good communication and coordination tools between the different departments and functions, have clear goals on ways to benefit customer satisfaction and provide a rapid response from each team member contribution with a clear and defined leadership to act upon this contributions to assure the best quality possible.

##########

Chapter 4

The topic of supply processes and technology, as outlined in this chapter, will help a business’s multidisciplinary team by providing a comprehensive guide to the advantages and disadvantages of each option in order to decide which would be the best course to most likely exceed customer demand and satisfaction.

##########

Chapter 6

Educating and training other supply chain members on proper planning, ordering or purchasing on time, and ensuring that you are buying the right material specifications (or better) needed for the organization and/or customer requirements.

The challenge in working with multidisciplinary teams is partly that each member of the team may be coming from a different perspective and have a different goal than the other members of the team. That is, they may be coming from different need levels. Of course, they will all have the goal to make the organization more competitive, but they may not agree on the same method to accomplish this. This chapter attempts to mesh various areas that will be of concern to team members, and reminds us that there are multiple factors to consider in totality when making key decisions. It is really the check and balance of all the right factors that will make the organization/project succeed. Also, the more team members understand about the importance of each others work/perspective, the more productive they and the organization will be.

##

Chapter 8

By having the proper type of inventory forms and their functions. Using the right forecasting techniques and knowing how much to order, and when to order. Know all the factors that will complicate these decisions, such as...Forecast - Know the lead times, prices and other cost involved; Cost - Cost involved in placing orders, holding inventory, and other factors; Availability, Price-volume relationship, and shortages are other factors you need to look at also.

Supply Chain effectiveness is dependent on the assurance that quality, quantity, and delivery are consistently perfect. For goods, both quantity and delivery involve lot-sizing and inventory decision that, in turn, affect cost, productivity, flexibility, and customer satisfaction. For services, both quantity and delivery involve a large "human component" that affect cost, productivity, flexibility, and customer satisfaction"
- Purchasing and Supply Management, Johnson, Leenders, and Flynn. Chap 8,p. 226

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1. different logistics functions - With logistics each team that is working on an end user item, will have to have some kind of concern about logistics functions in relation to how their product will be completed and shipped to the end user. First they look at how much it will cost to have items shipped from the organizations they purchase from. They have to look at how much the finished items will cost to be shipped to the end user. It is important for all teams on special projects within an organization to be aware of how this works.
2. different corporate departments - In most businesses each department works independently and does not really know how the other departments function. With having this kind of knowledge, the departments can communicate their needs and have a realistic idea of how the other departments will meet those needs.
3. different supply chain members - This knowledge is important to all departments. Especially departments such as inbound transportation, warehousing, and packaging. Inbound transportation needs to know what to expect to provide the correct carrier. Warehousing has to make sure that they have the room for the items coming, and packaging must supply the packaging to send stuff out to the end user.

To effectively integrate and exceed end user (customer) expectations? With all of this the end user can have higher expectations.

This chapter has definitely helped me understand why having the right amount and quality is very important in a company because thanks to these factors, time, money, and customer satisfaction is gained. For example forecast is an important logistic function for the company since this helps companies determine or have an idea of how much of material or supplies should be ordered, it also gives the range of pricing, lead times, and other costs. Also having different corporate departments is a plus since personal specialized on the job that are given per their department making it easier and better results and operations achieve their goals. All of the factors mentioned work together to achieve Effective Supply Chain.

##########

Chapter 11

This question that you ask for every chapter is often not an easy one to answer, as evidenced by few answers/posts. However, this chapter more than many of the others seems to highlight the importance of multiple skill areas and operational overlap within an organization. Having worked in labor relation for many years, I understand that negotiation is an art form, and I was glad to see the chapter speak to win/win outcomes and ethical negotiation strategies/practices. I was surprised that so little time was spent on such an important skill as the ability to negotiate and its impact on costs. The other area that particularly stood out to me in this chapter was the area of *learning curves.* The overlap regarding *learning curves* is relevant to human resources functions and training and development. If companies can effectively train employees and reduce work time, that is a big factor in labor costs and time to market, as well as other factors such as the number of employees and just overall capacity. By bringing in training and development personnel to participate in expediting the *learning curve* could have a valuable impact on the bottom line.

##########

Chapter 16

In business, the concept of finding your niche is important. Finding unmet needs and meeting them is a key opportunity. The supply chain offers many of these opportunities, especially in the area of disposal where one company may need to get rid of something that another company needs to acquire. In this way, there are multiple levels within the supply chain that companies can interact with. Of course, this make the supply manager's job that much more complex. Not only does the supply department have to work with multiple levels of suppliers to acquire and dispose of material, they also have to interact with all relevant internal department to ensure that all material is handled appropriately. Whether material has special handing needs because it is hazardous for instance, or because it will need to be collected and packaged for reclamation, the interaction between supply and other processing/handing departments is critical.

##########

Norco College Course Assessment Report

Course: BUS-90 International Logistics

Instructor: Rex Beck

Semester: Fall 2013

Is this the initial assessment or follow-up (closing the loop)? ◙ Initial □ Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success?
Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.

The course outline of record is provided as Attachment A.

The **SLO selected for assessment** was:
"Describe roles and value added by global logistics intermediaries."

Information and data collected for this course SLO included:

- An anonymous course assessment survey (see Attachment B and C)
- Student responses to questions related to attainment of the specified SLO imbedded into course assessments (see Attachment D)
- Student Discussion Board comments on specified SLO attainment (see Attachment E)

QUESTION
Were you generally satisfied with the results?

RESPONSE

Results were generally satisfactory.

Feedback gained from the the anonymous course assessment survey, imbedded course assessment questions, and the student Discussion Board comments were predominately positive. For example, 87 % of students reported they agree or strongly agree that they had attained the SLO being assessed. 4% neither agreed nor disagreed, while 9% strongly disagreed. The fact that 9% strongly disagreed that they could "Describe roles and value added by global logistics intermediaries" is concerning. However, 17% of students said this was their first course in the Logistics Management Program. With perhaps the majority of students working towards a Certificate or Degree in Logistics Management, it seems reasonable to assume that most the the students replying negatively to this survey question will improve as they take additional courses.

Narrative feedback from the Anonymous Course Assessment Survey was consistent in saying things like, "This course was a complete guide in how to understand all of the aspects that are involved to be a good logistics manager. I will say not only as a professional in international logistics, but also as a manager in general," and "This course provides me with the fundamental knowledge and skills to begin a career in logistics and supply chain management. I think well I know I will succeed in my next job because of this course," as well as "I also think your discussion board, and its requirements, is one of the best I've seen in an online class."

There was some student feedback reflecting student unhappiness with the fill-in-the-blank (FITB) questions used in assessments for this class. However, more students said the FITB questions were difficult, but also a very useful part of the learning process. Here is one such example student response, "The one thing that seemed to help me more than any was the fill in the blank quizzes. Having to use the exact word in each blank forced me to go through the book and surf for the answer. By doing this I read a lot of the material multiple times. This repetition helped me learn the concepts more efficiently." The instructor agrees that FITB questions are difficult, but is also satisfied with the degree to which FITB questions facilitate learning by requiring students to carefully consult their text.

Feedback gained from student Discussion Board Comments reinforced the feedback noted above.

QUESTION

In which areas did the data indicate students had the most difficulty?

RESPONSE

An analysis of results from eight Imbedded Questions reveals an average 92% success rate, with a high of 100% for two questions and a low of 70% for one question. These results do appear to reflect an area of particular difficulty for the question with a 70% correct student response rate. This area of difficulty was for this true/false question: The company that develops a business product or concept and grants rights to a large number of intellectual property items all bundled in a business package is called a franchisor.

QUESTION

To what do you attribute that difficulty?

RESPONSE

The class was more focused on specialized logistics industry language as compared to the somewhat generic terms franchise, franchisor, and franchisee.

QUESTION

Which areas or SLOs did they find themselves achieving with greatest success?

RESPONSE
The 92% overall success rate reflects general student success with this SOL. There was no imbedded question that stood out as having a higher correct student response rate.

2. If this is an initial assessment , what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

Although it has been an existing requirement, there is new emphasis being placed on the need within online classes such as this for Frequent and Effective contact with students by the instructor. Before presenting this class again, it will be important to review opportunities for improvement with respect to such communication between the instructor and students.

Before this class is taught again, a strategy for improving student achievement relevant to the difference between a franchisee and franchisor.

3. If this is a follow-up (closing the loop) , did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

No, this is not a follow-up (closing the loop) Assessment Report.

4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

Perhaps because the course outline of record was updated in the not too distant past (06/21/2011), no opportunities for modifying the COR were identified during this assessment.

However, there are sure to be opportunities in the future for improvement in the course outline of record. It is recognized that focus on this potential need must be maintained by:

1. Establishing a cycle for future course assessment.

2. Continuation by responsible faculty to

   a. maintain membership as BEIT Departmental representative on the Norco College Curriculum Committee so as to maintain related focus and awareness

   b. attend the annual CTE Department annual industry advisory event so as to maintain insight from industry participants

   c. complete professional association re-certification requirements so as to remain knowledgeable of the logistics industry body of knowledge.

3. Faculty teaching this class next year should

   a. plan on providing more focus on franchise, franchisee, and franchisor as vocabulary

   b. consider modifying the Anonymous Course Assessment Survey to examine the relationship between Logistics Management Program course completion and achievement of the SLO examined.

Discipline: Business

Degree Credit [X]
Non Credit [ ]
Nondegree Credit [ ]
Comm Service [ ]

Riverside Community College District
Integrated Course Outline of Record

Business 90

College: R___ M___ N_X_
Lecture Hours: 54
Lab Hours: 0
Units: 3.00

BUS-90: International Logistics

COURSE DESCRIPTION

Prerequisite: None.

An introduction to the role of logistics in global business; including the economic and service characteristics of international transportation providers, the government's role, documentation and terms of sale used in global business, and the fundamentals of effective export and import management. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)

SHORT DESCRIPTION FOR CLASS SCHEDULE

An introduction to the role of logistics in global business.

ENTRY SKILLS

None.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

Explain the role of Logistics in a global environment, along with the key influences impacting global logistics operational and system effectiveness.

1. Application of Knowledge - Maintain and transfer academic and technical skills to workplace
2. Communication Skills - Speak with precision and clarity to express complex thought
3. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
4. Global Awareness - Demonstrate understanding of alternative political, historical and cultural viewpoints
5.

Explain the specific functional elements involved in a global logistics process, along with the rationale for requiring that each key functional element must be integrated into the overall global process.

1. Application of Knowledge - Maintain and transfer academic and technical skills to workplace
2. Communication Skills - Write with precision and clarity to express complex thought
3. Critical Thinking - Integrate knowledge across a range of contexts
4. Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
5. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
6. Global Awareness - Demonstrate understanding of alternative political, historical and cultural viewpoints

Design various transportation and logistics global networks for both Shippers and Carriers.

1. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
2. Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
3. Global Awareness - Demonstrate understanding of alternative political, historical and cultural viewpoints
4. Global Awareness - Demonstrate understanding of ethnic, religious and socioeconomic diversity
5. Application of Knowledge - Maintain and transfer academic and technical skills to workplace

Describe roles and value added by global logistics intermediaries.

1. Communication Skills - Speak with precision and clarity to express complex thought
2. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
3. Global Awareness - Demonstrate understanding of alternative political, historical and cultural viewpoints
4. Application of Knowledge - Maintain and transfer academic and technical skills to workplace

Identify the meaning of each of the 13 definitions of INCOTERMS which are used in every transaction involving International Commerce.

1. Communication Skills - Read college-level materials with understanding and insight
2. Critical Thinking - Integrate knowledge across a range of contexts

Ascertain the key role of Governments (U.S. and others) in a global economy, and the implications of government regulations, policies, and strategic value which can significantly impact Business operating on a global basis.

1. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
2. Global Awareness - Demonstrate appreciation for civic responsibility and ethical behavior
3. Application of Knowledge - Maintain and transfer academic and technical skills to workplace

Relate the importance of the accuracy and critical timing of documentation in the global transaction via all modes of transportation.

1. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
2. Application of Knowledge - Maintain and transfer academic and technical skills to workplace

Recognize the critical importance of Cargo Insurance and Liability in a global transaction, and the complexity of dealing with each, due to differing cultures, monetary exchanges, political climates,languages, time zones, weather, metric systems, safety, as well as numerous laws and regulations within each country.

