

**BITS DEPARTMENT
(CIS/BUS/CAT)
DISCIPLINES**



**COMPREHENSIVE
PROGRAM REVIEW
NARRATIVE**

2011



**Riverside Community College District
Office of Educational Services**

Discipline Members

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Submitted
December 08, 2011

Web Resources: http://www.rccdfaculty.net/pages/PR_status.htm

Table of Contents

A.	Mission and Relationship to the College	3
B.	History	7
C.	Data and Environmental Scan	10
D.	Programs and Curriculum	17
E.	Student Outcomes Assessment	21
F.	Collaboration with Other Units	30
G.	Outreach	32
H.	Long Term Major Resource Planning	34
I.	Summary	36
J.	Recommendations to the Program Review Committee	42

COMPRHENSIVEPROGRAM REVIEW
BUSINESS ADMINISTRATION
2011

A. Mission and Relationship to the College(s)

District Mission Statement

The District's mission statement includes a commitment to provide "transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates.¹"

- ◆ Students on a transfer-track in Business Administration and/or Accounting, may begin their pre-professional coursework and transfer the Introduction to Business, Business Law I & II and Accounting I & II toward most Bachelor's degrees in Business Administration.
- ◆ Students seeking occupational enhancement and or training have:
 - One certificate area of study (Business Administration)
 - Five specialty concentrations under the Business Administration Certificate (Accounting, General Business, Management, Marketing, and Real Estate); and
 - One Associate of Science degree Patterns: Business Administration

Moreno Valley College Mission Statement

The mission statement adopted for the emerging Moreno Valley College expresses that the campus/college is "responsive to the educational needs of its region" and "offers academic programs...which include baccalaureate transfer, professional, [and] pre-professional... curricula for all who can benefit from them"².

- ◆ On the Moreno Valley campus, the Business offerings focus transfer offerings for future business majors and on the core courses of the Business Administration Certificate and business concentrations of general Business, Management, and Real Estate.
- ◆ The campus-based department also offers selected courses relating to the Accounting, Management, Marketing, and Real Estate to provide student broad exposure various specialty areas.

BITS Department Mission Statements

CIS Discipline Mission Statement

The Computer Information Systems (CIS) Discipline recognizes the needs of our Community for a highly educated, well trained work force which supports the growth and economic well-being of the region. Therefore, there has to be a direct link with skills and technical capability of our students reflected in the curriculum we develop and offer.

The CIS discipline, within the Department of Business and Information Systems on the City Campus, Business and Computer Information Systems on the Moreno Valley Campus and the Business, Engineering and Information Technologies on the Norco Campus offer courses with minimal prerequisites that provide students with entry level to advanced skills in computer technology. Since a minimal number of courses are offered at the Rubidoux Annex, this report will focus on the courses offered by the three departments listed above.

Students taking CIS courses occupy several distinct categories: 1) transition from high school, 2) re-entry, 3) skill upgrades, 4) employment re-training, 5) certification for employment, and 6) personal achievement. The CIS courses provide employable skills as well as laying a foundation for transferability to Computer Science degree programs. The portions of the District mission statement most relevant are “accessible...affordable post-secondary education. The district provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, occupational, and technical programs.” The CIS discipline reflects the mission of the Riverside Community College District especially in “.....works in partnership with other educational institutions, business, industry and community groups to enhance the quality of life and the internal harmony of the communities it serves.”

Program Review and Assessment are the cornerstone of academic planning. The district has recommended strategic initiatives that embrace the following concepts that improve and increase student:

1. Access,
2. Retention,
3. Completions,
4. Persistence,
5. Learning Outcomes,
6. Quality of Experience, and
7. Enrollment Management

The CIS discipline is taking these strategic initiatives to heart and has accomplished the following:

Student course preference times have been thoroughly analyzed. A great number of our students have to work while attending the institution which has impacted course offerings. As a result,

we have fewer sections, while the remainder are more attuned to times at which students are available. Thus there is better access for students to courses and a much higher retention rate.

In addition, CIS has undertaken a test scheme to ameliorate the “no-Show” problem for on-line courses. We are not advertising the late start classes until a week or two prior to the scheduled start date. Students shop for classes and then forget they have signed up for on-line courses. The data supports the late start course regimen by two facts: 1) The late start on-line courses fill within two-to-three days indicating a pent-up demand and 2) They have lower no-show rates than for normally scheduled on-line courses. Although this is not the entire answer for the no-show issue, it is a start to identifying and fixing the problem. The answer for the regularly scheduled on-line classes could be as simple as a reminder sent out via the new student e-mail system or as complex as a registration process check-off using the wait-list tool.

We are in the process of developing a comprehensive course offering regimen. The new schedule of course offerings will cover an entire year of courses and will allow us to alternate, skip and perform other tactics to make the courses more appealing to students by showing them a future path to completion for degrees and certificates. This not only helps the students’ planning but also improves course retention, course completions and allows us some flexibility in when we offer courses rather than a guess on our part as to what will fill and what won’t.

BUS Discipline Mission Statement

The mission of the Business Discipline is to provide learning opportunities for preparation, promotion and professional growth in occupational and professional programs in business and related fields, enabling students to be more knowledgeable, effective, confident, technically proficient, and successful in their current or future employment as well as to provide a base of courses for transfer to baccalaureate degree programs in business.

The Discipline approved a specialty mission statements for Accounting, but felt the Discipline Mission Statement above was sufficient for all other subject areas.

The Business Discipline course offerings, certificates, and degree patterns are consistent with the Riverside Community College District’s Mission.

CAT Discipline Mission Statement

The Computer Applications and Office Technology (CAT) Discipline, within the Department of Business and Information Systems on the City campus, Business Administration/Information Systems Department on the Moreno Valley campus and Business, Engineering and Information Technology Department on the Norco campus, offers courses with minimal prerequisites and provides students with entry level to advanced skills in computer technology.

Students in the CAT courses may be beginning college students, re-entry students, or the first members of their family to attend college. Many of them are single parents and the average age is slightly higher than the average age of our overall college student.

Our specific goals are to provide meaningful and relevant specialized training (education) in the field of office support services that emphasizes the need for higher education so that our graduates will become competent, productive, and contributing citizens. We put special emphasis on the informed use of computer programs and office procedures to achieve these goals.

The portions of the mission statements most relevant to the CAT Program are: “accessible...affordable post-secondary education. The District provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs. “ The CAT discipline reflects the mission of the Riverside Community College District especially in “...works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves.” We have a very active industry advisory committee that meets with and makes recommendations to us.

Program review and assessment are the cornerstone of academic planning. The district has recommended strategic initiatives that embrace the following concepts:

- Increase Student Access
- Increase Course Retention
- Increase Successful Course Completion
- Increase Student Term-to-Term Persistence
- Improve Student Learning Outcomes
- Increase the Number of Awards, Certificates, and Transfers
- Improve the Quality of the Student Experience
- Develop a Comprehensive Enrollment Management Program

CAT discipline is taking these strategic initiatives to heart and has accomplished the following:

Through a thorough analysis of student course preference times we are offering fewer sections but they are more attuned to what the students vote for with their enrollments. Thus, the courses have better access for students that really want to complete the course. These two factors have markedly improved CAT retention and completion rates.

