# NORCO COLLEGE
# ANNUAL INSTRUCTIONAL   PROGRAM REVIEW

Discipline/Unit: Business & Management Discipline

(If applicable) Program or Certificate: Business Administration ADT, Business Administration (with Concentrations), Logistics Management, & Entrepreneurship

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: Dr. Gail Zwart/Prof. Rex Beck
# Due: April 20, 2017

Please send an electronic copy in a word document to:
programreview@norcocollege.edu

Form Last Revised: February 2017

Norco College

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

# Annual Instructional Program Review Update
## Instructions

# Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating and promoting collaboration. We encourage an inclusive, innovative approach to learning and the 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.

# Strategic Plan: Goals and Objectives 2013-2018

## Goal 1:  Increase Student Achievement and Success

Objectives:
1.  Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2.  Improve transfer rate by 10% over 5 years.
3.  Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4.  Improve persistence rates by 5% over 5 years (spring; fall-fall).
5.  Increase completion rate of degrees and certificates over 6 years.
6.  Increase success and retention rates.

## 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 ac0.78 0 TdID p-(I)9 (n)-14 (cr)-1 ( 39a)9 (n)-1( 0 l)-

# I. Norco College Annual Instructional Program Review Update

## Trends and Relevant Data

1. How does your unit support the <u>mission of the College</u>?

   <u>Whereas the overall mission of Norco College is to serve</u>
   … 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.

   <u>The Business & Management Discipline could be described as serving</u>:
   … business & management students, our community, and its workforce by providing educational opportunities within the Business & Management fields of study. 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.

   <u>Therefore</u>, while focused specifically on the fields of Business & Management, our unit's functions fall in alignment with and supportive of the mission of the College.

2. 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
   b. Have any new certificates or complete programs been created by your unit?
      No
   c. Have activities in other units impacted your unit?  For example, a new Multi Media Grant could cause greater demand for Art courses.
      No

3. List and discuss your retention and success rates as well as your efficiency.  If helpful, please note any differences between instruction delivery format (Online, Hybrid etc.)
   What are the changes or significant trends in the data?    To what do you attribute these changes?
   Retention Rates

Retention rates for both BUS (Business Administration) and MAG (Management) appear below.

Retention rates have remained relative consistent over the course of the last few years, with a dip in hybrid retention. In 2015-2016 Norco College retention rates were overall 86.79% for all course modalities.  Business was a bit higher at 87.56%.  The retention rate for the face to face courses at the college was 87.59%, which Business was 86.79%, a bit lower, but not significantly so. For hybrid classes the college retention rate was 83.29%, while Business was 88.89%, significantly higher than the overall college average. Lastly, the online rate for the college was 81.87%, which the Business was 87.70%, significantly higher than the overall college average. Interestingly, Face to face was lower than other modalities for Business, which seems rather strange as compared to the rest of the college.  But .8% is not very significant overall. The Business discipline does well when it comes to retention overall.

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

BUS (Business Administration)

| Retention Rate NORCO | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |

all course modalities.  The retention rate for the face to face courses at the college was 87.59%, while Management was 72.92%, significantly lower than the average for the college.  For hybrid classes the college retention rate was 83.29%, while Management was 85%, significantly higher than the overall college average. Lastly, the online rate for the college was 81.87%, which the Management was 80.88%, consistent the overall college average. Interestingly, Face to face was lower than other modalities for Management, which seems rather strange as compared to the rest of the college.  The decline in face to face classes could be attributed to changes in the economy.  As almost all courses are offered in the evening they are populated primarily by working students.  As the economy has gotten better students see less need to get a certificate or a degree if they can acquire a job without one.  This is not an unusual decline when the economy gets better.

## Success rates

Retention rates for both BUS (Business Administration) and MAG (Management) appear below.

Success rates overall for the college were 71.88%, while Business was 69.99%, about 2% less than the college average. Face to face classes were 71.86% in Business, while the overall college was 73.19%.  Hybrid were 72.76% in Business, while overall the college was 64.15%. Lastly online Business classes success rates were 67.60%, while the college was 64.79%.  The Business classes exceeded the college rates in all areas except face to face.  While hybrid and online classes are often attributed with lower success rates, this is not true with Business courses. Those are higher than the college average.  In contrast, face to face classes are often attributed with higher success rates, but in Business they are about 2% lower in 2015-16.  An interesting contrast as compared to the college overall.