1. Global Awareness - Demonstrate understanding of ethnic, religious and socioeconomic diversity
2. Global Awareness - Demonstrate understanding of alternative political, historical and cultural viewpoints
3. Application of Knowledge - Maintain and transfer academic and technical skills to workplace
4. Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields

<u>COURSE CONTENT</u>

15. International Logistics Background
    1. International Trade Growth
    2. International Trade Milestones
    3. Largest Exporting and Importing Countries
    4. International Trade Drivers
    5. International Trade Theories
    6. The International Business Environment
16. International Supply Chain Management
    1. Historical Development of International Logistics
    2. Definitions of Logistics and Supply Chain Management
    3. Definition of International Logistics
    4. Definition of International Supply Chain Management

5. Elements of International Logistics
6. The Economic Importance of Logistics
7. The Economic Importance of International Logistics

17. International Logistics Infrastructure
1. Definitions
2. Transportation Infrastructure
3. Communication Infrastructure
4. Utilities Infrastructure

18. Methods of Entry into Foreign Markets
1. Entry Strategy Factors
2. Indirect Exporting
3. Active Exporting
4. Production Abroad
5. Parallel Imports
6. Counterfeit Goods
7. Other Issues in Methods of Entry

19. International Contracts
1. Lex Mercatoria
2. International Sales Contracts and the CISG
3. Agency versus Distributorship Legal Issues
4. Elements of an Agency or Distributor Contract
5. Termination
6. Arbitration
7. Mediation
8. Terms of Trade or Incoterms
9. Incoterm Strategy
10. Electronic Data Interchange
11. Common Errors in Incoterm Usage
12. Incoterms as a Marketing Tool

20. Terms of Payment
1. Characteristics of International Payment Issues
2. Alternative Terms of Payment
3. Risks in International Trade
4. Cash in Advance
5. Open Account
6. Letter of Credit
7. Documentary Collection
8. Procurement Cards
9. TradeCard
10. Bank Guarantees
11. Terms of Payment as a Marketing Tool

21. Currency of Payment (Managing Transaction Risks)
1. Sales Contract's Currency of Quote
2. The System of Currency Exchange Rates
3. Theories of Exchange Rate Determinations
4. Exchange Rate Forecasting
5. Managing Transaction Exposure

6. International Banking Institutions

7. Currency of Payment as a Marketing Tool

22. International Commercial Documents

1. Documentation Requirements
2. Invoices
3. Export Documents
4. Import Documents
5. Transportation Documents
6. Electronic Data Interchange
7. Document Preparation as a Marketing Tool

23. International Insurance

1. Pitfalls of International Insurance
2. Insurance Glossary
3. Perils of the Sea
4. Perils Associated with Air Shipments
5. Insurable Interest
6. Risk Management
7. Marine Insurance Policies
8. Coverages under a Marine Cargo Insurance Policy
9. Elements of an Airfreight Policy
10. Filing an Insurance Claim
11. Lloyd's
12. Commercial Credit Insurance

24. International Ocean Transportation

1. Types of Service
2. Size of Vessels
3. Types of Vessels
4. Flag
5. Conferences
6. Liability Conventions
7. Non-Vessel-Operating Common Carriers
8. Security Requirements

25. International Air Transportation

1. Types of Service
2. Types of Aircrafts
3. International Regulations
4. Freight Tariffs

26. International Land and Multi-Modal Transportation

1. Truck Transportation
2. Rail Transportation
3. Intermodal Transportation
4. Freight Forwarders
5. Project Cargo
6. Alternative Means of Transportation

27. Packaging for Export

1. Packaging Functions
2. Packaging Objectives

3. Ocean Cargo
4. Air Transport
5. Road and Rail Transport
6. Security
7. Hazardous Cargo
8. Refrigerated Goods
9. Domestic Retail Packaging Issues
10. Packaging as a Marketing Tool

28. Customs Clearance
    1. Duty
    2. Non-Tariff Barriers
    3. Customs Clearing Process
    4. Foreign Trade Zones
29. Using International Logistics for Competitive Advantage
    1. Communication Challenges
    2. International English
    3. Special English
    4. Metric System
    5. Cultural Sensitivity
    6. Specific Advice

METHODS OF INSTRUCTION

Methods of instruction used to achieve student learning outcomes may include, but are not limited to:

- Create and have students participate in cooperative learning tasks such as small group exercises to identify issues that relate to course content and utilize the content to offer opinions, solutions and analysis with respect to those issues.
- Present case studies to provide students with the opportunity to utilize concepts learned in class to analyze international logistics situations.
- Develop and assign tasks/activities such as presentations in order to assess students understanding of international logistics concepts.
- Facilitate discussions regarding relevant current issues in business to encourage students to make appropriate connections to the course content.
- Present lectures to describe the essentials of logistics management concepts and their applications to international business.
- Develop and assign exercises to reinforce concepts and encourage students to apply them to current international logistics trends and events.

METHODS OF EVALUATION

Students will be evaluated for progress in and/or mastery of learning outcomes by methods of evaluation which may include, but are not limited to:

- Quizzes designed to assess the student learning outcomes.
- Written reports designed to assess the application of International logistics principles.

- Individual web projects designed to assess student proficiency in achieving the student learning outcomes.
- Examination designed to provide objective evidence that students have attained the level of understanding expected in the areas detailed in the student learning outcomes.
- Individual or class projects designed to evaluate the application of logistics principles to simulations of real international business situations.
- Individual, small group, or paired activities designed to allow students to demonstrate understanding of basic international logistics concepts.
- Quizzes and in-class participation demonstrating proficiency in the subject matter.

SAMPLE ASSIGNMENTS

Outside-of-Class Reading Assignments

- Students are expected to read all assigned chapters from the textbook and other course material in advance of the class covering that material.
- Other outside reading requirements may be assigned as appropriate and may include specific journal articles relating to role of logistics in a global environment, along with the key influences impacting global logistics operational and system effectiveness.

Outside-of-Class Writing Assignments

- Quizzes/examinations designed to assess ability to explain the specific functional elements involved in a global logistics process.
- Written reports designed to assess the application of design principles for various transportation and logistics global networks for both shippers and carriers.
- Essays presenting detailed material related the value-added roles of global logistics intermediaries.
- Final projects designed to demonstrate how global logistics intermediaries can and should interact most efficiently with each other.

Other Outside-of-Class Assignments

- Individual, small group, or paired activities designed to allow students to demonstrate understanding of each of the 13 definitions of INCOTERMS which are used in every transaction involving International Commerce.
- Individual web projects designed to assess student proficiency in ascertaining the key role of governments (U.S. and others) in a global economy.
- Individual or small group projects designed to relate the importance of the accuracy and critical timing of documentation in the global transaction via all modes of transportation.

COURSE MATERIALS

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include:

- Pierre, David. International Logistics: The Management of International Trade Operations. 3rd ed. Atomic Dog Publishing, 2010.
- Wood, Barone, Murphy and Wardlow. International Logistics. 2nd ed. Amacom, 2002.

06/21/2011

Anonymous Course Evaluation (10 Points)

Instructions

Description This survey is intended to provide feedback necessary to improve this course the next time it is offered. Student identity will be removed from the input received, so the results will be anonymous. We want you to feel comfortable writing openly. I will also wait until after final grades have been submitted to read your responses.

Ten points will be added to the course score for every student who completes this survey.

Instructions I'd like to get your honest response to several questions about your experience in the course this semester. I hope your feedback will give me ideas about how to improve the course (and my teaching of it) the next time.

Ten points will be added to the course score for every student who completes this survey.

Multiple Attempts This survey allows multiple attempts.

Force Completion This survey can be saved and resumed later.

Question 1

6. How many semester hours of RCC Logistics Management courses (BUS-80 through BUS-87 and BUS-90) will you have completed at the end of this course? Select one (estimate if you are not sure).

   ○ A. 0 – 3 semester units

   ○ B. 3.5 – 6 semester units

   ○ C. 6.5 - 9 semester units

   ○ D. 9.5 - 12 semester units

   ○ E. 12.5 - 15 semester units

   ○ F. 15.5 - 18 semester units

Question 2

7. I can "Describe roles and value added by global logistics intermediaries."

○ 1. Strongly Agree ○ 2. Agree ○ 3. Neither Agree nor Disagree ○ 4. Disagree ○ 5. Strongly Disagree ○ 6. Not Applicable

Question 3

6. What did you learn in the course this semester? What skills or areas of knowledge did it teach you or help you improve upon?

Question 4

5. Did you learn everything you expected to when you began the course? What, if anything, didn't you learn that you wanted or expected to?

Question 5

3. What aspects of the course, and my teaching of it, helped you best to learn? What, in other words, would you recommend that I do in the same way the next time I teach the course?

Question 6

4. What aspects of the course, and my teaching of it, helped you least to learn? What, in other words, would you recommend that I change or do differently the next time I teach the course?

Question 7

3. What other thoughts about the course and your experience in it would you like to share that might help me improve it when or if I teach it again?

Survey Statistics: Anonymous Course Evaluation (10 Points)

The statistics are calculated based only on the attempts being used in the grading option (Last attempt, First attempt, Lowest Score, Highest Score, or Average of Scores). If Average of Scores is the grading option, then all attempts are included in the statistics.

Content

Name Anonymous Course Evaluation (10 Points)

Attempts 23 (Total of 24 attempts for this assessment)

Instructions I'd like to get your honest response to several questions about your experience in the course this semester. I hope your feedback will give me ideas about how to improve the course (and my teaching of it) the next time.

Ten points will be added to the course score for every student who completes this survey.

Alignments

Question 1: Multiple Choice

How many semester hours of RCC Logistics Management courses (BUS-80 through BUS-87 and BUS-90) will you have completed at the end of this course? Select one (estimate if you are not sure).

	Percent Answered
0 – 3 semester units	17.391%
3.5 – 6 semester units	21.739%
6.5 - 9 semester units	17.391%
9.5 - 12 semester units	21.739%
12.5 - 15 semester units	8.696%
15.5 - 18 semester units	13.043%
Unanswered	0%

Question 2: Opinion Scale/Likert

I can "Describe roles and value added by global logistics intermediaries."

	Percent Answered
Strongly Agree	30.435%
Agree	56.522%
Neither Agree nor Disagree	4.348%
Disagree	0%
Strongly Disagree	8.696%
Not Applicable	0%
Unanswered	0%

Question 3: Short Answer

What did you learn in the course this semester? What skills or areas of knowledge did it teach you or help you improve upon?

Unanswered Responses

0

Given Answers

I learned a lot about the different of transportation and how each are conducted. I learned about Incoterms.

International logistics is a complex field, and now that I have taken this class, I have a better idea of the complexities.

I learn a lot about the international logistics. When we do international business, there have a lot different in supply chain and logistics. Not just culture and language, but also the way deal with business. We should think about now we are in flat world and we live in Global Village now.

On this course I learn how companies manage order fulfillment, purchase raw materials, manage

warehouses, and arrange domestic and international transportation services. I also learn about freight forwarders, shippers, supply chain collaboration, importing, exporting, third party logistics, and logistics technology

Overall, I learned different aspect of International Logistics, such as the rules and regulations of doing business, in addition to different methods of transportation.

I learned a lot in this class. I always knew that logistics is a big part of every company just guess I really knew how big. From chapter one thru chapter 17 you'll find something about logistics and international knowledge from this class. The over all skills I gained would just how well I understand the whole process now and I can wait to finish my degree and become some type of Logistics Manager.

The sections covering ocean freight were the most beneficial. At my job we strive to expand internationally. It has been a rough start and throughout this course we were able to make things easier. The requirements needed to ship over seas was very helpful. The guidance in this course was great. The routes and types of containers also opened our eyes. Those details are very important.

So far this course has given me a better understanding of the complexity of international

logistics and how to best overcome potential problems that may arise

I learned a lot, learning all this can open so many other doors on what options you want to perceive in life. I am glad I took this course. Thank You

I learned a ton about international logistics and international business as a whole.

This course opened my mind to logistics in general...this is the first logistics course I have taken and it has lead me to seek the other courses to further my knowledge in this field. I didn't think I would understand or be able to grasp logistics when I first signed up for the course..but I have found that I generally find it very interesting and I can see myself possibly branching out from accounting into this field for future employment. I was amazed to learn all the details that are involved in international logistics...from learning about the different contracts and insurance requirements to how goods are packaged/shipped and transported was a learning experience in itself. I found the information regarding the air freight industry, including the size of the planes and the different types of freight planes, what they can actually ship depending on size and weight was enlightening. I do believe I have a much better understanding in regards to international shipping than I did when this course began.

the complexity of all aspects of international trade/business/logistics

For me, this course was a complete guide in how to understand all of the aspects that are involved to be a good logistics manager. I will say not only as a professional in international logistics, but also as a manager in general.