We have developed a comprehensive course offering regimen. The CAT Discipline created a website where students can go to learn more about any of the programs we offer. We also provide a list of when classes will be offered, and show students alternative ways to complete a program or certificate. While the counselors can give the students a proposed schedule necessary to complete their certificate or program, they often fail to take into account that because of our small scale, not all classes are offered every semester. By utilizing the website, students can follow the prescribed schedule and be assured of completing according to their individual plan.

We are also scheduling classes so that a student can complete an entire certificate either online or face-to-face, depending on his or her preference and availability. We have a high percentage of

completions in the Legal Secretarial Studies Certificate. We will continue to work closely with our Advisory Committee to assure that our courses and certificates stay current with industry demand.

B. History

BITS Programs 2011

CIS History

The CIS discipline has always been subject to rapid changes fueled by technology changes in industry, driven by the changing global work place, evolution in Web development technologies, rapid changes in computer hardware/software, system development life cycle, interactive database management, Web services, and computer programming. CIS has kept pace with these changes through the dedication of instructors spending time fine tuning their skills and upgrading their knowledge base. This would not be possible without dedicated CIS instructor's constantly researching, developing, testing, and continuous course development, trying to prevent information system stagnation within the discipline. Since the last program review we have developed a strong Advisory Committee and conduct regular discipline meetings throughout the academic year.

Technology changes drive the discipline to modify and update approximately 30% to 40% of the curriculum every year. During the last two years, 100% of the curriculum outlines were modified and updated for consistency and addition of student learning outcomes. The rapidly changing technology also requires upgrading computer classrooms, computer labs, server support for advanced programming labs, and office technology equipment to the latest hardware and software. This is an extremely complex process collaborating, software vendors, textbook publishers, facilities, and computing services. In conjunction with technology changing rapidly, all text books and software need to be changed yearly to stay current with trends in industry.

Recent Major Developments

Moreno Valley College students now offers a Simulation and Gaming program preparing for employment into the gaming industry as game artists. This is one of the most robust industries in today's job market, currently far out-producing revenues in the movie industry and any other entertainment industry combined. In today's global economy, a new and ever expanding pool of gaming employees are needed more than ever to meet the needs of the rapidly growing world of video game development. This newest curriculum supports college pedagogical competencies and offers the following;

- Skills to succeed in video gaming-related degree programs
- Skills to prepare students for a wide range of video game development professions such as:
 - Game artist
 - Game level editor
 - Game designer

- Game character modeler
- Game writer

To support this curriculum, a dedicated student simulation and gaming lab is being developed, offering gaming students greater access to industry standard hardware and software to fulfill lab assignments and gain a greater understanding of the gaming industries high level of expectations. Moreno Valley College has developed the following new courses since the last program review that have allowed the discipline to keep-up with technology changes:

- CIS 12 PHP Dynamic Web Site Programming
- CIS 35 introduction to Simulation and Game Development
- CIS 36 Introduction to Computer Game Design
- CIS 37 Beginning level Design for Computer Games
- CIS 38A Simulation and Gaming/3D Modeling for Real-Time Interactive Simulations
- CIS 38B Simulation and Gaming/3D Animation for Real-Time Interactive Simulations
- CIS 38C Simulation and Gaming/3D Dynamics and Rendering for Real-Time Interactive Simulations
- CIS 93 Computers for Beginners

Goals and Objectives from Last Program Review

All goals from the last program review have been met and the CIS discipline continues at the forefront of improving the curriculum process, better collaborating work with others, and meeting the needs of students and industry.

The complexity and size of the business discipline and the changes are summarized below for the last 5 years.

BUS History **2011 - 2012**

Certificates & Concentrations

Business Program: In the 2012 academic year, the Business Program included 6 concentrations.

- The concentrations required 18 core units in ACC and BUS plus 12 units of focused study in the concentration. The concentrations were:

- ♦ Accounting (12 units from 8 ACC courses)
- ♦ Entrepreneurship (12 units from 7 BUS, MAG & MKT courses)
- ♦ General Business (12 units from 6 ACC, BUS, MAG, & MKT courses)
- ♦ Management (12 units from 7 MAG courses)
- ♦ Marketing (12 units from 5 BUS & MKT courses)
- ♦ Real Estate (12 units from 8 RLE courses)

- These Business Programs program areas involved:

ACC	12 courses	1 full-time faculty 2 part-time faculty
BUS	13 courses	1 full-time faculty 5 part-time faculty
MAG	10 courses	0 full-time faculty, 5 part-time faculty
MKT	6 courses	0 full-time faculty
RLE	7 courses	0 full-time faculty 1 part-time faculty

2012 (continued)

Number of Full-Time Faculty

- ♦ During the 2014 years, there were 2 full time business faculty.
 - One full-time business faculty has been awarded to the BITS department but yet to be hired

Number of Courses

- ♦ The number of Business courses has remains at 5, Management at 4, Marketing at 2, and Real Estate at 5 for a total of 16 courses in the discipline.

The budget constraints of the last three years have had a tremendous negative impact on the discipline. Besides experiencing the loss of two full-time faculty, the one full-time position that had been approved was in the eleventh hour denied leaving only one faculty member in business.

CAT History

Computer Applications and Office Technology (CAT)

In the last four years the Computer Applications and Office Technology (CAT) discipline, formerly Office Administration, experienced drastic changes. These changes included development and redesign of curriculum and certificates, retirement of 2 full-time faculty members, development and delivery of all OFC courses and certificates for online delivery, VTEA funded activities, streamlining enrollment management, and consolidation of the program offerings at the Riverside College.

C. Data Analysis and Environmental Scan

CIS Data Analysis and Scan

The CIS discipline conducted **WSCH/FTES** analysis for CIS 1A as this course is most representative of overall CIS class trends. CIS 1A is our beginning class for all CIS classes. The fall efficiency has shown a steady decline over the first 4 years of data as class enrollments shrunk but the number of sections offered was forced to be artificially high.

Student Success: Using the high enrollment classes as the baseline analysis for student success, CIS-1A data was analyzed. Student success in CIS 1A was evaluated by using retention figures and successful grade numbers. Within CIS 1A retention averaged 85% and successful grades were at 62% for the 2010 term. Although the successful grade percentages are similar to previous years, the discipline is working to increase the number of students successfully completing the base course, CIS-1A, which will increase the number of students moving on to more advanced CIS courses.

The number of degrees and certificates awarded are shown in the attached spreadsheet. These numbers are improved from the previous program review however, with increased marketing and outreach efforts the number of completed and degrees and certificates can be improved. Moreno Valley College is working on improving marketing and outreach to enroll more students and increase the number of certificate awards.

Student Success: New Program Development: Game Art Certificate

New courses have been developed and approved in the area of Simulation and Game Development. A 36 unit Game Art certificate is now offered at Moreno Valley College and has been granted state approval. Several new simulation and gaming classes have been offered and have been well received and have resulted in high retention and success rates as shown in the attached spreadsheet. Of note are the 85% or higher retention rates for the CIS 35, CIS 36, CIS 37, CIS 38A, CIS 38B and CIS 38C classes taught in 2009 and 2010. The high interest and

enthusiasm for learning about video game development coupled with the positive news in career outlook and job outlook for the video gaming industry suggests that positive results will continue and translate into the other classes in the certificate as well as large numbers of students completing the certificate.

