

NORCO COLLEGE

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

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5%

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. Im

I. Norco College Comprehensive Instructional Program Review Update

Unit: Business/Management

Contact Person: Dr. Zwart/Prof. Beck

Date: April 20, 2016

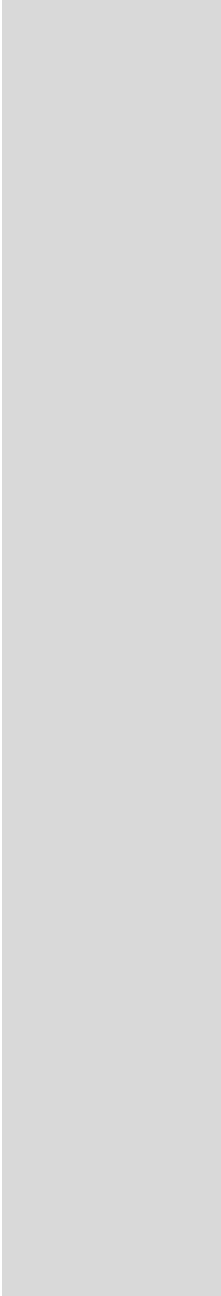
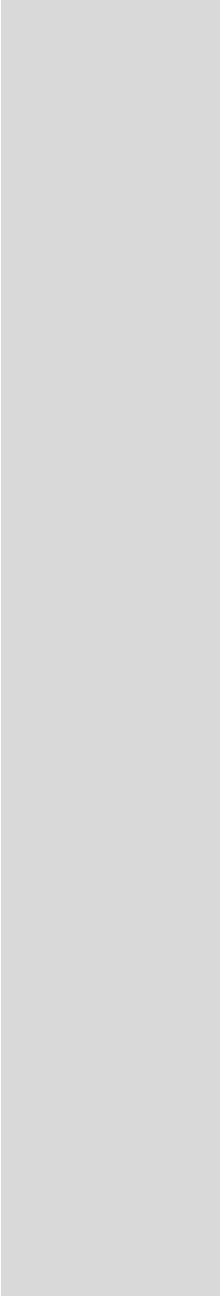
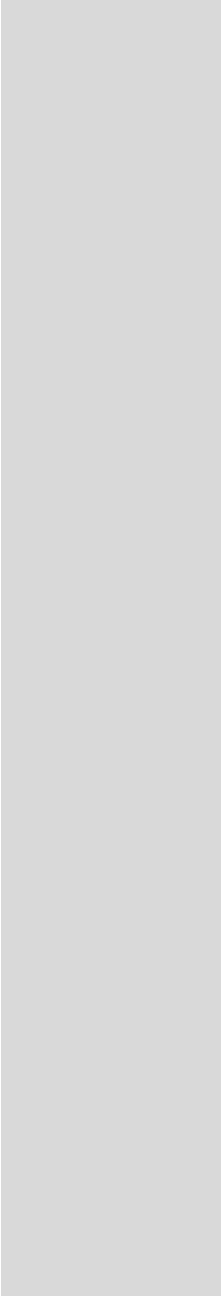
Trends and Relevant Data

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

Question:	Prior Four Years	Next Four Years
Has your unit shifted departments?	There have been no change in the status of our unit, other than the Marketing and the Human	

2. List your retention and success rates as

Success and Retention: Business



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

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

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

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

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

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

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

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

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

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

Program of Study

Program Title	Frequency	Percent

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

State your goals from your previous comprehensive unit reviews	List activity(s) linked to the goal	Indicate progress made towards the goal	Discuss relationship of goal to College mission and Strategic Planning Goals/Ed Master Plan
2012 2013 Increase retention in online classes	Bring faculty together who teach online courses in a particular area to discuss ways to increase retention and student success in online courses.	Faculty have convened at least twice	

College success rates.	or increase rates.		
Review certificates, revise or delete as deemed necessary.	Review and revise certificates based on industry needs and number of completers. Delete or review as necessary for certificates that are not current with industry.	Certificates were reviewed and two were eliminated: Marketing and Human Resources.	Goal 1: 10 10 10