This course broaden my knowledge of the multiple obstacles that are involve with exporting and importing of goods.

I learned a lot about the history of international logistics and the specifics to all of the aspects. I currently work with an international manufacturer and this course helped improve my knowledge of the back-end of our business dealings. I found that everything is much more complex than I expected.

Learned a lot about international trade operations, i am not even halfway thru the course yet at this time.

i worked at fed ex for 3 years, and i learned a lot in this course that would have helped me then. For example, knowing that most of the world uses the metric system could have assisted during international shipping. I learned that ocean shipping is the most dangerous out of ground and air. I learned that currency in another country is considered when doing a business deal, not just the U.S dollar.

I learned the concepts, process, procedures and history of International Logistics. I learned the different modes of transportation and how the are used for international shipping.

I learned about international trade on a microscopic level. A lot of the literature in this book was quite confusing to me, but then again, I have no previous knowledge on logistics whatsoever. It was hard to take everything in, but the concepts i did grasp were very interesting. I learned about different types of services that both the sea and the air offer. I learned about the different tasks and responsibilities that both the exporter and importer share. I also learned about the complex paperwork and contracts that must be negotiated. Language, communication and culture have such a big impact on trade operations. I have learned about different types of laws, rules and regulations.

This might have been the most informative class I've taken. There are basic things that the general public knows, and this expanded and easily defined a whole world of business and interactions that I never considered. It is all practical and for the benefit of making money, yet there are many little things that I learned and helped mold my views on international trade. I'm much more nervous but know now that you can assume your way is the best but you can't just get legal or shipping assistance from anyone. If I go into business on a global scale or even have to import goods, I will put much more thought into who I hire to head that. Most if all I've been taught that respect is not a right when dealing with other countries and it's extremely easy to mess up relationships you make, tread carefully .

I learned a lot regarding international logistics. A lot i didn’t know and I found very interesting. I had no clue how many way we shipped things internationally and now I know why sometimes its takes to long from items to be received. Its a huge process that the shipments have to go through. It bothered me how much shipments gets lost or thrown overboard during transportation on a ship but understood its for a safety reason and or weather permitted.

I learned quite a bit about international packaging, trade, rules and regulations, and about what it takes to understand and learn about the international trade system. I found it fascinating and I have some knowledge on the subject just in case I decide to pursue an interest in international trade. The course was very informative, easy to understand.

i learned a lot about international purchasing and the certain laws and regulations there are. also the different types of ways tour products are being shipped.

Question 4: Short Answer

What aspects of the course, and my teaching of it, helped you best to learn? What, in other words, would you recommend that I do in the same way the next time I teach the course?

Unanswered Responses

1

Given Answers

The discussion boards.

What I like about the online course was that there was no time limit to complete each chapter or the tests. So for a person like me that has a job, I can accommodate this course into my schedule very easily and finish it at my own pace.

I like the structure you built into the course and how much you help on the discussion boards.

Prompt responses to student inquiries, interacting with us on the discussion board and providing great feedback. Also the flexible due dates really helped an older student like me who's juggling newborn baby and family at home.

I would recommend this same way

At first i hated the fill in the blanks but overall I feel they actually helped me learn more as I need to search for the correct answer.

I appreciated the key terms page. Also I got a lot of use out of the power point slides. The links that are offered help give more insight into specific aspects of international logistics. The one thing that seemed to help me more than any was the fill in the blank quizzes. Having to use the exact word in each blank forced me to go through the book and surf for the answer. By doing this I read a lot of the material multiple times. This repetition helped me learn the concepts more efficiently.

The power point presentations and links to other sites helps in rounding out the curriculum.

Organization, structure, and time-lines of the course was very good. I also think your discussion board, and its requirements, is one of the best I've seen in an online class. Also really liked the web links and feedback you provide. Also, the power points and other supplemental material was very useful.

I think that all the chapters Questions and answers make you read and see what the international Logistics is all about by reading and answering at the same time teach you the

way is all about. I learn a lot from this system because make read and remember stuff when I

when to another question. I recommended you keep doing this because make you read and learn most easy.

I appreciated the simplicity of the overall course. The course materials were very straight forward and consistent, as well as helpful in my studies.

Yes the course worked well for me and the text was easy to read and provided great pictures.

I really enjoyed the structure of this course. The text, power points, and extra guides that you provided were very informative. I couldn't ask for more from an on line course. The Fill in the Blank tasks was also a very great idea. It creates more motivation to read the chapters carefully. One can easily get distracted or not want to make time for reading. This forces the student to make the time and put effort.

I found your style of teaching very appealing....it was a very hands off if that's what the student wanted or a very hands on if that was the choice of the student. Being that I work as well as taking courses to educate myself, while also dealing with a divorce, I found it quite easy to keep up with the class without being over come with a lack of time to get everything in my life taken care of in a timely manner. I also think it's great that you made yourself available if we had questions or concerns about anything as well as giving us information about the logistics program and job openings. I think you're doing a great job and I will definitely be seeking out your other classes in the near future.

The fill in the blank made me have to rad through the chapter to find the specific fact or point.

Although, the fill in the blank was challenging it help me stay focus on the chapter and not go off track!

i like being able to use the powerpoints as a study guide and also others types of material that is available for us on the website

I though the course was taught at a understandable pace and it was not hard to follow.

The teaching of the course was perfect, the book assigned to teach this course was perfect.

None at this time. I am fortunate enough to have you as my Prof on one of my other classroom subjects and I can ask you personally anytime if I have questions about the subject.

Over all I feel you’re one of the best teachers that I have had not just at Norco but in college. I

really think you should leave the class pretty much like it is the only thing I really didn't like was the FITB quiz but since its unlimited tries Its pretty good deal still. You always seemed to responded to email and the forms fast so thank you for making a not real easy class flow a lot smoother.

I like every time we have question, then we can share the information on discussion board or can e-mail to each other to discuss.

Question 6: Short Answer

What aspects of the course, and my teaching of it, helped you least to learn? What, in other words, would you recommend that I change or do differently the next time I teach the course?

Unanswered Responses

1

Given Answers

i didn’t really like the fill in the blank questions i feel i did better on the true false

Can't think of anything

My main struggle that I have for online classes is that besides reading the book, it lacks that interaction with a live teacher that can go through the power point slides, explain a little more and give his own insight and experiences that he/she has on the field.

I was very satisfied with all areas of the course and did not find that it was lacking in anything.

I feel that I would have been able to gain more if there would have been due dates in between, instead of everything being due at the end. I guess it has to do more with self discipline, but some of us are not as strong in that aspect. I enjoyed taking your course and have nothing negative to say. :)

Nothing, I honestly have no complaints.

Course was wonderful, you were extremely helpful.

I honestly have no complaints about this course...I enjoyed every minute of it and enjoyed learning about logistics so much that I'm going to continue on for the certificate.

I would not change anything

Don't change anything, everything was well connected to every chapter.

I learn a lot for the reason that in the US ARMY is different from the civilian side so all the new words, insurance and rules is new to me. I learn a lot thank you.

I have no recommendation

None at this time.

Nothing

The power points could have had more of your input than just the book.

As I mentioned above, there's nothing I would change about the course. I felt this course was excellent as it is.

Like i said in the other question the class i feel was great. The whole way only needing a book and not having to but access to on line site to take classes was a great help and make sure you keep that. Like i said the only thing I didn't like was the FITB quiz.

I do

Is possible every time when we submit the answer, then we can review the correct answer on the test. So we can know which is the correct information.

I feel that there has been ample planning in this course and would not suggest any changes.

There was nothing that I disliked worth writing about.

Question 7: Short Answer

What other thoughts about the course and your experience in it would you like to share that might help me improve it when or if I teach it again?

Unanswered Responses

1

Given Answers

I liked that I could work at my own pace and not have deadlines set, or have to wait each week for the next lesson. Sometimes I got on a roll, and doing two chapters daily helped in retention.

I've been extremely pleased with what you've done and the fact you made it known their was textbooks available at the library

Overall this was a good course. The coursework and materials provided were simple and understandable. Thank you for everything.

Really liked the text. Very interesting read.

I found the course good, helpful, and full of useful knowledge.

No, the course was fine

None at this time.

I thought everything was perfect. Overall great class.

Do away with the FITB tests. Perhaps make the MC longer? :-)

Instead of the discussion board, post a question from the book in every chapter, and have students answer that specific question in their own words.

I do not think it needs to be changed.

loved this course learned a lot

I can't think of anything that needed to be improved on....I liked that structure that you provided in the syllabus that allowed us to work at our own pace, it was a much easier way to experience the class and allowed me to absorb the information before being pushed into the

next chapter before I was ready.

Thank you for the great learning experience and for the information regarding the logistics cert...which I am going to pursue.

Keep up the good work!

At the beginning, I struggle with the fill the blank questions, after doing the first two chapters I felt cheated by the system and complained that my answers were not recorded properly. After receiving the reply from the teacher, I was able to understand how the questions work and that if you misspelled a word or you put more words than the system supposed to take, the answer will be accounted as incorrect. After that, I still got some wrong answers because I misspelled a word or I add "the" before the answer, but at least just were a few of them and was able to pass with high scores.

This part of the questionnaire shall be explained better in the syllabus and warn the students on how to go about, so they do not make the same mistakes as I did. We shall have the opportunity to do over at least the first chapter if we struggle on it.

The teacher shall have the chance to review the answers and if correct to adjust the score manually.

Make people have to reply to one person each discussion.

The whole way only needing a book and not having to but access to a on line site to take class test and quizzes was a great help and make sure you keep it that way. I know all the other students loved it as well. Thanks again on teaching a great class Mr. B

I have no other thoughts on improving the course other than the one previously stated in question 6.

The whole method of how this class was taught was perfect.

Well in my experience as Supply and logistics SGT in the US ARMY is difficult to give an opinion because we used different systems but you are doing a good job the way you teaching this course. Just keep it up.

Imbedded Question Results

Analysis Last Run December 20, 2013 3:37 PM.

Test Summary

20.0	Possible Points Total number of points for the test
10	Possible Questions Total number of questions in the test
0	In Progress Attempts Number of students who have started but have not submitted the test
33	Completed Attempts Number of submitted tests attempts
18.67	Average Score Average score of all graded attempts

Discrimination

7	Good Questions	Discrimination > 0.3
0	Fair Questions	Discrimination = 0.1 to 0.3
0	Poor Questions	Discrimination < 0.1
3	Cannot Calculate	Discrimination cannot be calculated

Question	Question Type	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
Question 1: Most export management corporations are small firms, typically with fewer th...	Multiple Choice(QS)	96.97%	33	1.94 (97%)	0.35	0.07
Question 2: The company that develops a business product or concept and grants rights to...	Multiple Choice(QS)	69.7%	33	1.4 (70%)	0.94	0.17
Question 3: An export trading company is an intermediary	Multiple Choice(QS)	100.0%	33	2.0 (100%)	0.0	0.0

Question	Question Type	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
which will purchase goods in th...						
Question 4: The granting of rights to intellectual property owned by a company to anothe...	Multiple Choice(QS)	93.94%	33	1.88 (94%)	0.49	0.09
Question 5: In its relationship with an agent, an exporter is known as the	Multiple Choice(QS)	96.97%	33	1.94 (97%)	0.35	0.07
Question 6: Agents usually sell more than one product and represent more than one compan...	Multiple Choice(QS)	87.88%	33	1.76 (88%)	0.67	0.12
Question 7: When a firm realizes that it wants to exploit the possibilities that sales a...	Multiple Choice(QS)	90.91%	33	1.82 (91%)	0.59	0.11
Question 8: The fee a licensee pays a licensor for each use of an intellectual property ...	Multiple Choice(QS)	100.0%	33	2.0 (100%)	0.0	0.0
			AVG =	92%		

Analysis:

92% of students answered the relevant questions correctly. Students scored significantly lower (70%) on one question. This question was this true/false statement, "The company that develops a business product or concept and grants rights to a large number of intellectual property items all bundled in a business package is called a franchisee."

Student Responses

Fall 2013 BUS-90 Discussion Board

Question

After this course is completed I will be assessing how effective it was teaching one of our Student Learning Outcome (SLO) objectives.