Trends implications

After experiencing a few years of successive decline in enrollments, the data shows a positive trend in filling classes and retaining students, both in the traditional computer literacy class (CIS-1A), and the new classes in game development (CIS 35, CIS 36, CIS 37, CIS 38A, CIS 38B and CIS 38C). We anticipate continued positive trends in fill rates, retention and success rates as the new gaming program is predicted to fuel the demand for programming classes and continue to experience positive results in the game art classes.

BUS Data Analysis and Scan

We compared all other data to those “expected” values. Statistical Significance was chosen to be at the .01 level. That means that any performance was considered not statistically significant unless it had changed by at least .01.

The discussion of the thirty statistical charts created focused on the very preliminary view of “what do you see in the data” and “what could have caused the results seen”. The actual discussion questions for each of the thirty points of analysis are listed below the graph of the data in question. All of the data was fall to fall comparisons. There was even some discussion of “points of interest” even if some of those points were not statistically significant. The level of significance used was at the .01 level, meaning that the data needed to be at three standard deviations away from average to constitute ‘significance’.

- ◆ The discipline discussed what might cause the percentage of valid grades to be lower than average for Accounting 1A but higher than average for 1B. The general consensus was the poor preparation for entry into 1A and the “survivor” factor as the cause of higher than expected rate for Accounting 1B. Business 18A & 18B both had a higher than expected percentage of valid grades. While there was extensive discussion, the discipline did not formulate any hypothesis. It was decided that further discussion and deeper investigation would benefit our understanding. No action was taken.
- ◆ When comparing the ethnicity of students, African American students obtained valid grades at a significantly lower level that should be expected. Asian students had a higher than expected percentage. No other grouping showed significance, including

gender. While the data was not surprising, we were unable to come to a point where we might take action. We did discuss the fact that this data supported the need for such projects as UJIMA and the Learning Community project.

- ◆ Since there was a significantly higher percentage of students with education goals of earning a AA or BA, the discipline has been actively trying to get all of our students to declare their major and establish an Ed. Plan to complete their AS degree.

These were the only actions taken after discussion. Further study would be appropriate, but the resources necessary to make full (and continued) use of this data are not available to the discipline.

CAT Data Analysis and Scan

Enrollment has remained constant at 37 percent up to 2011. As consistent with our mission, the focus of the discipline is student certificate completion. Completions are approaching a stable rate. This trend can be attributed to Moreno Valley College discipline faculty management efforts in enrollment management/course delivery mode, marketing and direct student counseling. The Moreno Valley College discipline has identified courses best delivered online as well as the frequency of offering of certificate course offerings. Moreno Valley College also manages marketing and information distribution regarding certificate completion patterns and scheduling via the program Web site. Direct student counseling is also undertaken by Moreno Valley College discipline faculty who provide information about the program and employment opportunities.

Efficiency

The last four years has seen consistency in the number of students and in certificate completions. Major trends of relevance to the Moreno Valley College CAT discipline in the next four years include a slight increase in the demand for online classes and a moderate increase in certificate completions. A related trend is an increased need for funding from the college for software related expenses.

Certificate Completions

Certificate completions will remain stable if administrative support for online teaching loads is given to Moreno Valley College discipline faculty. A majority of program certificates above 10 units are offered regularly including Legal Secretary, Administrative Office Professional (formerly Secretary Certificate), and Virtual Assistant.

- a. WSCH will decrease on the Moreno Valley College if the discipline is asked to offer “lower enrollment” sections in hybrid or Web Enhanced format on campus. The Moreno Valley College discipline faculty have evaluated and identified select courses which can only be offered online once per year.

Increased funding support of the Moreno Valley College CAT faculty is anticipated. Currently CAT shares funding with the Moreno Valley College CIS discipline. Funding should include

Moreno Valley College needs for software, particularly for courses cross-listed with the Moreno Valley College CIS discipline

What can be done to address these needs further? There is a stronger need to counsel and educate student populations with respect to the nature of administrative clerical work. Advisory committee consultation supports the fact that many job titles within the discipline require a strong understanding and comfort level with accessing and organizing materials from Web based and internal LAN based resources. The delivery of the Moreno Valley College CAT courses in hybrid and online format should address this requirement.

Overall assessment of performance of Riverside CAT discipline is good.

Performance Quality Indicators – District Strategic Initiatives

- **Increasing student access to courses and course content** via online, hybrid, and Web-enhanced course delivery which includes rich pedagogical learner choices (increasing online FTES data).
- **Increasing course success and certificate completions** through incentive programs (VTEA funded ASAP grant) and technologies.
- **Increasing successful course completion** through the use of audio and visual technologies, discipline Website, and faculty guidance in all courses.
- **Improving Student Learning Outcomes via course-by-course assessment.** The Moreno Valley College discipline faculty is in progress with assessing CAT 30, 62 and 3 and will be adding the 93course.
- **Increasing the number of awards and certificates and Transfers.** Moreno Valley College CAT program discipline, certificate completions have been consistent at an average of 10 completions per year for the last two years (2009 and 2010).
- **Comprehensive enrollment management.** The Moreno Valley College discipline has always adapted to course cancellations and low enrollments by modifying the mode of delivery and decreasing the frequency of course offerings as needed. The Moreno Valley College plan for 2010-2012 includes further refinement, reductions, and consolidation of course offerings with the intent of maximizing efficiency.

Environmental Scan

According to the State of California Economic Development Department job forecast in 2012 Riverside County will add 320,000 new jobs from industry growth and 263,000 job openings from replacements for a total of 581,000 jobs available. Currently Riverside County has a labor force of 861,100 with a 5% rate of unemployment.

According to Occupational Projections for the County of Riverside jobs in the Business, Marketing and Management areas will increase at a rate of approximately 24% in 2012. Areas with the most growth include retail sales, customer service representatives, accounting, bookkeeping and auditing clerks, sales representatives, general and operations managers , first

line supervisors (in hospitality, production and operations, office management) , counter and retail clerks, and office managers.

In addition the State of California Economic Development Department projects that the fastest growing occupations will include jobs such as: loan officers, employment, recruitment and placement specialists, sales managers, management analysts, sales representatives, First-Line Supervisors/Managers of Non-Retail Sales Workers, and Postsecondary Business Teachers.

Overall the outlook for career relating to Business, Management and Marketing look bright for the future.³

Information for some of the Business Discipline Specialty areas follow:

Accounting

The Riverside-San Bernardino Metropolitan labor market shows currently 4780 job openings in the entry level positions for bookkeeper and accounting clerks with the median hourly wage of \$15.68 generally there is no minimum degree requirement as these are entry level positions and on the job training (OJT) is typical. The projected job market for this type of position in this area is an increase of 22.9%. It is important to keep in mind that usually advancement will require additional education in the introductory / fundamental accounting classes.

The next level of job openings does require a BA/BS degree. The projected job market for this type of position in this area is an increase of 36.9%. This projected increase in job openings / employment will result in a significant increase in enrollment of students in the accounting discipline during the next decade.

Banking & Finance

Our advisory committee and outreach efforts have determined that the banking industry is reducing its training programs in part because our courses can provide more effective education. As a result we are creating a mini-certificate program to prepare potential bank employees for entry-level positions and a business concentration to prepare existing employees for promotion.