### BUS (Business Administration)

| Success Rate NORCO | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Overall | 69.16% | 64.08% | 72.05% | 69.46% | 69.99% |
| Faceto-Face Lecture | 79.73% | 73.30% | 76.87% | 72.56% | 71.86% |
| Hybrid | 65.85% | 60.56% | 66.92% | 66.28% | 72.76% |
| Online/Distance Education | 63.08% | 58.36% | 69.42% | 68.66% | 67.60% |

| | Annual 2013-2014 | Annual 2014-2015 | Annual 2015-2016 |
|---|---|---|---|
| PROGRAM AWARDS  - Norc 2014 | | | |

| This analysis includes students who enrolled in at least one course at Norco in Fall 2016 a declared Program of Study. Current as of 12/13/16. | | |
| --- | --- | --- |
| Students may have more than one Active Program Study, therefore this is a duplicate count. Students may also have a declared Program of Study not offered at Norco. | | |
| Program Title | Frequency | Percent |
| | | |
| Business Admin: Banking and Finance Concentration | 29 | 0.2 |
| Business Admin: Entrepreneurship | 5 | 0 |
| Business Admin: Entrepreneurship Legal and Finance | 1 | 0 |
| Business Admin: Entrepreneurship Getting Started | 10 | 0.1 |
| Business Admin: General Business Concentration | 591 | 4 |
| Business Admin: Human Resources Concentration | 72 | 0.5 |
| Business Admin: International Business | 15 | 0.1 |

However, the Business and Management discipline have not received any funds as a result of requests made through program review.

5. What annual goals does your unit have for 2016-2017 (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 Strategic Plan/Educational Master Plan

# Norco College Annual Instructional Program Review Update

## Current Human Resource Status

6. 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) |
| --- | --- | --- |
| Business | 1.5 | 4 |

## 7. Staff Needs

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

List Staff Positions Needed for Academic Year 2017/18 & Ongoing
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. Please state if the req impacts Distance Education.

| Indicate (N) = New or (R) = Replacement | Number of years requested |
| --- | --- |

| | | | |
|---|---|---|---|
| 3.  One Instructional Department Specialist (IDS) to meet administrative support needs for the newly formed School of Business and Management during the next academic year.<br>Justification: It is anticipated that with proper support, the new School of Business Management will be a critical source of growth for Norco College during the coming years. | N | FT/ Perm. | $50,376 |

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual.  New positions (not replacements) 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

8.  Equipment & Technology <u>Not</u> Covered by Current Budget

List Equipment, Technology, Software or Equipment Repair
Needed for Academic Year_____
Please list/summarize the needs of your unit on your college below.
Please be as specific and as brief as possible.
Place items on list in order (rank) or importance. Provide the Asset Tag
Number(s) for replacement requests. the Justification, include how t
item addresses the departe deptemes .457 -1.arude ho an addle d/sum ( y)2 (an)2 9.2 (7.9 (d)2 t)8.2 (h.6 (t)-2a (r)-1.9 (d)2 (r)-1.9 (d)2g t)-2.6 0 T

## 9.  Professional or Organizational Development Needs Not Covered by Current Budget*

List Professional Development Needs for Academic Year 2017_.  Reasons might include in response to assessment findings or the need to update skills to comply with state professional organization requirements or the need to update skills/competencies.  Please be as specific and as brief as possible.  Some items may have a cost per se, but reflect the need to spend current 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 Ed

10. **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 for Academic Year_____<br>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.  Please state if the request impacts Distance Education. | EMP GOALS |
|---|---|
| 1. None<br>Justification: | |
| 2.<br>Justification: | |
| 3.<br>Justification: | |
| 4.<br>Justification: | |

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

11.

# Rubric for Annual Instructional Program Review Part I only

Discipline:                                Contact Person:

Reviewer:                                                   Average Score:

| Area of Assessment | 0<br>No attempt | 1<br>some attempt | 2<br>good attempt | 3<br>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 |

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## II. Norco College - Annual Assessment Update
## USE ASSESSMENT DATA FROM fall 2015-spr 16

Purpose –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in as
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 years.  Things we might learn in one cycle of assessment might actually help us to plan assessment cycle,
or might facilitate changes in other courses that weren't even included in the initial assessment.  To this end, please the following with as
much detail as possible.  If you have any questions, please contact either Sarah Burnett at sa@hdccelege.edu, or Greg Aycock at
greg.aycock@norcocollege.edu, or talk to your NAC representative.

1.      Identify where you are in the cycle of SLO assessment for each course you assessed fall 2015 - spring 2016 Each response will be
  individualized; thi

| | | | Yes | None | N/A | | |
|---|---|---|---|---|---|---|---|
| BUS-47 | 3 | Spr '16 | Yes | None | Enhancement of classroom activities rela to SLO | | To be closed during next assessment. |
| | | Fall '15 | Yes | None | N/A | | |

3. Please describe any Changes you made in a course or a program in response to assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

| Course | Changes Made<br>Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken | Impact of changes on student learning, engagement and/or teaching |
|---|---|---|
| BUS-47 | Other | Mini-lecture to be posted to course web site, followed by in-class discussion focused on SLO 3 prior to administration of next assessment. |
| BUS-82 | Other | Lecture enhanced to provide focus on the application business processes to avoid |

5.

| | | | | | |
|---|---|---|---|---|---|
| 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 '14 spr '15  1 | | | |
| Total for Each Column | | | | | |