Here is the SLO to be assessed:

After completing this course the student will be able to "describe roles and value added by global logistics intermediaries"

To assist me with this, please answer two questions:

1. Did your study of this chapter help your progress toward knowing the subject learning objective?

2. If so, please share with us specifically how?

##########

Chapter 1

This chapter did help my progress toward knowing the roles and value added by global logistics intermediaries. In general these intermediaries all under the broad umbrella of third-party logistics, or 3PL, which is the outsourcing of a firm's logistics activities to another firm that then manages them, without taking an ownership position in the inventories. All aspects of logistics activities can be outsourced with the main reasons being to reduce cost, access special expertise, and enable the company to focus on their core competencies. The largest 3PL sector is the value-added warehousing and distribution industry. Reverse logistics, assembly, kitting, packaging services, customization, postponement, kitting, sequencing, pre-retail activities, customs compliance, bonded warehousing are just some of the value added services available.

After reading chapt 1 and completing the questions as the end I believe it gave me information/insight on what international logistics is about and what road it had to travel to get where we are today. I never really thought about it much before taking this course. I knew things were shipped back and forth from one country to another of course, but to read how many years and what changes had to implemented to get us where we are today in regards to international trading/exchanging was I must say enlightening. It's funny how you just know things function in the world around you but you never really sit down and learn exactly how these things happen. I'm certainly looking forward to the continued education on this subject.

This chapter overloaded me with new terms and confused me briefly. That was more from one thing have multiple different names to go by, but once I became comfortable with that, I was

able to learn the roles and value added by global intermediaries. I worked in a "value added service" department so that's what I assumed the chapter was about. I was a little off, but working for an outsourcing company let me visualize what was described and helped the new vocabulary stick . Before reading this chapter I never took a look at the benefits or why third-parties made a difference. Being a physical part of it made me question why people would enlist outside provider's help, so much goes awry and has to be resolved. Especially in the transportation aspects, but I can see beyond the costs and room for error now and it makes sense.

##########

Chapter 2

After reading Chapt 2 and doing the tests and questions my understanding of the subject was much clearer than when I began. There is so much to learn about international logistics I found myself re-reading some of the information just to ensure I was understanding it properly. I didn't realize there were two different positions, logistics and supply chain management, within this same category was informative and gave me a better understanding of how each of these positions work together.

I love history and found the historical aspect of global trade to be interesting and relevant. We face essentially the same problems today that Marco Polo faced in the 1400s. The fact that international trade remained a high risk adventure until more recent decades was also interesting to think about, as with the issue of Somali pirates in recent years, many of the risks of the past are also potential threats of today and in the future. It is largely the advent of technology that has enabled lower risk and seamless transport of goods and services internationally, although mutual cooperation between nations is also a significant factor in the growth and success of global trade. Certainly the roles of global logistics intermediaries can help to further minimize risk and make their part of the process easier for their constituents, thus adding significant value to the overall process. The chapter does a nice job of highlighting the myriad of diverse complexities of global SCM, which helps demonstrate the need or niche for so many intermediaries.

I tend to think of logistics and SCM as one and the same. It was probably important that this chapter specified that logistics is only a subset of SCM which has a much broader scope of activities. Generally, I find this text to be enjoyable and engaging reading.

##########

Chapter 3

The communication infrastructure is biased around mail service, private companies, and telecommunications services. The problem with what we believe is safe here (the U.S postal service) in some countries is questionable at best criminal at worst. Hence why businesses like U.P.S, FedEx, and DHL was created. I had always assumed that such businesses were created out of luxury and convenience not out of pure necessity. Had I not read this book (chapter) I would still be under that illusion, so this chapter has helped me.

I certainly knew that FedEx and ups were huge companies in regards to shipping domestically and globally but never realized the extent of what these companies deal with until reading this chapter. Just the sheer task alone of getting from one destination to another is so completely riddled with what if's and how to's. I've sent many packages overseas to Iraq while my son and daughter in law were there but never really stopped to think of all the things that might have held up delivery of their packages. Roads, bridges, weather, and the possibility of theft just don't cross your mind on a day to day basis when you ship something. This chapter sure enlightens a person and gives a better understanding as to what the logistician at a shipping company goes through.

I found much of the information in this chapter to be surprising. The section discussing the address approaches for several countries really emphasized the importance of working with a local intermediary who could facilitate any required deliveries. I think about how much trouble I've had just finding rural routes in Alabama, and I can only imagine that finding an address in India or Japan, where the logic behind the address is so different from that used within the United States. This chapter covered many areas that might pose an unexpected problem for foreigners doing business in another country--such as the rail gauges in Russia, Spain, and Brazil.

The very detail involved in the success of failure of any logistics operation makes the consideration of intermediaries important to any company who does not posses expertise in a particular area. My grandfather worked in shipping for many years and used to tell stories about the Long Beach Harbor. One story was a ship captain that attempted to take a short cut across the harbor and got grounded until the next high tide. Apparently, the captain did not know that the harbor was dug out in a circular channel that large fully loaded ships could only traverse in a circle. My grandfather never mentioned the cost or delay factor that this captain and his shipping line experienced. This chapter provided many examples of circumstances that would by disastrous for transporters and might be prevented by the use of intermediaries.

##########

Chapter 4

This chapter encompasses the different methods to enter a foreign market by the use of agents, distributors, and other forms of intermediaries which is only limited by the desires of a company, as we'll as their goals for the future.

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chapter 4 covered the methods of entry into foreign markets...after reading the chapter and doing the questions at the end I feel I have a better grasp as to what is involved in entering foreign markets. I never realized all the options and what they entailed. There certainly are many things you have to consider when a company has decided to go global. Although I learned many things I did not know I am eager to learn more in regards to global trade.

This chapter provided interesting insight into the business impact of foreign trade, and detailed the roles of several types of intermediaries along with a snapshot of some of the costs and benefits associated with each to the exporting company. The inclusion of examples such as Kraft foods Australia and McDonald's provided a more concrete understanding of some of the actual issued and courses of action that are taken by companies doing business in foreign countries. I also felt that the information regarding the efforts of many countries to create zone or laws that would support exporting and bringing business into their countries was important to a more useful understanding of foreign trade. Additionally, I found the information on the WTO attempts to block US efforts to subsidize exports to be relevant. Perhaps the most interesting part of the chapter for me was the fact that for every dollar earned by a franchisor in fees for foreign franchise efforts, another $15 was spent by for franchisees on US products required to run the franchise; each franchise is a money train that may not have been possible to establish without the use of global logistics intermediaries.

##########

Chapter 5

As we all speak(for the most part) a different language(even in the U.S) a contract the has several languages; I.E both parties involved would be the best way to prevent any mis-communication and lay out very plainly what is expected by both parties this way both parties know what is expected by them and hopefully prevents years of litigation. Which in turn prevents complications over the good faith aspect and the eventual bickering over which venue a matter will be heard in and in what scope it will be heard in.

##########

Chapter 6

The electronic data interchange (EDI) has in a lot of ways taken care of problems with supplying a "proof of delivery" in cases were there is either no immediate proof of delivery at a certain point or no proof at all this method acts as a document for both parties.

##########

Chapter 7

The problem with requesting payment in advance is that you are showing no faith or trust in that company and would leave a bitter taste in there mouth as if for some reason you think they " are out to screw you" and does not tend to lead to a long term mutually beneficial business plan or relationship.

##########

Chapter 8

This chapter dealt with very the complicated issue of currency exchange. I have researched

currency markets and options trading in the past and felt that both were far too complicated for me to engage in without significant risk to the downside. As a company engaged in international trade, I suspect few have the in-house expertise in international money markets to optimize their profit and minimize their risk in undertaking international monetary transactions. Without the in-house expertise, it would be wise to engage the services of some third party purveyor of such knowledge. The difference in value achieved by by using a global intermediary may more than pay for itself in maximizing profit and minimizing risk to the client company.

The risks involved with foreign currency is the market fluctuations that can happen if the currency is considered high risk. However not all currencies are high risk and have been considered very stable, the market is fluid and there are risks in every transaction.

##########

Chapter 9

The basic functions of the EDI is to share information and supply important documents in a way that is not only faster (the Bolero System) but the documents that you sent are considered originals and not copies which many countries require and I like the fact that the book is fairly certain that this will be a extremely more common practice by 2015.

Interesting chapter that highlighted the need to have excellent attention to detail in the documentation required by individual countries for specific products. Much like the last chapter, the likelihood of having internal expertise on documentation for exporting/importing goods to multiple countries is probably fairly slim for most companies--especially small companies. The text gave examples of some of the fines that have been levied for various trade violations. Failure to provide correct documentation can be very costly in a number of ways. It may be wise to employ global intermediaries with specific expertise to avoid potential problems and expedite import/export activities.

As I move further into the subjects involving international logistics I find it more and more interesting. The commercial documents required for international shipping boggles the brain...as with any shipment domestically there are a stack of papers that need to be filled out and copied but it's crazy how much more is added on for international shipments...I honestly had no idea there was so much documentation involved. This chapter sure enlightened me.

##########

Chapter 10

International Insurance discussed in Chapter 10 was very informative....although I had an

idea of the basics of the insurance part of the shipment process it was interesting to learn of all the extra or added insurance issues that are involved when it comes to international shipping. There were things discussed that I didn't even think of...when shipping domestically you never think of civil unrest or possible war, or corrupt officials....etc.

The purpose of Lloyds, is to provide services to people so that they can either insure or be insured.

##########

Chapter 11

Well so far I think Chapter 11 interested me more than any other...I learned so much about shipping by way of ocean voyage...I think it was fascinating to read how the ships are weighed, how they are loaded with containers and just how much they actually do carry. It is amazing to really stop and think about how many containers they actually get on board those ships and how much they weigh. I also found it interesting that not much has really changed over the years when it comes to shipping by sea...the maritime rules and so forth set so many years ago for the most part still hold true and are still used in this modern day..that to me is pretty cool. Also knowing what obstacles they deal with day in and day out really gives you a better appreciation for that mode of transport.

The part that had gotten my attention the most was the country that a ship had to be "flagged in " and the fact that the country laws were enforced there. I did known however that, that countries navy would be responsible for protecting that ship

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Transportation really is fascinating. This chapter certainly covered the importance and roles of some specific global logistics intermediaries in the shipping industry--namely the shipping companies. Most companies involved in international trade do not have their own ships in which to transport their wares and must rely on 3PL providers. Both the risks and the specialized operations involved in ocean transport were covered in the last two chapters. The internationalness of the shipping industry was also highlighted, as with the Plimsoll Marks on ships that show the appropriate draft for various locations across the globe demarcated on any given ship. Additionally, the terminology of the shipping industry is interesting. I got a chuckle in this chapter from the Trot-on/trot-off moniker. As another commenter mentioned. the chapter's breakdown of ships registered by county was also interesting. I've known that many ships where registered in the Bahamas, and that it was because of shipping/business friendly laws, but I also thought the physical location might have also been a factor; the text did not speak to this point. I want to add that I found the web links for both this chapter and the last to be quite interesting as well.

##########

Chapter 12

Chapter 12 dealing with air transport gave me some information I was not aware of...not only do you just take for granted that things get on a plane and end up where they end up but to think of the different aircraft, their size and what they are capable of hauling is a bit mind blowing. the regulations and tariffs involved in air transport was informative, again these are things we just don't think about as a normal person, it's not until you are in the industry of shipping that you find out all these little details that you never knew or thought about. I must say I am getting more out of this course than I thought I would in the beginning...each chapter opens a whole new world of information that I didn't know existed..amazing how that works ;o)

The types of aircraft used are; passenger, combination, quick change, and air freighters.

##########

Chapter 13

Multimodal transportation is not limited to one form of transportation or one type. It can be a container on a rail car to being moved by barge, to one of the most common ideas here in southern California, on a semi trailer. It appears to be more cost effective to use this method at least primarily in the United States.

The content of this chapter seemed to reiterate that of earlier chapters. International land or multimodal transport is fraught with varying regulations and issues that may be best handled by a 3PL provider who has specific expertise in moving a specific type of product through specific countries. Especially items that require security, are perishable, or may need multi-modal transport. Simply relying on local carriers may not be the best answer if quality standards are greatly different between the foreign contractors. Looking at the photo of the overloaded truck in Africa was a clear reminder that standards are not the same everywhere, and working with a global intermediary that understands typical standards in your country and can navigate services in another country to ensure appropriate standards may be vital to the success of your product arrival in usable condition. Additionally, there may be modes of transport available in one country that are not common in another, that you simply would not know to engage without the input of a global intermediary.