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

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

2012-2013

None

2013-2014

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

2014-2015

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

2015-2016

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

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

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

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

6. In the table below, please list your long term goals for your unit. How do your goals support the College mission and the goals of the Educational Master Plan/Strategic Plan? *Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”

List the long term goals of your unit for the next four years.	List activity(s) linked to the goal	Anticipated timeline for completion	Discuss relationship of goal to College mission and Strategic Planning Goals/ Ed Master Plan
Market the Entrepreneurship certificates to ensure classes have enough students in them.	<ol style="list-style-type: none"> 1. Work with marketing department to develop marketing materials. 2. Send out marketing materials to local chambers of commerce. 	June 2018	<p><u>Goal 1: Increase Student Achievement and Success</u> Objectives: 4. Improve persistence rates by 5% over 5 years (fall spring; fall fall). 5. Increase completion rate of degrees and certificates over 6 years. 7. Increase percentage of students who complete 15 units, 30 units, 60 units. 10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students. This goal relates to Goal 1 – increasing student achievement and success. By marketing the entrepreneurship certificate this will assist with an increase in students and certificates in these areas and thus increase the same in the overall college numbers.</p>
Review current certificates and review those that need revision.	<ol style="list-style-type: none"> 1. Review Entrepreneurship certificates to determine if the courses are viable and re write courses that need to be re written. 	June 2019	<p><u>Goal 1: Increase Student Achievement and Success</u> Objectives: 4. Improve persistence rates by 5% over 5 years (fall spring; fall fall). 5. Increase completion rate of degrees and certificates over 6 years. 7. Increase percentage of students who complete 15 units, 30 units,</p>

2. Review General Business Certificate and Management certificates for viability in current industries.

60 units.

10. Increase course

Course Outlines of Record (COR)

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

Norco College Comprehensive Instructional Program Review Update

Unit: Business/Management
Contact Person: : Dr. Zwart/Prof. Beck
Date: : April 20, 2016 _

Current Human Resource Status

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

Long Term Resource Planning

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

8. Staff Needs

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

List Staff Positions Needed
Please justify and explain each faculty request as they pertain to the goals listed in item #6. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.

Indicate (N) = New or (R) = Replacement	Number of years request has been made	Annual TCP*	

**5. CTE Dean fully funded by
General Fund**
Justification

				strategic goals after July 1, 2016.

* 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](#).

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

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

* Instructional Equipment is defined as equipment purchased for

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

List Professional Development Needs.

Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.

Annual TCO*

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

List Student Support Services Needs

Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.



Norco College – Program Review Committee

Spring 2015

Rubric for Comprehensive Instructional Program Review - Part I only

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
Trends and status change, prior and next four years identified		or		

Retention, success, and efficiency rates have been identified and reflected upon

activities and timeline stated				
Long term goals aligned to mission and EMP				
Course Outline of Record section is completed				

Linkages made between reasons for resource request and EMP/Strategic Plan Goals (SPG)

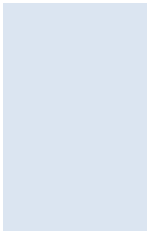
II. Comprehensive Program Review Assessment Update

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

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

Section 1: Discipline Evaluation of Assessment Process

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



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

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

MAG-47	Being Assessed in Spring 2016			
MAG-51	1	0	0	1
MAG-53				
MAG-56				
<i>Programs & Courses Being Removed from the Catalog</i>				

MAG-54
MAG-70

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

Section 3: Plan for Assessment

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

SLO Rotational Schedule

Course	Term								
	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
BUS 3, Computer Applications for Business						FALL			FALL

Management									
BUS 90, International Logistics		FALL			FALL			FALL	
MAG 44, Principles of Management	SPRING					FALL			
MAG 47 / BUS 47 Applied Business and Management Ethics		SPRING			SPRING				
MAG 51, Elements of Supervision		SPRING			FALL			FALL	
MAG 53, Human Relations		SPRING			SPRING			SPRING	
MAG 56, Human Resources Management		SPRING			FALL			FALL	

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