Insurance

Through our outreach to executives in the industry, as well as industries studies we discovered a significant and growing need for qualified candidates in insurance and financial services. We learned that employers in this industry were having difficulty identifying employment candidates with appropriate backgrounds in and knowledge of insurance products and insurance company operations. This observation was confirmed by both local and statewide employment surveys. We responded to these needs by developing a degree and certificate program in insurance. This program is in the final stage of local approval prior to being submitted for State approval.

The study that was most important, extensive and specific to the Inland Empire was conducted by Global Research, Inc. for the Centers of Excellence, hosted by Rancho Santiago Community College District and the San Bernardino Community College District. The survey included

responses from 130 firms in the Los Angeles and Orange Counties and the Inland Empire (Riverside and San Bernardino Counties).

Key findings from that study include:

- 1) Expected industry growth in the areas covered by the survey is projected to be nearly 17% over the next 10 years. Statewide growth in the industry was projected to be 1.35% per year, but the three geographic areas (including the Inland Empire) was projected to be 4.2% per year.
- 2) 54% of companies reported having difficulty recruiting candidates with cross-disciplinary skills.
- 3) 69% of companies in the Inland Empire reported using employer paid outside training for their new employees.
- 4) Between 60% and 72% of employers expressed interest in workforce development programs that could be developed by local community colleges.
- 5) Between 60% and 71%Employers reported that they had “some” or “great” difficulty in finding qualified candidates for positions such as claims adjusters, examiners, investigators, and insurance underwriters.
- 6) Employers in the Inland Empire indicated the greatest difficulty recruiting non-entry level employees with adequate skills and experience but also had close to 50% of employers indicate at least some difficulty recruiting individuals with cross disciplinary skills required by the industry. Inland Empire employees were most interested in partnering with the community colleges on a cross disciplinary, two-year associate’s degree program such as the one we have developed at RCC.

We feel that the projected industry growth, demand for training and educational programs by employers, and their willingness to partner with us will assure the success of the new Insurance Program we have developed.

Logistics

California Employment Development Department found that the Inland Empire Logistics Industry stands to gain as many as 1,000,000 new jobs from now to 2030. (Dr. John Husing, Business Press, September, 20010, International Trade, Blue Collar Workers & The Inland Empire's Future).

Logistics has been a strong growth industry in the Inland Empire for many years. A continuation of this vigorous growth pattern can be expected due to expansion of international trade, our west coast location, proximity to deep water ports in LA/Long Beach, lower land and labor costs compared to coastal counties, and the fact that retailers can save 18-20% of inventory cost by managing goods from Southern California instead of Asia. The RCC Logistics Management Program hosts both an industry advisory committee and focus groups to track and respond to trends. Expansion of the Logistics Management Program to accommodate future industry

demands appears to be practical without significant resources beyond instructor time and room space.

Paralegal

Paralegals also typically work for or with: Lawyers, Judges, Government employers, Law Clerks, Public Interest Agencies, Title Companies, Real Estate companies, and Courts.

Per America's Career InfoNet: Occupational profile and the California Employment Development Department, Labor Market information, the state and national trends for Paralegals is as such: There is a projected percentage change of 29% of growth for paralegals up to 2014, and a 28.5% change in growth for paralegals in California, with a projected employment of 32,900 paralegals in California. There is also a projected amount of 940 "annual job openings," between this time as well.

As the demand and need for more affordable legal services arises, so will the need for paralegal professionals. In addition, more and more complex cases arrive at the court steps, thereby requiring additional legal professional to help support the overwhelmed courts calendar.

Almost any business organization has some form of a legal department or division whereby they utilize legal professionals; in some capacity or another. However, the employers of paralegals are predominantly law firms government agencies. There are a vast amount of jobs available for paralegals with the federal government.

A major employer in Riverside County/Inland Empire of paralegals is law firms and local government agencies. There are at least 40,935 "Offices of Lawyers" in California, and at least 121 in Riverside County alone. The Riverside District Attorney and Public Defender's Office are also employers of paralegals. The Riverside Superior Court also hires legal professionals by a related occupation title of "clerk."

D. Programs and Curriculum

CIS Programs and Curriculum

The CIS discipline has one state approved certificate, 4 locally approved certificates and over 65 courses that are active for 2010-2011 school years. (See attached spread sheet). Of those 65 course outlines of record (CORs) 100% were rewritten or changed in some fashion in the last three years. This significant updating is driven by the business environment, Microsoft upgrades and input from our advisory committee delineating new courses needed.

The following summarizes the certificates with faculty assignment. The course offering sequence ensures students may obtain the certificates and degrees in a timely manner. A two year sequence is available for any of the certificate patterns.

Full Certificates

Simulation and Gaming

Matthew Barboza and Matt Fast

Mini Certificates

C++ Programming

Michael McQuead

Java Programming

Michael McQuead

Desktop Publishing

Matthew Barboza

Web Master

Matthew Barboza

One new area of study was developed which is simulation and gaming, the gaming courses were preceded by 4 workshops to ensure the efficacy of the future courses. The workshops were well attended indicating significant student interest. All of these updates incorporated Student Learning Outcomes (SLOs).

All CIS CORs now have SLOs. Course scheduling and course efficacy have been studied extensively for the past two semesters Spring 2010 and Fall 2010. The upshot of this effort is a better course mixture, a more selective time offering choice and higher student sign-up ratios as seen in the Fall 2010 semester.

The State approved certificates as well as the locally approved certificates are under review and revision incorporating Student Learning Outcomes at the certificate level. CIS is conducting a pilot program for the Accreditation Self Study section II.A. in which we are developing a process to look at specific course SLOs within a certificate and translate these SLOs combined with the overall expected knowledge from the certificate course patterns into the certificate level SLOs. This process will apply to programs as well as certificates. Thus far we have developed the process and are now verifying its usefulness.

The numbers of CORs within CIS has been pared down to the 82 from a high of over 100. The intent was to ensure a good mix of course offerings but delete the courses that showed no student interest. The Curriculum committee representation has remained within the CIS discipline for Business/CIS/CAT department.

BUS Programs and Curriculum

The discipline provides professional preparation and development in several business-related professional subject areas:

Accounting
Management
Real Estate

Business Administration
Marketing

BUSINESS DISCIPLINE LIST OF COURSES AS OF 11/2006

Those with strike-through markings are slated for discontinuance

ACC 1A, Principles I
ACC 1B, Principles II
ACC 38, Managerial Accounting

ACC 55, Applied
Accounting/Bookkeeping
ACC 61, Cost Accounting
ACC 62, Payroll Accounting

ACC 63, Income Tax Accounting
ACC 65, Computerized Accounting
ACC 66, Non-Profit and Government
Accounting
BUS 10, Introduction to Business
BUS 18A, Business Law I
BUS 18B, Business Law II
BUS 20, Business Mathematics
BUS 22, Management
Communications
BUS 30, Entrepreneurship and Small
Business
BUS 51, Principles of E-Commerce
BUS 53, Introduction to Personal
Finance
MAG 44, Principles of Management
MAG 51, Elements of Supervision
MAG 53, Human Relations
MAG 54, Employee Labor Relations
MAG 56, Human Resources
Management
MAG 200, Management Work Experience
MAR 20, Principles of Marketing
MAR 41, Techniques of Selling
RLE 80, Real Estate Principles
RLE 81, Real Estate Practices
RLE 82, Legal Aspects of Real Estate
RLE 83, Real Estate Finance
RLE 84, Real Estate Appraisal
RLE 85, Real Estate Economics
RLE 86, Escrow Procedures I
RLE 87, Escrow Procedures I

These instructional offerings address and respond to the businesses and industry employers, employees, and community members seeking to enhance or build their career skills

The Business Discipline history summarized earlier reflects the ongoing changes to the set of offerings in response to businesses' and industry needs and students' potential employment.