##########

Chapter 14

A picture is worth a thousand words, and this text has inserted excellent photos to convey the material in most chapters. I found the information on crates and the dying art of three-way corners interesting. In regard to global intermediaries, those who build, crate and consolidate shipments surely play a critical role in the expediting and safe arrival of many many goods. The chapter discusses how the exporter must package their goods in at least primary

packaging and possibly secondary packaging, but it is really the tertiary packaging that gets the items overseas or across county--and that is usually performed by an intermediary.

One of the issues that face a domestic company in shipping is that they get so used to being able to pack a trailer any old way and don't typically think of the extra work that goes into a overseas shipment and the extra bumping they receive during their voyage.

Although I have a little background in shipping/transportation of household goods, as I used to work for Allied Van Lines years ago as did my parents this chapter gave me some insight into the shipping industry as it reaches beyond domestic shipping. The great lengths and risks that are involved in shipping by air or ocean to other countries is something you just don't think about until you either start exploring the subject because of a logistics class or if you become employed by a company that does a lot of international shipping. It is amazing to me as I have gone from chapter to chapter in this class how much I never thought about or how big the logistics industry really is. When my son told me that his primary job in the Army was logistics a few years back I never thought anything of it...I gave that standard mom answer..hey that's great son..I know you'll be great and excel in that field...lo But now that I'm learning what exactly is involved in logistics I really owe him a better response. To think he is in charge of the logistics end of busting down our bases overseas (Iraq and now Afghanistan) and getting all our equipment back to the states as well as our soldiers back here it boggles my mind how this kid of mine can do all of that...enlightening to say the least. I'm really glad I took this class and can't wait to explore the other logistic classes.

##########

Chapter 15

The problem with type 1 and 2 errors is in one wait time consuming (type 1 error), but by far the most concerning or alarming is the type 2 errors! As that can potentially allow bombs to enter this country

##########

Chapter 16

The foreign trade zones (FTZ), basically acts as a "rest stop" for items bound to a different country. It is held in that country duty free as it is not the final destination of that product.

##########

Chapter 17

For me it was both the knowledge of not writing, or using things like they hit a home run. As we use it so much in our culture that we just assume that the other person knows what we are talking about. And like the book had made a good point of was it could in the end undo a deal because of an misunderstanding.

This chapter was short but full of information...I found the information regarding special English and international English interesting as I was not aware of it until reading it here in this chapter. As I deal with some vendors in other countries I will be sure to implement both of those from now on to ensure my customers are understanding me clearly. I have found myself using terms that are common here without stopping to realize that my customer in Australia might not know what the heck I'm talking about.....this sure opened my eyes and I will be more careful with my words, spoken or typed from now on ;o)

##########

Norco College Program Assessment Report

Course: Logistics Management Certificate/Degree (CE/AS 579)

Instructor: Rex Beck

Semester: 2012/2013

Is this the initial assessment or follow-up (closing the loop)? ■ Initial □ Follow-up

1. Please write a short narrative summary of the data collected for the program PLO(s). Were you generally satisfied with the results? In which areas or PLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or PLOs did they find themselves achieving with greatest success?
Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.

The formal program outline of record is provided as Attachment A.

A course SLO to program PLO matrix was developed, see Attachment B.

Three PLOs were selected for assessment.

##########

The first PLO selected for assessment was: Upon successful completion of this program, students should be able to compare roles and objectives of the logistics disciplines.

This was done during a fall 2012 Principles of Logistics course BUS-80-38747.

An anonymous course evaluation survey was conducted at the end of the course, see Attachment C. Anonymous survey statistical results are provided as Attachment D.

Narrative feedback from the anonymous survey is provided as Attachment E.

##########

The second PLO selected for assessment was: Upon successful completion of this program, students should be able to analyze, prepare, file and process claims when unavoidable freight disputes arise.

This was done during a fall 2012 Freight Claims course BUS-82-38748.

A student learning outcomes assessment was administered directly to 17 students on the last evening of this course. Questions administered included topics on two Student Learning Outcomes that correlate directly to the Program Learning Outcome identified above:

1. Upon successful completion of this course, students should be able to prepare freight claims.
- and -
2. Upon successful completion of this course, students should be able to explain procedures for filing (submission) of freight claims.

A statistical summary and the related assessment questions administered appears as Attachment F

Students responded correctly to the related questions at a 94% rate. This appears to reflect a very high level of student achievement of this Program Learning Outcome.

##########

The third PLO selected for assessment was: Upon successful completion of this program, students should be able to understand how logistics functions can interact to efficiently use total personnel, facilities and equipment.

This was done during a spring 2013 Warehouse Management course BUS-85-32077.

The following Student Learning Outcome correlates directly with this Program Learning Outcome. This SLO is:

1. Upon successful completion of this course, students should be able to understand how warehouse and other logistics managers can interact to efficiently and effectively use their combined personnel, facilities and equipment.

A direct assessment was administered to 22 students on the last evening of this course. Within the assessment, 24 questions relate to this SLO.

Students responded correctly to the related questions at a mean rate of 81% with an 83% median and mode (see Attachment G for statistical summary and questions used). This appears to reflect a satisfactory level of student achievement of this Program Learning Outcome.

##########

Additionally, faculty responsible for the Logistics Management Program also participated in a CTE Department industry advisory event during the spring of 2013. Feedback from this event was uniformly positive. Minutes from this meeting appear as Attachment H.

Logistics Management Program curriculum was reviewed during this academic year by both the American Society for Transportation and Logistics (ASTL), and faculty of the California State University San Bernardino (CSUSB) Supply Chain Management Department.

Subsequent to their review of our curriculum, the ASTL designated the Norco College Logistics Management Program as the nation's first community college exam waiver school for their PLS (Professional Designation in Logistics & Supply Chain Management) certification (see Attachment I). As a result, the ASTL will not require graduates from our Logistics Management Program to sit for the normally required 4 hour PLS qualification exam before being awarded the professional certification.

Subsequent to their review of our curriculum, the CSUSB Supply Chain Management department approved articulation agreements specifying that three of our courses (9 units of our 18 unit Program) qualify for upper-division subject matter equivalency within the Supply Chain Management Program at CSUSB (see Attachment J). Graduates from our Logistics Management Program transferring to CSUSB will have the option of taking other upper-division courses in-lieu-of repeating the related required courses within the CSUSB Supply Chain Management Program.

Unquantified anecdotal evidence in the form of feedback from both employers and graduates indicates that students have been not only learning the curriculum, but applying concepts in real-world work environments with great success.

The dominate professional organization in the region, the Distribution Management Association (DMA), has purchased text books for several of our courses. These courses include Principles of Logistics (BUS-80), Warehouse Management (BUS-85), Transportation Management (BUS-86) and International Logistics (BUS-90). These donated text books are loaned to students for free while enrolled in these courses. Book donations by the DMA are additional evidence of support from regional logistics industry executives for our program. To maximize student benefit, textbooks are being used as is reasonable beyond the time of revision.

Based on all of the above, results of this program assessment appear satisfactory.

2. **If this is an initial assessment** , what are some suggestions for improving learning in the program going forward? What advice would you offer to the next faculty member(s) who teaches in the program, based on data and experience presenting the program.

Although there were not significant findings or advice for improving learning in the program, it would be wise for faculty to review input provided on what is working best in order to maintain learning in the program going forward.

Although the books purchased by the DMA are appreciated by both students and faculty, California Community College curriculum standards dictate that textbooks older than seven years old should not be used as primary texts. Faculty will need to assure that DMA purchased books loaned to students are not used beyond this defined time period past their date of publication.

3. **If this is a follow-up (closing the loop)** , did the changes that were made to the program result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches in the program, based on data and experience presenting the program?

This is not a follow-up.

4. What suggestions, if any, do you have for modifying the program outline of record and/or the PLOs for the program?

Although no modifications to this program outline and/or the PLOs for the program are recommended as a result of the current assessment, it is recognized that focus on this potential need must be maintained by:

1. Establishing a cycle for future program assessment.

2. Continued participation as BEIT departmental representative on Norco College Curriculum Committee so as to maintain related focus and awareness.

3. Ongoing interaction with local and national industry associations (DMA, APICS, ISM, WERC, ASTL, etc.), with an eye towards adoption of new standards as they are adopted within the field of Logistics Management.

4. Revisiting course articulations with CSUSB and others as they are established to assure continued relevance of our program and courses with our university partners.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROGRAM OUTLINE of RECORD

Logistics Management
State-Approved Certificate/Degree (18+ Units) 579

Campus: R___ M___ N_X_

PROGRAM PREREQUISITE:
None.

SHORT DESCRIPTION of PROGRAM

This program prepares students for entry into or career growth within the logistics industry, and ongoing study of the field. The focus is integrated logistics, a necessity for management of effective and efficient supply chains. Logistics disciplines covered include warehousing, transportation, service contracting, purchasing, global logistics, etc.

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

- Compare roles and objectives of the logistics disciplines;
- Understand how logistics functions can interact to efficiently use total personnel, facilities and equipment;
- Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations;
- Analyze, prepare, file and process claims when unavoidable freight disputes arise;
- Explain how the overall flow of goods, services and information can be optimized to satisfy customer and business goals;
- Identify 3rd party logistics provider and client needs in negotiations, bidding and contracts, as well as legal and regulatory constraints to integrated logistics;
- Describe roles and value added by global logistics intermediaries;

Required Courses (18 units)		Units
BUS80	Principles of Logistics	3
BUS82	Freight Claims	1.5
BUS83	Contracts	1.5
BUS85	Warehouse Management	3
BUS86	Transportation and Traffic Management	3
BUS87	Introduction to Purchasing	3
BUS90	International Logistics	3

Associate in Science Degree *The Associate in Science Degree in Logistics Management will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.*	
Total Units	18

NORCO COLLEGE
SLO to PLO MATRIX

		PLOs	**PLO 1:** Compare roles and objectives of the logistics disciplines	**PLO 2:** Understand how logistics functions can interact to efficiently use total personnel, facilities and equipment	**PLO 3:** Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations	**PLO 4:** Analyze, prepare, file and process claims when unavoidable freight disputes arise	**PLO 5:** Explain how the overall flow of goods, services and information can be optimized to satisfy customer and business goals	**PLO 6:** Identify 3rd party logistics provider and client needs in negotiations, bidding and contracts, as well as legal and regulatory constraints to integrated logistics	**PLO 7:** Describe roles and value added by global logistics intermediaries
LOGISTICS MANAGEMENT CERTIFICATE/DEGREE									
CE/AS 579									
COURSE: BUS-80 (Principles of Logistics)									
SLO 1	Compare key roles and objectives of the logistics disciplines (warehousing, transportation, service contracting, purchasing, global logistics, etc).		**X**						X
SLO 2	Explain the reasons for logistics' recent growth in importance.		X						X
SLO 3	Analyze points of interaction between logistics and other departments within a business organization.		X	X					
SLO 4	Relate the impact on profitability of effective logistics planning.								
SLO 5	Recognize and demonstrate aspects of product distribution that are critical to customer satisfaction.				X		X		
SLO 6	Describe mathematical techniques used to model and analyze (simulate, optimize, etc.) supply chain business problems such as network design and facility location.								
SLO 7	Know the types of forecasts that might be needed (e.g. time series trend or seasonal), and how these projections are applied.								
COURSE: BUS-82 (Freight Claims)									
SLO 1	Analyze how losses occur in transit.					X			
SLO 2	Prepare freight claims.					**X**			
SLO 3	Explain procedures for filing freight claims.					**X**			
SLO 4	Employ freight claim dispute processes.					X			
SLO 5	Develop processes to avoid the occurrence of freight damage claims.					X			
SLO 6	Explain the application of the Carmack Amendment to freight claims.					X			
COURSE: BUS-83 (Contracts)									
SLO 1	Analyze contracting needs in the supply chain.								
SLO 2	Explain the legal and regulatory requirements of logistics contracting.							**x**	
SLO 3	Analyze types of freight and logistics contracts and their provisions.							**x**	
SLO 4	Evaluate freight and logistics contract provisions.					X		**x**	
SLO 5	Identify 3rd party logistics provider and client needs in negotiations, bidding and contracts, as well as legal and regulatory constraints to integrated logistics.					X		**x**	
							X	**X**	

NORCO COLLEGE
SLO to PLO MATRIX

		PLOs	**PLO 1:** Compare roles and objectives of the logistics disciplines	**PLO 2:** Understand how logistics functions can interact to efficiently use total personnel, facilities and equipment	**PLO 3:** Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations	**PLO 4:** Analyze, prepare, file and process claims when unavoidable freight disputes arise	**PLO 5:** Explain how the overall flow of goods, services and information can be optimized to satisfy customer and business goals	**PLO 6:** Identify 3rd party logistics provider and client needs in negotiations, bidding and contracts, as well as legal and regulatory constraints to integrated logistics	**PLO 7:** Describe roles and value added by global logistics intermediaries
COURSE: BUS-85 (Warehouse Management)									
SLO 1	Explain the reasons for warehousing in the supply chain.				X			x	
SLO 2	Develop performance metrics for warehouse functions, automation, and safety.								
SLO 3	Understand leadership basics applicable to warehousing, and tradeoffs to consider before making decisions.			X					
SLO 4	Identify the basic principles of warehouse location, design, layout, core operating functions, and customer service.			X	X				
SLO 5	Explain the need to optimize overall logistics expenses, not minimize in a specific activity such as warehousing.			X			X		
SLO 6	Understand how warehouse and other logistics managers can interact to efficiently and effectively use their combined personnel, facilities and equipment.			**X**	X				
COURSE: BUS-86 (Transportation and Traffic Management)									
SLO 1	Demonstrate understanding of transportation system operations.						X		
SLO 2	Compare operational characteristics of the major modes of transportation.								
SLO 3	Understand demand for and pricing of freight transportation.						X		
SLO 4	Understand major freight transportation, laws, regulations, and policies.								
SLO 5	Apply routing principles to simple problems.						X		
SLO 6	Explain how the transportation of goods and exchange of information can be optimized to satisfy customer and business goals.						**X**		
COURSE: BUS-87 (Purchasing and Supply Management)									
SLO 1	Develop a process for evaluating internal supply function performance in view of overall organizational strategy.								
SLO 2	Understand how to minimize an organization's legal and ethical exposure in the buyer/seller relationship.							x	
SLO 3	Evaluate supplier performance while improving relations with suppliers.								
SLO 4	Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations.				**X**		X		
SLO 5	Describe the process to establish and achieve objectives in negotiations with important suppliers.							x	
SLO 6	Develop a strategy to optimize inventory levels and effectively deliver goods and services.				X		X		

NORCO COLLEGE
SLO to PLO MATRIX

COURSE: BUS-90 (International Logistics)		PLOs	**PLO 1:** Compare roles and objectives of the logistics disciplines	**PLO 2:** Understand how logistics functions can interact to efficiently use total personnel, facilities and equipment	**PLO 3:** Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations	**PLO 4:** Analyze, prepare, file and process claims when unavoidable freight disputes arise	**PLO 5:** Explain how the overall flow of goods, services and information can be optimized to satisfy customer and business goals	**PLO 6:** Identify 3rd party logistics provider and client needs in negotiations, bidding and contracts, as well as legal and regulatory constraints to integrated logistics	**PLO 7:** Describe roles and value added by global logistics intermediaries
SLO 1	Explain the role of Logistics in a global environment, along with the key influences impacting global logistics operational and system effectiveness.		x						x
SLO 2	Explain the specific functional elements involved in a global logistics process, along with the rationale for requiring that each key functional element must be integrated into the overall global process.		x						x
SLO 3	Design various transportation and logistics global networks for both Shippers and Carriers.								x
SLO 4	Describe roles and value added by global logistics intermediaries.								**X**
SLO 5	Identify the meaning of each of the 13 definitions of INCOTERMS which are used in every transaction involving International Commerce.								x
SLO 6	Ascertain the key role of Governments (U.S. and others) in a global economy, and the implications of government regulations, policies, and strategic value which can significantly impact Business operating on a global basis.								x
SLO 7	Relate the importance of the accuracy and critical timing of documentation in the global transaction via all modes of transportation.								
SLO 8	Recognize the critical importance of Cargo Insurance and Liability in a global transaction, and the complexity of dealing with each, due to differing cultures, monetary exchanges, political climates, languages, time zones, weather, metric systems, safety, as well as numerous laws and regulations within each country.								x

Attachment C-1

BUS 80 38747 Beck Fall 2012

ANONYMOUS/SELF REPORTED STUDENT PROGRAM EVALUATION AND LEARNING SURVEY

Program: Logistics Management Certificate/Degree CE/AS 579
Norco College
ASSESSMENT 2012-2013

Directions:

We would like your honest response to several questions about your experience in the Logistics Management Program this semester. Please do not put your name on this document. We want you to be comfortable writing openly. Your instructor will wait until after final grades have been submitted to read responses to these questions, which will give us ideas about how to improve the Program and our teaching of it.

Please start by checking the box above your response for the following two questions:

1. At the end of this semester how many semester units of Logistics Management (BUS-80 through BUS-90) course work will you have completed?

1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
3 to 6 units	6.5 to 9 units	9.5 to 12 units	12.5 to 15 units	15.5 to 18 units

2. To what degree do you agree with this statement?
I can compare key roles and objectives of the logistics disciplines (warehousing, transportation, service contracting, purchasing, global logistics, etc.)

1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree

Now please give us you honest written response to the following questions:

3. What have you learned in the Program? What skills or areas of knowledge did the Program teach you or help you improve upon?

4. Have you learned everything you expected to when you began the Program? What, if anything, didn't you learn that you wanted or expected to?

5. What aspects of the Program, and our teaching of it, helped you best to learn? What, in other words, would you recommend that we continue to do in the same way within the Program?

6. What aspects of the Program, and our teaching of it, helped you least to learn? What, in other words, would you recommend that we change or do differently within the Program?

7. What other thoughts about the Program and your experience in it would you like to share that might help us improve it?

Thank you for participating in the Logistics Management Program assessment project.

Attachment D

PLO Survey Statistics

Responses

	I can compare key roles and objectives of the logistics disciplines (warehousing, transportation, service contracting, purchasing, global logistics, etc.).				
	3 - 6 Units	6.5 - 9 Units	9.5 - 12 Units	12.5 - 15 Units	15.5 - 18 Units
5. Strongly Agree	8	3	1	1	
4. Somewhat Agree	10	1			
3. Neither Agree or Disagree	1				
2. Somewhat Disagree					
1. Strongly Disagree					

Average PLO Achievement Reported

By Units Completed

where 1 = strongly disagree
and 5 = strongly agree

3 - 6 Units	4.4
6.5 - 9 Units	4.8
9.5 - 12 Units	5.0
12.5 - 15 Units	5.0
15.5 - 18 Units	No Response

Analysis

The number of survey responses appears too small to draw statistically valid conclusions by units completed category. However, the trend appears to be that students are more likely to report PLO achievement as more units within the Logistics Management Certificate are completed, a positive and satisfactory result.

NARRATIVE RESPONSES FROM ANONYMOUS/SELF REPORTED STUDENT PROGRAM EVALUATION AND LEARNING SURVEY

Program: Logistics Management Certificate/Degree CE/AS 579
Norco College
ASSESSMENT 2012-2013
BUS-80-38747 Beck Fall 2012

3. What have you learned in the Program? What skills or areas of knowledge did the Program teach you or help you improve upon?

I learned the basics and the run around of logistics. I have acquired skills that will benefit me in the future. Also, I had an awesome professor.
I came into this class knowing very little about logistics. I have learned several tools to help me in my job.
Learned the steps and procedures involved in supply chain management. Helped with management skills and dealing with colleagues.
In this class, I learned tons of things. I can say this class helped improve my knowledge about logistics and supply chain.
Supply chain, more understanding and knowledge of what the key roles of supply chain management are.
I have learned a lot of tools to further my academic concentration in Logistics Management and also to further my career in the industry. Prof. Beck & Pentis are great! Really appreciated their knowledge.
A broad understanding of the logistics process.
I learned what logistics actually is, and how important it is.

I've learned many of the laws, principles, terms, hazards and other ideas that I find to be very helpful and informative as a person that works in the field.
I learned many different important keys to the success of logistics that can help me in the workforce.
I thought logistics was only in regards mainly to transportation, shipping & receiving, warehousing. The class opened my mind a bit further and showed me that logistics is more wide open than I first believed.
I've learned the different aspects of logistics, from packing to housing of products to shipments.
The many different facets of the logistics field.
Throughout the program I have learned many key terms that are used in the logistics industry such as what a push and pull system are and when they are best used.
I found better ways to perform in my role of Feeder Department Supervisor at UPS. My overall knowledge of Logistics has improved drastically. From my classes with Carl Pentis I've also developed a strong interest in law, and am pursuing this career change.
The logistics management program has taught me about logistics in general, and also helped in different areas of business such management and customer service.
A stronger built belief on how important the role of logistics is in our society.
Considering that I already completed a Bachelors Degree with many business courses, a lot of this stuff I already knew. The rest bored me. Not because of the instructor but because of the subject matter. Rex Beck is great!

I learned everything that I will need to be a good asset to any company that is involved in the logistics area. At the start I was not able to understand all of the concepts thrown at me, but little by little, I started to absorb it then with the help of my teachers.
I learned many different aspects of the Business that I wasn't familiar with. How logistics correlates directly with other departments.
I have learned to understand many of the activities and processes involved in logistics management and how they affect the supply chain. In addition to this, I have also extended my knowledge of terms that apply to logistics management.
My general understanding of how a product or commodity starts in one place and moves to the customer.

4. Have you learned everything you expected to when you began the Program? What, if anything, didn't you learn that you wanted or expected to?

I learned much more than I expected
I learned more than what I expected.
Yes, this class is very informative.
Yes.
At first I didn't even know the term logistics, but at the end I got everything with logistics.
I feel I have furthered my knowledge in the field.
Yes, I didn't really know what to expect going in to it, therefore it has exceeded my expectations.
Yes, I did.

I only completed BUS-80, and learned more than I had anticipated.
I've learned everything I expected to.
Not yet but I am not done with the Program yet. I am sure I have much more to learn.
I really didn't have too many expectations because I wasn't too familiar with the program prior, but everything I learned was beneficial to me.
Yes. None.
Yes.
I did not learn only what I expected to learn, but learned more than expected, as we touched on other topics of business like marketing and customer service.
Yes.
Learned more that I thought I would. I didn't know the role of logistics before this class.
I expected to learn a kinda in department view of Fed-Ex or UPS, but there was a lot more business to it. I was pleasantly surprised.
Yes, I need to continue my education and learn more.
Yes. How logistics affects many different types of businesses.

I had no expectations for this class other than providing me with information. This was my first class related to business and I was hoping to gain a better understanding of the field, which I did.
(Want) more warehouse oriented learning, but I expect that to be further explained in the warehouse management course.

5. What aspects of the Program, and our teaching of it, helped you best to learn? What, in other words, would you recommend that we continue to do in the same way within the Program?

For me everything was to the point, clear and concise which made it easy for me to learn.
The professor was very descriptive and extremely helpful.
Having PowerPoint presentations with the info helped with reading the text.
Providing slides for from the lectures. Pre-exam review.
PowerPoint slides are pretty awesome.
I appreciated always having the tools (study guides/PowerPoints) and also both teachers (Beck & Pentis) were always helpful.
The lectures were very helpful in understanding the processes of logistics.
Continue to make information about the program easy to get.
I would make sure to keep the freight claims book. I found it to be a very good read for a text book and very straight to the point.

The quizzes online.
The PowerPoints in BUS-80 helped me the most.
The book is really very good, along with the PowerPoint slides.
The teachers are very interactive. They explain a lot of the terms in a more simplistic manner to help me sort out all of the information.
Pre-exam review, and testing formats.
I liked the PowerPoints and the flow of information.
Opened my eyes tot he logistics environment.
I found that the PowerPoint presentations really helped me learn the material and prepare for the tests.
Visual instructions and online orientations (syllabi?).
Class discussion. Presentation of scenarios, news stories; more realistic and applicable.
I like a lot the hybrid class, since I can come to class prepared and review what I learned back at home on my computer.
Lecture and PowerPoint.
I enjoyed the online portion of this class the most. I felt that the online information was helpful for studying, mostly because it was readily available to me.

Personal stories that apply to particular concepts. Teaching straight from the book helps, but we read it anyways.

6. What aspects of the Program, and our teaching of it, helped you least to learn? What, in other words, would you recommend that we change or do differently within the Program?

N/A
I enjoyed this class.
None.
This kind of class is pretty difficult, due to lack of time.
N/A
Keep doing what you are doing.
I feel like BUS-80 should be a longer class, due to the fact that there is so much to cover in such little time.
Cannot think of anything.
None.
See answer for #5: I found that the PowerPoint presentations really helped me learn the material and prepare for the tests.
Not sure.