The Business Discipline developed Student Learning Outcomes for each Certificate and Degree Patter. These are displayed in Appendix A.

The next page summarizes all the courses offered through the discipline.

Programs & Curriculum *(continued)*

The discipline faculty meets regularly to discuss and update course offerings and curricular patterns. Nearly all Course Outlines of Record for the discipline were updated during the Fall 2011. A handful are still being updated as of this writing

Current Status

The discipline has developed student learning outcomes for each course and for each certificate, concentration and degree pattern and has updated the Course Outlines of Records (CORs) to reflect this as well as current format and content requirements.

- APPENDIX C contains curriculum-related documents.

CAT Programs and Curriculum

The CAT program Moreno Valley College consists of two certificates. These certificates allow short-term completion—usually within two semesters and are locally approved. The CAT program has a total of 66 classes, 36 of them are cross-listed with CIS, Accounting, or Business. Of those 66 course outlines of record (CORs) 100% have recently been rewritten or changed in some fashion. This significant updating is driven by the business environment, Microsoft upgrades, and input from our advisory committee delineating new courses or additional skills that were needed to assure our students are employable.

The number of classes offered within CAT has been reduced based on industry standards and a reduction in state funding. The intent was to ensure a good mix of course offerings but delete the courses that were no longer relevant in our industry. We also worked with our Advisory Committee members and changed the titles and classes offered within our certificate patterns.

All certificates have been researched to meet the requirements of the administrative office professional in the workplace today. Students are equipped with professional office skills and procedures using the latest technology and software applications. These skills can be tied to on-the-job application through local CAT internships. In addition, students already employed in an administrative or clerical position may use these skills for job promotion and salary increases.

All CAT CORs now have SLOs, and certificates have program level outcomes (PORs). We are also working to be sure that all stand alone classes be reviewed and either deleted or included with the appropriate certificate. It is now possible for students to complete certificates that will count also toward their degree. We have added sample assignments to our CORs in order to comply with Title 5 requirements.

E. Student Learning Outcomes Assessment

CIS SLO and Assessments

All course outlines certificates in the Computer Information System discipline have been updated to include Student Learning Outcomes.

The discipline's assessment efforts have focused on CIS 1A, and CIS 72A

CIS 1A

Faculty at Moreno Valley College began the disciplines assessment efforts with CIS1A. This is our entry level course for most students. CIS1A has two distinct components. The first component concentrates on learning computer applications involving word processing, spreadsheet, database and presentation software. The second component emphasizes the theoretical aspects of computer science with respect to both hardware and software. An equal emphasis is placed on both. However, the outline for the course does not specify the amount of time spent on each thereby creating some disparity in student outcomes when instructors are given the freedom to emphasize what they feel are the important components.

STUDENT LEARNING OUTCOMES

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

1. Identify the fundamental computer concepts and terminology used for input, processing, output, and storage.
2. Identify the key features of a variety of software such as operating systems, word processors, spreadsheets, databases, communications and graphics.
3. Apply the principles of and solve problems with word processing, spreadsheet, database, communications and file management programs.
4. Create electronic presentations with presentation graphics.
5. Use the Internet to send electronic messages.
6. Demonstrate the principles of Internet research.
7. Understand the principles of computer security, ethics and privacy.
8. Understand and apply the principles of distance education software.

Development of a Final Project Rubric

The added component of the final project would emphasize the following goals:

- To develop alternative assessment method.
 - Particular emphases to assessing critical thinking, written communication skills and presentation skills. Note: Presentation skills in the form of content development, not oratory prowess.
- To devise an assessment method that effectively and consistently measures both the student's technical knowledge and computer skills as well as the ability to communicate that knowledge.
- To standardize the grading method used by CIS1A instructors.
 - This has the added benefit of both standardizing the outcome and aiding adjunct faculty by providing them with the assessment rubric.
- To let students know exactly what is expected and what will be assessed in the Final Project.
 - Serious students will study the rubric and strive to achieve the maximum score

To accomplish the above task, the topic of the Final Project and a rubric needed to be developed.

The choice of topic was based on the students understanding of the theoretical and hardware aspects of the course. What better means to determine their comprehension than to assign them the task of researching and purchasing a computer relative to their personal needs. Simply put, the student is to determine an optimum computer configuration that would meet their specific utilization. The student has to synthesize what impact their software requirements place upon the hardware components simultaneously researching the cost of the total system. This requires the student to do research that can be done over the internet, create a database of alternatives, analyze the differences in spreadsheet format, compare using graphical means, write a report detailing their thought process, and relating their accomplishment by making a presentation to the class which substantiated their final choice.

A number of rubrics for the Final Project have been analyzed and developed; The basis for the Project fell into 4 categories and assigned a point value to each segment (based on a 100 point Final Project). Each category measurement has an individual rubric. Next, a decision was made on criteria for each component combining technical, critical thinking and communication skills in the criteria. Then point values and assigned a point value to each segment (based on a 100 point Final Project). Each category measurement has an individual rubric. Next, a decision was made on criteria for each component combining technical, critical thinking and communication skills in the criteria. Then point values and details were added to complete the matrix.

Moreno Valley College faculty members tested the new rubric at the end of the semester, the final projects were graded with the regular somewhat subjective method. Then, for comparison, they were graded with the newly developed rubric. It was found that the scores often dropped by approximately 10% when using the rubric. The discrepancy was larger as the grades were lower. For example, a student who received an "A" under the informal method of grading generally still received an "A" with the rubric. But a "B" student sometimes dropped to a "C" and the "C" students nearly always dropped to a "D". After much discussion, it was determined that the rubric more accurately reflects a

student's grade. It was determined that an "A" is easy to assess with or without a rubric, but that the old method did not assess lower scores as well as the rubric does. It has been determined that the rubric is assessing communication skills and critical skills much better than with the previous ad-hoc method. The good news is that students are more accurately assessed with the rubric. The bad news is that many students are performing worse than initially realized.

To determine if the rubric was standardized, final projects were traded for 10 students and graded with the rubric. The grades were very consistent, generally within 3 points of each other. Given that there are normally 1000 points possible in the class; a .3% variation is acceptable. The rubric will give consistent results when used by different faculty.

The variability of topic emphasis and the poor results in certain areas within the course were still troublesome to our discipline. It was felt that a more coordinated and consistent approach to the teaching of CIS 1A was needed. This led to the development of a WebCT standardized template as discussed below.

Development of a coordinated WebCt course template and the addition of a Distance Education SLO.

To enhance the consistency of course instruction, a course template was developed for CIS 1A. The course template contains a sample syllabus, weekly schedule, exams, assignments, and projects that directly address the course SLOs. The course template was developed for use on WebCT. The use of a computerized distance education delivery system to provide instruction in a Computer Information Systems course is consistent with our course learning objectives. The template was piloted and refined by several instructors.

The development of the WebCt course template led to the addition of a SLO on the course outline of record: Outcome #8--understand and apply the principles of distance education software.