Cannot see anything to improve the program.
He was a great teacher, very realistic about business and logistics. He shares real life experiences which help me think of what I want to do with my life.
In-class lecture, though it was a good review, seemed almost redundant since I did most of my learning from home using the online information.
Read above: Personal stories that apply to particular concepts. Teaching straight from the book helps, but we read it anyways.

7. What other thoughts about the Program and your experience in it would you like to share that might help us improve it?

Good experience and don't see why changes should be made.
The class was perfect.
Great class and very informative.
I really appreciated the knowledge learned outside the book.
The program is great and I am proud to be attending the Norco College logistics program.
Find a new text book for business 80.
Nothing else. Overall a good job.
BUS-80 has made me think of completing the logistics program for certification.

None. Thank you for this program.
Good course and very knowledgeable Professor who actually understands the subject, and great delivery of the subjects when teaching.
Work hand outs.
Would like to be able to get classes where I need in the semester. It is really hard to get some classes in order to get my certificate.
Everything in this particular class was great and very informative.
Helps improve my understanding for what I hope to achieve later.

Freight Claims - BUS 82
Assessment

Administered 10/17/2012

RESULTS

% Correct of 10	# of Students	Product
60%	1	60
80%	2	160
90%	2	180
100%	12	1200
Totals	17	1600 / 17 = **94% Average**

Warehouse Management - BUS 85
Assessment

Administered 06/04/2013

RESULTS

% Correct of 24	# of Students	Product
58%	1	58
63%	2	126
71%	1	71
75%	3	225
79%	2	158
83%	6	498
88%	2	176
92%	5	460
Totals	22	1772

/ 22 = **81% Average**

Warehouse Management Assessment

Administered 06/04/2013

Questions Related to SLO:
Upon successful completion of this course, students should be able to understand how warehouse and other logistics managers can interact to efficiently and effectively use their combined personnel, facilities and equipment.

Corresponding PLO:
Upon successful completion of this program, students should be able to understand how logistics functions can interact to efficiently use total personnel, facilities and equipment.

1. Shipping principles include all of the below except:
   a. Direct loading
   b. Delayed Shipping Notices (DSNs)
   c. Load Optimization
   d. Task Interleaving (combining unloading, putaway, picking and loading tasks on a single material handling routing)

2. Container loading principles include all of the following except:
   a. maximize total cube and weight
   b. balance loads
   c. leave unloading issues to unloaders
   d. use effective (reusable or recycled) dunnage to fill voids and prevent shifting

3. Communication requirements for cross docking include all of the following except:
   a. Each container or item must be automatically identifiable (bar code or RFID)
   b. Not knowing who the end-user is, or an end user ready for immediate receipt
   c. Advanced scheduling, dock assignment and unloading planning
   d. Inbound pallets or containers should be either single SKU or preconfigured for their final destination

4. Because they can change, basic corporate objectives do not need to be known before designing the warehouse.

   True/False (A/B)

5. Basic WMS functionalities include all of the following except:
   a. locator functions and inventory tracking
   b. license plate tracking and random frequency (RF)
   c. e-commerce/EDI communications and interfaces
   d. receiving/putaway/picking/packing
   e. shipping/outbound processing/replenishment

6. Customer service is a process for providing significant value-added benefits to the supply chain irregardless of the cost involved.

True/False (A/B)

7. Serving the customer resides with a customer service department alone.

True/False (A/B)

8. Customer service definitions may include all of the following except:
   a. getting the right product to the right customer at the time he needs it - in the most economical manner for the supplier.
   b. ability to provide customers with consistent, reliable service or their orders at a competitive cost and time level.
   c. an activity that has to be managed, such as order processing, invoicing, or handling customer complaints.
   d. having quality control approved products when ordered and delivered on time.

9. Warehouse operations may influence customer service through which of the following:
   a. customer service staff
   b. returns department
   c. order accuracy and delivery services
   d. timeliness and inventory integrity
   e. all of the above

10. Post-transaction elements are critical to customer service and include all of the following except:
   a. installation, warranty, alterations, repairs, parts
   b. product tracing
   c. expediting shipments
   d. customer claims, complaints, returns
   e. temporary replacement products

11. Supply chain management is the planning, design and control of the flow of information and materials along the supply chain in order to meet customer requirements in an efficient manner in the future.

True/False (A/B)

12. Making sure buyers and sellers are internally focused is the best way to assure successful companies.

True/False (A/B)

13. Which should be measured to monitor and improve supply chain performance:
   a. delivery
   b. quality
   c. time

d. cost
e. all of the above

14. Which of the following are forms of structural change?
a. forward and backward integration
b. major process simplification
c. major product redesign
d. outsourcing logistics to a third party
e. all of the above

15. Which of the following is not true of "virtual companies"
a. they are inflexible
b. they can be successful in highly dynamic environment
c. computers and the internet are the main catalysts
d. they may lead to "hallow corporations"

16. Outsourcing is the tactical use of outside parties to perform activities, traditionally handled by internal staff and resources.

True/False (A/B)

17. Warehousing is one of the most frequently outsourced activities.

True/False (A/B)

18. Customer Service is one of the most frequently outsourced activities.

True/False (A/B)

19. Outsourcing may involve moving which of the following business process to outside service providers
a. logistics
b. IT software/hardware
c. human resources
d. payroll processing
e. all of the above

20. Which functions should most likely be outsourced:
a. critical to corporate strategy / high internal cost vs. outside options
b. critical to corporate strategy / low internal cost vs. outside options
c. not critical to corporate strategy / high internal cost vs. outside options
d. not critical to corporate strategy / low internal cost vs. outside options

21. Reasons not to outsource may include all of the following except:
a. fear of losing control and confidentiality
b. a desire to focus on core competencies
c. anticipated loss of expertise
d. management philosophy and tradition

e. lack of experience managing the outsourcing of services

22. High levels of automation may be appropriate in economies with low labor costs and high capital costs.

True/False (A/B)

23. Air transportation may commonly be used for product that is high-value and/or time-sensitive.

True/False (A/B)

24. Major industry trends include real estate investment trusts as owners of warehouse facilities, and the convergence of transportation & warehousing into new third-party logistics services.

True/False (A/B)

NORCO COLLEGE - CTE
INDUSTRY ADVISORY COMMITTEE
MEETING MINUTES
MAY 17, 2013

Logistics Management:

Mitchell Powless
Rex Beck
Lisa Anderson
Lupe del Gado
Steve Harrington
Matt Witmer

Each attendee introduced their self to the group.

Mitchell discussed positive experience with his logistics industry internship, and shared the fact that he was hired into a responsible permanent position. Mitchell credited much of his success to Norco College's Logistics Management Program.

Matt asked about availability of curriculum for use at Corona-Norco high schools. Rex recommended consideration of curriculum offered by the Manufacturing Skill Standards Council (MSSC) leading to their Certified Logistics Associate-Certified Logistics Technician (CLA/CLT) designations. (Post Meeting note: Corona-Norco high schools may also want to consider curriculum offered by the ASTL leading to their Global Logistics Associate (GLA) designation. Rex provided Matt with his contact information so that he may follow-up as may be needed to assess these options.

Success of Ashley Etchison (Employment Placement Coordinator) assisting students and graduates with job placement was reported.

The group was informed that Supply Chain Technology Program was being revised during the coming academic year.

Program Outline of Record documents for both Logistics Management Certificate/Degree and Business Administration with Concentration in Logistics Management Certificate/Degree were distributed to the group. A common thread in the Program was discussed, management of the supply chain end-to-end (from raw material origins through production and distribution to end-users), not sub-optimization of individual logistics functions. No recommendations for change to the Program Outline of Records were submitted.

The importance of industry specific vocabulary to student learning and success on the job was discussed. This was reported as an emphasis in every course.

Course Outline of Records for all Logistics Management Program courses were distributed. Different group members reviewed different Course Outlines. Lupe asked how software use is covered. Rex

explained that focus is on topics like:

- Identification of need
- Identification of potential vendors
- Vendor selection
- Project team formation
- Need for executive support
- Team leadership
- Project management basics
- Training program
- Communications during implementation
- System implementation and testing (importance of testing in production environment with production employees is emphasized)
- How to select from options available for use within most WMS systems

In support of current focus, Lisa commented that most of the problems with IT system implementation were related to project management issues.

It was shared that, after review of our curriculum, faculty of the Supply Chain Management Program at CSUSB approved an articulation agreements allowing three of our courses to be approved for subject matter credit towards upper-division course requirements at CSUSB. These three classes constitute 9 units of course work within the 18 units making up the Norco Logistics Management Program. Rex reported that much of the Program course material was originally designed for upper-division University use.

Lisa recommended participation with APICS group at CSUSB. Rex agreed and indicated a joint field trip to the Skechers Distribution Center with the CSUSB student APICS chapter was planned for May 28th.

It was also announced that, after reviewing our curriculum during the past year, the American Society of Transportation and Logistics (ASTL) designated the Norco College Logistics Management Program as as an exam waiver school for their PLS (Professional Designation in Logistics & Supply Chain Management) certification. The Norco College Logistics Management Program is the first Community College Program in the Nation to be so recognized.

This ASTL waiver means that our graduates will not be required to take the usual four hour certification exam. A letter from the President of the ASTL was routed to the group to document this. (The ASTL was founded in 1946 by industry leaders. Designation as a waiver program, after reviewing the Norco College Program curriculum, confirms our alignment with their industry based standards.)

It was noted that the CSUSB Supply Chain Management Program is perhaps the only waiver program west of the Rockies for the ASTL's Certified in Logistics and Transportation (CLT) designation. This makes Norco and CSUSB the only community college and university hub to be be waiver programs for these ASTL certification options.

The requirement by the Regional Accreditation Agency for formal and documented annual assessment

of the Logistics Management Program was discussed.

Lupe recommended operations alliances and partnerships. Rex confirmed openness to this, and offered online course kickoff sessions at employer facilities. Lupe said her employer would re-institute tuition assistance in January, and that she intends to send more students to the Norco Logistics Management Program at that time. She reported that our prior graduates have been successful in their organization.

Attachment I

AST&L

AMERICAN SOCIETY OF TRANSPORTATION AND LOGISTICS

Serving the Transportation Logistics Industry for 60 years!

September 12, 2012

FROM: Laurie Hein Denham, PLS, CAE
President
American Society of Transportation and Logistics
PO Box 3363
Warrenton, VA 20188-3363

TO: Rex Beck, MBA, MCIPS, CPSM, SCMP, CPIM, C.P.M.
Associate Professor, Logistics Management
Norco College
2001 Third Street
Norco, CA 92860-2600

SUBJECT: Waiver of PLS Exam Requirement

The American Society of Transportation and Logistics (ASTL) is the premier professional organization for transportation and logistics professionals. Founded in 1946 by industry leaders, ASTL strives to promote and ensure the highest level of global standards through professional certification in the field of transportation and logistics.

ASTL certification programs are used throughout business, academia, and governments worldwide. The ASTL awards the Professional Designation in Logistics and Supply Chain Management (PLS) certification to recognize individuals that have developed a core competency of knowledge in this field.

I am pleased to confirm that the ASTL, after review of your curriculum, has determined that until further notice graduates of the Logistics Management Program at Norco College may be eligible for waiver of testing normally required for PLS certification. Eligible graduates will have earned at least a 2.5 gradepoint average in course work within either of the two following Norco College certificates:

Certificate in Logistics Management
- or -
Certificate in Business Administration with Logistics Management Concentration

To receive waiver from the testing requirement and be awarded PLS certification, graduates must apply directly to the ASTL, submit a Norco College transcript confirming academic qualification, and pay the scheduled fees.

The PLS designation requires re-certification every five years. Requirements for re-certification include attending an industry-related conference, industry-related education program, or completing a module in the ASTL CTL certification.

Congratulations to Norco College for becoming the first non-bachelor degree granting institution to be designated as a PLS waiver school. We look forward to seeing some of your graduates join the ranks of those already certified as PLS.