There was still a lacking element in this development process for CIS 1A assessment. What was lacking was a testing tool that was consistently applied across all sections of CIS 1A. CIS 1A is taught in three different modes, on-line, hybrid and face-to-face. The testing tool had to accommodate all these modes.

Development of a computerized common final exam

CIS 1A was transitioned to be at a minimum a Web-enhanced class. All full time and adjunct instructors should be using the same course layout based on the WebCT course template.

A common final exam was developed and tested by faculty using a publisher provided automated package to assess all CIS 1A SLOs and the effectiveness of the course WebCt template.

The final exam assessment results led the discipline to adopt a new CIS 1A textbook and a new computerized testing package.

Revised Common Final exam and Course WebCt Template

Training has been provided for all full time and adjunct faculty on the new textbook, revised WebCt template and new computerized testing tool for the common final exam. All instructors were provided with a template course with objectives, lessons, testing and measurement tools to establish consistency and consistent overall coverage of the student learning outcomes.

While students seem to be achieving the Word, PowerPoint, and Concepts SLOs, the Excel and especially the Access SLOs were not being attained.

Revised Common Final Exam, Course WebCt Template and Course Structure

The sequence of the course materials was revised. An additional instructional unit was added to the course on database theory and the database assignments were restructured.

The discipline feels quite confident that we have leveled the playing field with the assessment process plus the standardized WebCT template. Test scores for the common final indicate improvement in the weak areas of Excel and Access but also a decline in the strong areas seen earlier in this development process. We are investigating these facts for future improvements.

CIS 72A

Here are the students learning outcomes for CIS-72A as of the Fall '10 semester

STUDENT LEARNING OUTCOMES

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

1. Design and create web pages with extensible hypertext markup language (XHTML) using a text editor.
2. Create valid, properly structured XHTML pages containing heading paragraphs, hyperlinks, lists, and images.
3. Create valid XHTML pages containing tables, frames, and forms.
4. Create and format a typical 5 to 10 page small business or personal website using XHTML and CSS inline styles.

Moreno Valley College faculty collected and analyzed data from their sections of CIS/CAT 72A in Fall 2010 on the Moreno Valley College campus. The results indicated student weakness across 3 areas: forms (part of SLO #3), frames (part of SLO #3), and CSS (part of SLO #4). The other SLO related areas were generally strong (see Appendix G for the detailed results). After much consideration and reflection, it was decided that “frames” should be de-emphasized in the course due to its decreased usage in practice and its exclusion from current Web standards. It will be covered mainly for historical purposes in future semesters since sites using frames will continue to decrease in usage. Because this subject was consuming a disproportionate amount of instructional time due to its inherent complexity, its de-emphasis will free up time that we will devote to “forms” and “CSS” in hopes of improving student comprehension and skill level in those currently underperforming

areas. The course outline of record has been updated to reflect these changes and the course are taught to these changes.

What specific plans do you have for assessing student learning over the next four years?

In the next four years we plan to examine several core courses within our discipline. These courses are taught on all 3 campuses and are taught by both full time and adjunct instructors. We feel that assessment of these particular courses will help us in planning future offerings and achieving higher success rates within our discipline.

We will begin with creating assessment tools for CIS 5 Fundamentals of Programming Logic using C++, our beginning programming class. Students who take CIS 5 are working towards a Computer Applications certificate or one of our many mini-certificates. This course is also a 4 year college transferable course.

We will also assess CIS 93 Computers for Beginners. This is a fairly new course within our discipline that meets the needs of a true beginner to computers. We want to assess this course to be able to establish whether we are meeting the needs that our student learning outcomes suggest.

Next, we plan to add to our assessment of student learning CIS 3, Computer Applications for the Working Professional. This course is designed to meet the needs of the office and teaching professionals who require a more specific knowledge of office application software than those in our Introduction to Computers CIS1A course.

The 3 courses listed above along with CIS 1A, which is currently part of our assessment plan, all serve as introductory courses in our discipline. Student Learning Outcomes within each have been developed and rewritten in the past year. Assessment of each will provide us valuable feedback for both these individual courses as well as for the more advanced courses that they feed.

As far as program level assessment goes, we have 1 state approved program (certificate). Simulation and Gaming program has SLOs established at this point and have been approved. We also have several “mini certificates” or shorter length certificates. All of these certificates have SLOs identified. Our highest priority option is to deliver post-tests to students at the point of certificate completion. To do so, we need institutional support to trigger the necessary automated communication or test delivery. Since we believe we will not be the only discipline who can benefit from such a program level assessment tool, we hope to see this come to fruition. We also will make an attempt to consider other program level assessment tools. A survey (instead of a test) could provide some useful assessment feedback. For our state approved program, we can make use of state generated statistics taken from industries which are broken down by community college.

BUS SLO and Assessments

- ◆ The discipline discussed what might cause the percentage of valid grades to be lower than average for Accounting 1A but higher than average for 1B. The general consensus was the poor preparation for entry into 1A and the “survivor” factor as the cause of higher than expected rate for Accounting 1B. Business 18A & 18B both had a higher than

expected percentage of valid grades. While there was extensive discussion, the discipline did not formulate any hypothesis. It was decided that further discussion and deeper investigation would benefit our understanding. No action was taken.

- ◆ When comparing the ethnicity of students, African American students obtained valid grades at a significantly lower level than should be expected. Asian students had a higher than expected percentage. No other grouping showed significance, including gender. While the data was not surprising, we were unable to come to a point where we might take action. We did discuss the fact that this data supported the need for such projects as UJIMA and the Learning Community project.
- ◆ Since there was a significantly higher percentage of students with education goals of earning an AA or BA, the discipline has been actively trying to get all of our students to declare their major and establish an Ed. Plan to complete their AS degree.

These were the only actions taken after discussion. Further study would be appropriate, but the resources necessary to make full (and continued) use of this data are not available to the discipline.

Assessment of Selected Course: Business 10

The Business Administration Discipline has made significant progress in assessing mastery of Student Learning Outcomes (SLO's) for its introductory, or gateway, courses.

An assessment was created for Business 10, Introduction to Business. The assessment consisted of ten multiple choice questions, all of which related directly to the Student Learning Objectives contained in the Course Outline of Record. The assessment was administered during the first two weeks of the semester by instructors teaching Business 10 to establish a baseline level of knowledge of concepts described on the Student Learning Objectives. The same assessment was given during the last week of the semester to measure the extent to which student mastery of the SLO concepts was achieved.

A plan was developed to extend SLO assessments to other introductory, or gateway classes beyond Business 10. It was agreed that assessments would be created and administered for Accounting 1A- Principles of Accounting I, Marketing 20- Principles of Marketing, Management 44- Principles of Management, and Business 18A, Business Law I. It was further agreed that an assessment would be created and administered for Real Estate 80, Real Estate Principles.

Assessments for MKT 20, MAG 44 and BUS 18A were created and administered during the first two weeks of the semester. The results from those assessments are being collected and tabulated. The same assessments will be given during the last week of classes for BUS 10 as well as the three classes listed above and reports will be generated detailing the results of the pre-semester and post-semester assessments.

With the creation and administration of the assessment for Real Estate 80, the Business Administration Discipline will have SLO assessment vehicles and procedures in place for all of its introductory courses.

Student Assessment Plan 2010

The discipline adopted the following Student Assessment Plan.⁴

SLO Assessment Plan for Courses

ROUND	COURSES	SEMESTERS
1.	Business 10	Spring 10, Fall 11
2.	Accounting 1A	Fall 10, Winter 11, Spring 11
	Management 44	Fall 10, Winter 11, Spring 11
	Marketing 20	Fall 10, Winter 11, Spring 11
3.	Bus 18 A	Spring 10, Summer 11, Fall 11
	Real Estate 80	Spring 10, Summer 11, Fall 11
4.	All other classes with numbering from 1-30	Fall 10, Winter 11, Spring 11
5.	All other classes 31-60	Spring 11, Summer 11, Fall 11
6.	All other classes 61-99	Fall 10, Winter 11, Spring 11
7 – 13.	Repeat the cycle 1-6	

- ◆ Each course will have a pre-test and post test developed by subject area faculty and reviewed by discipline.
- ◆ The pre-test should be administered preferably by the end of the first week of the term but not later than the second week of the term.
- ◆ The post test should be administered as close to the final exam session as possible or administered at the same time as the final.
- ◆ This could be modified as schedules / course offerings require.
- ◆ In some discipline subject areas, with the majority of course offerings in a given range, this schedule could be accelerated (i.e. doing one half of them a round earlier)

CAT SLO and Assessments

Outcomes Assessment Activities

The CAT discipline began documenting assessment of student learning outcomes in CAT/CIS 3-Computer Applications for Working Professionals, CAT 30-Business English, and CAT 62-Records Management.

⁴ Action taken 12/1/06, Business Discipline Meeting

The CAT/CIS 3 class is 3-unit, cross-listed course. In any given semester there is never more than 2 sections of CAT/CIS 3 offered. A full-time faculty member teaches at least one section.

The CAT 30 class is a 3-unit, course required on at least 2 CAT program certificates. This course specifically addresses the needs of CAT program students who intend to obtain jobs in the local workforce. The need for this specific course is supported by our local CAT advisory subcommittee. The Riverside City Campus CAT discipline maintains a planned offering of certificate courses, including CAT 30. One section of the course is offered per semester. Students needing campus/hybrid instruction may opt to take CAT 30A, B, C which is an equivalent course to CAT 30. The 30ABC courses are offered in three segments in an individually-paced mode with an instructor.

The CAT 62 class is a 3-unit, course required on at least 2 CAT program certificates. This course addresses international and industry standard filing rules for various records, including electronic records, introductory records and information program management, and filing systems and equipment. The need for this course is strongly supported by the local CAT advisory subcommittee. The Riverside City Campus CAT discipline maintains a planned offering of certificate courses, including CAT 62. At least one section of the course is offered per academic year and is generally not taught in the summer or winter sessions. This course has been identified as a specialized course offered only in the online format.

Effectiveness – Methods and Assessment

In all courses assessed standard syllabi, using the course outlines of record as a guide, were developed in conjunction with a common final exam and tested in Spring 2010, and Fall 2011. Analysis of the data is preliminary.

CAT/CIS 3: In Fall 2010 and Spring 2011 the CAT/CIS 3 final exam covered all Microsoft Office Applications. There were two parts: (1) using a software assessment program “Skills Assessment Manager” (SAM) to test hands-on computer application skills and (2) using WebCT course delivery system to answer textbook concepts questions regarding each computer applications program studied. It appeared that we have equalized knowledge with respect to all applications taught.

CAT 30: The final exam is a multiple choice assessment of 150 items. Students must provide the grammatically correct response when given various choices. The final exam contains an even mix of all areas of grammar and punctuation as listed in the student learning outcomes of our course outline of record.

CAT 62: The final exam is a multiple choice assessment with 50 points worth 2 points per question item. The student must provide correct responses to questions related to filing rules, filing order, indexing and coding, records management, and filing equipment and systems.

STUDENT LEARNING OUTCOMES

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

1. Discuss records and information management professions.
2. Create, maintain, and dispose of paper and electronic records.
 - a. Identify different records media in the workplace.

- b. Identify ARMA filing rules.
 - c. Apply basic filing rules and procedures to paper records.
 - d. Apply alphabetic indexing rules to computer applications software (electronic records).
3. Demonstrate subject, numeric, and geographic filing methods.
4. Compare various methods of filing and electronic records management.

F. Collaboration with Other Units Including Instructional, Student Services or Administrative Units (Internal)

CIS Collaboration

- a. Work closely with Tutorial Services to make sure there are tutors available in the CIS discipline each semester.
- b. Work with the Evaluations department to make sure that all eligible students apply for and are awarded their certificates.
- c. Worked closely with the Outreach department to facilitate and participate in outreach activities throughout the year.
- d. Coordinate with the Counseling department to keep counselors aware of the new Game Art certificate, game programming classes and to discuss how to direct students into the correct entry level computer course.
- e. Coordinated with Marketing and IMC to have photographs and video footage taken of Game Art classes, students, instructors, student work.
- f. Collaborated with the Art department to include some of their courses in our Game Art certificate. As a result we enhanced the value of this certificate to our students and future employers.
- g. Collaborated with the Art department to include some of their courses in our Game Art certificate. As a result we enhanced the value of this certificate to our students and future employers.
- h. Collaborated with the Art department to include some of their courses in our Desktop Publishing certificate to fulfill the need for drawing and art skills within this certificate.
- i. Collaborated with Library faculty in an effort to work toward team teaching of CIS-1A in the future. This would allow Library faculty to teach the information research skills part of the curriculum while we continue to teach the other skills, thus enhancing the students' general skills requirement.

- j. We maintain regular communication with our outreach representative in communicating with the local high schools on the campus' degree and certificate programs.
- k. We also work closely with our tutorial services representative and recommend students from our classes to serve as tutors for other students.
- l. Applications for Certificate forms have been distributed increasingly in more classes accompanied with information and discussion of the benefits to students. This activity has found that many students are uninformed about the college's certificates and patterns. Likewise, it's been found that many students are uninformed about differences between earning certificates and degrees.
- m. Met with the one faculty member from the Art discipline in planning future related courses to support the Simulation Gaming Program.
- n. Participated in the district's occupational marketing committee in the development of various promotional materials (brochures, leaflets, booklets, flyers, and displays).
- o. Collaborated with counseling department at semi-annual campus retreats. Work closely with Math and English discipline faculty in Title V Basic Skills improvement programs. Title V seeks to improve students' skill levels in reading, comprehension, and math all crucial to successful completion of all computer courses.

BUS Collaboration

Most outreach is coordinated through the outreach offices and counseling with the high schools and various recruitment activities. The discipline has provided current information for slide presentations and other handouts as needed. The College's Web site, schedules of classes and annual catalogues remain the primary tools for student outreach and recruitment.

Business & Industry

The discipline interacts with business and industry. This is done through the Advisory Committee process and through individual efforts.

CAT Collaboration

- a. We work closely with our vocational counselor to be sure she understands and has materials for each of our certificate programs and classes.

- b. CAT 3, 30 & 31 – focusing on basic computer, grammar, and writing skills, are included in certificates from other disciplines including Paralegal, Medical Transcription, Medical Assisting, and Banking.