Laurie H. Denham

Laurie Hein Denham, PLS, CAE
President
American Society of Transportation and Logistics

http://web1.assist.org/web-assist/report.do?agreement=aa&reportPath=REPORT_2&reportScript=Rep2.pl&event=19&dir=1&sia=NORCO&ria=CSUSB&ia=NORCO&oia=CSUSB&aay=12-13&ay=12-13&dora=ADMN+BA

Articulation Agreement by Major
Effective During the 12-13 Academic Year

To: CSU San Bernardino	From: Norco College
12-14 General Catalog	Quarter | 12-13 General Catalog Semester

Articulation Agreement by Major
Effective during the 12-13 Academic Year
====Administration - B.A.====

Note: Students should complete all lower-division requirements before taking any upper-division courses and must have completed at least 90 lower-division quarter units. **In addition,** students must earn a grade of "C" (2.0) or better in all lower-division, upper-division, and concentration courses to fulfill a Bachelors Degree in Administration.

Required lower-division course(s):

BUS 80 may be taken for SCM 304 subject credit only. Unit credit will not apply unless achieved through Credit By Exam after transfer.	**BUS 80 Principles of Logistics (3)**

Concentration Requirements:

Select one of the following concentrations:

Supply Chain and Transportation Management Concentration

BUS 86 may be taken for SCM 440 subject credit only. Unit credit will not apply unless achieved through Credit By Exam after transfer.	**BUS 86 Transportation and Traffic Management (3)**

In addition, select one course from the following:

Optional lower-division course(s)--May be satisfied in upper-division:

BUS 90 may be taken for SCM 445 subject credit only. Unit credit will not apply unless achieved through Credit By Exam after transfer.	**BUS 90 International Logistics (3)**

The courses shown above constitute all lower-division coursework required for this major for this catalog year. In addition, lower-division general education coursework is required (select General Education/Breadth on the main menu).

END OF MAJOR

** Must be completed with a grade of C or better.
* A grade of C or better is required if additional calculus courses will be attempted.

Norco College Program Assessment Report

Course: Business Administration/Logistics Management Concentration Certificate/Degree (CE/AS 580)

Instructor: Rex Beck

Semester: 2012/2013

Is this the initial assessment or follow-up (closing the loop)? ■ Initial □ Follow-up

1. Please write a short narrative summary of the data collected for the program PLO(s). Were you generally satisfied with the results? In which areas or PLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or PLOs did they find themselves achieving with greatest success?
Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.

The formal program outline of record is provided as Attachment A.

A course SLO to program PLO matrix was developed, see Attachment B.

Three PLOs were selected for assessment.

##########

The first PLO selected for assessment was: Upon successful completion of this program, students should be able to compare roles and objectives of the logistics disciplines.

This was done during a fall 2012 Principles of Logistics course BUS-80-38747.

An anonymous course evaluation survey was conducted at the end of the course, see Attachment C. Anonymous survey statistical results are provided as Attachment D.

Narrative feedback from the anonymous survey is provided as Attachment E.

##########

The second PLO selected for assessment was: Upon successful completion of this program, students should be able to analyze, prepare, file and process claims when unavoidable freight disputes arise.

This was done during a fall 2012 Freight Claims course BUS-82-38748.

A student learning outcomes assessment was administered directly to 17 students on the last evening of this course. Questions administered included topics on two Student Learning Outcomes that correlate directly to the Program Learning Outcome identified above:

1. Upon successful completion of this course, students should be able to prepare freight claims.
- and -
2. Upon successful completion of this course, students should be able to explain procedures for filing (submission) of freight claims.

A statistical summary and the related assessment questions administered appears as Attachment F

Students responded correctly to the related questions at a 94% rate. This appears to reflect a very high level of student achievement of this Program Learning Outcome.

##########

The third PLO selected for assessment was: Upon successful completion of this program, students should be able to understand how logistics functions can interact to efficiently use total personnel, facilities and equipment.

This was done during a spring 2013 Warehouse Management course BUS-85-32077.

The following Student Learning Outcome correlates directly with this Program Learning Outcome. This SLO is:

1. Upon successful completion of this course, students should be able to understand how warehouse and other logistics managers can interact to efficiently and effectively use their combined personnel, facilities and equipment.

A direct assessment was administered to 22 students on the last evening of this course. Within the assessment, 24 questions relate to this SLO.

Students responded correctly to the related questions at a mean rate of 81% with an 83% median and mode (see Attachment G for statistical summary and questions used). This appears to reflect a satisfactory level of student achievement of this Program Learning Outcome.

##########

Additionally, faculty responsible for the Logistics Management Program also participated in a CTE Department industry advisory event during the spring of 2013. Feedback from this event was uniformly positive. Minutes from this meeting appear as Attachment H.

Logistics Management Program curriculum was reviewed during this academic year by both the American Society for Transportation and Logistics (ASTL), and faculty of the California State University San Bernardino (CSUSB) Supply Chain Management Department.

Subsequent to their review of our curriculum, the ASTL designated the Norco College Logistics Management Program as the nation's first community college exam waiver school for their PLS (Professional Designation in Logistics & Supply Chain Management) certification (see Attachment I). As a result, the ASTL will not require graduates from our Logistics Management Program to sit for the normally required 4 hour PLS qualification exam before being awarded the

professional certification.

Subsequent to their review of our curriculum, the CSUSB Supply Chain Management department approved articulation agreements specifying that three of our courses (9 units of our 18 unit Program) qualify for upper-division subject matter equivalency within the Supply Chain Management Program at CSUSB (see Attachment J). Graduates from our Logistics Management Program transferring to CSUSB will have the option of taking other upper-division courses in-lieu-of repeating the related required courses within the CSUSB Supply Chain Management Program.

Unquantified anecdotal evidence in the form of feedback from both employers and graduates indicates that students have been not only learning the curriculum, but applying concepts in real-world work environments with great success.

The dominate professional organization in the region, the Distribution Management Association (DMA), has purchased text books for several of our courses. These courses include Principles of Logistics (BUS-80), Warehouse Management (BUS-85), Transportation Management (BUS-86) and International Logistics (BUS-90). These donated text books are loaned to students for free while enrolled in these courses. Book donations by the DMA are additional evidence of support from regional logistics industry executives for our program. To maximize student benefit, textbooks are being used as is reasonable beyond the time of revision.

Based on all of the above, results of this program assessment appear satisfactory.

2. **<u>If this is an initial assessment</u>** , what are some suggestions for improving learning in the program going forward? What advice would you offer to the next faculty member(s) who teaches in the program, based on data and experience presenting the program.

Although there were not significant findings or advice for improving learning in the program, it would be wise for faculty to review input provided on what is working best in order to maintain learning in the program going forward.

Although the books purchased by the DMA are appreciated by both students and faculty, California Community College curriculum standards dictate that textbooks older than seven years old should not be used as primary texts. Faculty will need to assure that DMA purchased books loaned to students are not used beyond this defined time period past their date of publication.

3. **<u>If this is a follow-up (closing the loop)</u>** , did the changes that were made to the program result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches in the program, based on data and experience presenting the program?

This is not a follow-up.

4. What suggestions, if any, do you have for modifying the program outline of record and/or the PLOs for the program?

Although no modifications to this program outline and/or the PLOs for the program are recommended as a result of the current assessment, it is recognized that focus on this potential need must be maintained by:

1. Establishing a cycle for future program assessment.

2. Continued participation as BEIT departmental representative on Norco College Curriculum Committee so as to maintain related focus and awareness.

3. Ongoing interaction with local and national industry associations (DMA, APICS, ISM, WERC, ASTL, etc.), with an eye towards adoption of new standards as they are adopted within the field of Logistics Management.

4. Revisiting course articulations with CSUSB and others as they are established to assure continued relevance of our program and courses with our university partners.

Norco College Program Assessment Report

Course: Business Administration Certificate/General Business Concentration Certificate/Degree (CE/AS 524)

Instructor: Rex Beck

Semester: 2012/2013

Is this the initial assessment or follow-up (closing the loop)? ■ Initial □ Follow-up

1. Please write a short narrative summary of the data collected for the program PLO(s). Were you generally satisfied with the results? In which areas or PLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or PLOs did they find themselves achieving with greatest success?
   Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.

The formal program outline of record is provided as Attachment A.

A course SLO to program PLO matrix was developed, see Attachment B.

Two PLOs were selected for assessment.

##########

The first PLO selected for assessment was: Upon successful completion of this program, students should be able to analyze the business elements that comprise the logistics function.

This was done during a fall 2012 Principles of Logistics course BUS-80-38747.

An anonymous course evaluation survey was conducted at the end of the course, see Attachment C. Anonymous survey statistical results are provided as Attachment D.

The number of survey responses appears too small to draw statistically valid conclusions by units completed category. However, the trend appears to be that students are more likely to report PLO achievement as more units are completed, a positive and satisfactory result.

Narrative feedback from the anonymous survey is provided as Attachment E.

##########

The second PLO selected for assessment was: Upon successful completion of this program, students should be able to explain the managerial applications of accounting reports and ratios to the business enterprise.

This was done during a fall 2012 Business Math course BUS-20-38742.

A pre-test consisting of questons relative to the PLO being assessed was developed and administered on the first day of class to establish a benchmark to which student achievement could be compared. A copy of the pre-test is provided as Attachment F. Students averaged 46% correct on the pre-test. During actual in-class tests completed in the course, students finishing the class averaged 77.2%. This is a significant 67.9% improvement.

An anonymous course evaluation survey was also conducted at the end of the course. Survey results are provided as Attachment G. It is interesting to note that no student indicated that they failed to "learn everything (they) expected to when (they) began the course" with many indicating they learned more than expected. Several students expressed support for continued use of ALEKS, our online course learning system. However, a few students did say course classroom presentation seemed rushed at times given the amount of material covered.

The correlaton coefficient between ALEKS homework results and in-class tests was calculated to be 0.7291. A correlaton coefficient at this level is evidence of a high correlation, and suggests ALEKS may be effective as an online learning system in preparing students for in-class testing. For details on this statistical analysis, see Attachement H.

Based on all of the above, results of this course assessment are generally satisfactory.

##########

Additionally, faculty also participated in a CTE Department industry advisory event during the spring of 2013. Feedback from this event was uniformly positive. Minutes from this meeting appear as Attachment I.

Unquantified anecdotal evidence in the form of feedback from both employers and graduates indicates that students have been not only learning the curriculum, but applying concepts in real-world work environments with great success.

Based on all of the above, results of this program assessment appear satisfactory.

2. **If this is an initial assessment** , what are some suggestions for improving learning in the program going forward? What advice would you offer to the next faculty member(s) who teaches in the program, based on data and experience presenting the program.

Although there were not significant findings or advice for improving learning in the program, it would be wise for faculty to review input provided on what is working best in order to maintain learning in the program going forward.

Suggestions or advice for improving or maintaining learning in the course the next time it is taught include:

1. Continue use of ALEKS based on positive student feedback (see Anonymous Course Evaluation Results, Attachment C) and high correlation between student ALEKS homework

results plus in-class test performance (see Relationship Between ALEKS Score and BUS-20 Test Scores, Attachment D).

2. In response to student feedback that classroom sessions are rushed, review details of course materials covered in classroom meetings to identify redundant or unnecessary material that may be deleted or reduced to allow more time focus on critical course topics.

3. Also in response to student feedback that classroom sessions are rushed, the instructor should model behaviors that may help increase student perception of adequate classroom and face-to-face instructional time. Instructor behaviors that foster comfort in the classroom relative to time should be adopted. For example, students may be consistently reminded of instructor office hours immediately following scheduled end of class time.

3. **If this is a follow-up (closing the loop)** , did the changes that were made to the program result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches in the program, based on data and experience presenting the program?

This is not a follow-up.

4. What suggestions, if any, do you have for modifying the program outline of record and/or the PLOs for the program?

Feedback from the CTE Department industry advisory event during the spring of 2013 included some ideas that will be reviewed for possible implementation. Minutes from this meeting appear as Attachment F. These suggestions included considering a reduction in the number of Business Administration Concentrations offered. The General Business Concentration could be impacted by these changes. Other suggestions included the use of social media as a marketing course topic, and having a Norco College counselor attend the next industry advisory meeting.

A revision of the BUS-20 course outline of record was approved by the Norco College Curriculum Committee on 11/13/2012. No modifications to this current course outline and/or the SLOs for the course are recommended at this time.

In section 2 above it is recommended that BUS-20 course content be reviewed for opportunities to trim down content. This may result in recommendations for revision to the course outline of record after the next time the course is presented.

Although no modifications to this program outline and/or the PLOs for the program are recommended as a result of the current assessment, it is recognized that focus on this potential need must be maintained by:

1. Establishing a cycle for future program assessment.

2. Continued participation as BEIT departmental representative on Norco College Curriculum Committee so as to maintain related focus and awareness.