G. Outreach Activities

BITS Outreach Activities

Moreno Valley College Outreach Services works within the local community and in the high schools to educate, promote and encourage prospective students (inclusive of non-English speaking students) to better understand Moreno Valley College enrollment processes, concurrent enrollment opportunities, and upcoming special events or field trips to the college. Our goal is to provide students with the necessary tools to make informed decisions about current and future opportunities available at Moreno Valley College.

Objectives:

Our goal is to increase awareness of Moreno Valley College CIS programs and to increase enrollment rates in the CIS discipline. We want to help prospective students to better understand the CIS programs and course offerings and make informed choices during admission.

Activities

We work closely with the Outreach department on the Moreno Valley College campus:

- a. Design of updated CIS discipline pamphlets explaining the various certificates offered, and distribute those at appropriate meetings and sites
- b. The Moreno Valley College CIS computer lab in the SCI 151 allows the Outreach Department the use of our computers for the first two weeks of each term to handle the overload of students wanting to sign up for classes through Web Advisor.
- c. Using VTEA funds we created multiple flyers and brochures to advertise our classes and certificates to new and existing students throughout the year.
- d. We have expanded Outreach Services throughout the local Moreno Valley communities and high schools. We offered more presentations, workshops and Information Booths.
- e. Student Ambassadors served our local high schools by meeting with prospective students on a weekly basis.
- f. Outreach hosted various high school visitations to the Moreno Valley College Campus for a variety of student and community groups including: traditional seniors; ESL students; Special Needs groups; and adult school students.

- g. Each spring term, Outreach hosts special visitations to the Moreno Valley College Campus for 6th grade students from local Elementary schools.
- h. We have participated in several college fairs in the local community and high schools.
- i. The Simulation and Gaming club on the Moreno Valley College campus has hosted several gaming tournaments to further our colleges offerings in this field..

Future Plans:

- a. Our future plans include more high school visitations with CIS faculty to promote our programs. We currently have several more outreach events planned for this school year and plan to increase our outreach efforts in the coming year.
- b. To promote the Game Art certificate, we are implementing new outreach strategies to reach prospective students in the community such as:
 - 1. Creating a Moreno Valley College Gaming Web Site with detailed information on the Game Art certificate course sequence, course descriptions, instructor biographies, and admission information as well as pictures of game classes, instructors, students, student work, and the Student Game Creation Club members and events.
 - 2. Creating a short five minute video showing the gaming classes, instructors, students, student work, Student Gaming Club events, and information on the Simulation and Game Program at each campus. The video will be placed on YouTube and there will be a link on the RCC Gaming Web Site.
 - 3. We will evaluate and refine these new outreach strategies to reach out to new and potential Simulation and Gaming students.
- c. All of our part-time CAT faculty members are active in the community, and have established an excellent working relationship with individuals who are serving and actively participating in our Advisory Committee.
- d. These Advisory Committee members have helped us rewrite the curriculum for our certificate programs.

H. Long Term Major Resource Planning

CIS/CAT Major Resource Planning

As the Technology Resource Committee (Standard III C) determined, computer equipment replacement needs to be planned. Discussions within the committee suggested replacement should be over a 3 to 4 year period, based on budget and technology involved. This prevents hardware and

software from becoming completely outdated. With this in mind, we strongly recommend that the budget include $\frac{1}{4}$ of the replacements each year to achieve a complete updating over the 4 year period. Due to the number of computers, printers, and projectors in our labs and classrooms that support our programs as well as students in other programs, we consider this to be part of our major long term resource planning. Moreover, most of the computers involved here are already in need of replacement.

The Business Discipline identified relevant resources as technology, facilities, and faculty. Funding was not addressed per se, except when grant funding resources were utilized, since the funding to the district and its allocation to the discipline are dependent on State funding levels and the new campus-based budgeting / allocation model.

Moreno Valley College

The campus has the Science and Technology computer lab which services all of the students on campus enrolled in BUS, CIS, CAT, other occupational courses and programs. The campus currently has five classrooms with desktop computers, two classrooms with mobile carts equipped with notebooks. Due to budget cuts, all of our classrooms have been asked to continue to use the already outdated computer systems that should have been replaced several years ago. All of the computer systems on the Moreno Valley College campus now require replacement.

Moreno Valley Colleges photography courses have also been adversely effected by systematic budget cuts. This program has been forced to continue to utilize outdated photography equipment over 5 years old.

Summary and Totals

Moreno Valley College computer replacements total: \$899,500.

Moreno Valley College photographic equipment replacement total: \$150,000

BUS Major Resource Planning

Moreno Valley

Technology: Thanks to the leadership of José Durán, Associate Professor, Business and his grant writing and VTEA funding, the Moreno Valley Campus has acquired current technology to use in the classrooms including a portable lap-top lab allowing business students online and in-class computer work. This has allowed for innovative teaching and technical currency in the courses taught at that campus. Furthermore, students have access to computer technology at the BUS/CIS computer lab as well as at the library. Wireless Internet is available campus-wide to all students with personal lap-tops.

Facilities: The entire Moreno Valley Campus is impacted by more students than available classrooms especially during the evenings and peak daytime class periods. While the Discipline has addressed this by aggressively offering hybrid and online classes, the traditional learning environment on face-to-face classes has been severely short-changed and students seeking this learning environment are not getting the class offerings suited to their needs / desires.

Full Time Faculty: Due to prior retirements, at this writing, there are only 2 full time Business Discipline faculty members (Durán, Honoré). One is split between CIS and Business and the third teaches only Accounting. This is not adequate for necessary offerings of Business Law, Real Estate, and the full array of the Business, Management, and Marketing classes, even with the capable support of adjunct faculty. One faculty member is planning to retire at the end 2014-2015 year and the other approximately 2015-2016 year which will leave the campus discipline severely short-handed. *Faculty members with the ability to teach two or more discipline subjects will be desperately needed* for the department in Moreno Valley. The college and department will be greatly impacted as the ongoing budget crisis continues in providing for the discipline's range of offerings and certificates.

Inter-Campus Resource

Full Time Faculty: The Real Estate program is offered on all three campus with multiple courses for initial entry into the field and for further professional development. The program has no designated faculty member background to provide subject-area leadership and the discipline determined that this must be addressed to provide the program leadership, a liaison with the industry, and a knowledgeable person to assure the program is current and responsive to industry trends and changes. The discipline felt that a Real Estate faculty member assigned to one campus, Norco, could provide leadership and coordination for courses at the other two colleges.

I. Summary

The discipline has worked cooperatively across the campuses to coordinate online offerings and plan those offerings so that they are balanced, do not undercut each other or traditional classes. The Discipline Matrix for this has been effective, although not perfect, and has served as a model by Open Campus.

Overall Assessment of Discipline

- a) On the positive side, despite being understaffed, we have created and added several new areas of concentration in the past five years. We consider this a significant accomplishment.
- b) We offer a broad array of instructional formats, Traditional, Web-Assisted, Hybrid, and Online courses in most of the subject areas within the discipline.
- c) We rely heavily on adjunct faculty to deliver the majority of our course offerings.
- d) On the more frustrating side, the discipline struggles with acting as a whole. There is no assigned support staff member to be the repository for discipline records, to facilitate advisory meetings, etc. While individual faculty members attempt to do this, some more than others, the discontinuity between discipline tasks and priorities and actual teaching

and campus-based committee work or department work results in lost documents, incomplete processes, etc.

- e) Overall, while we are not always united or coordinated in our efforts, we have strong and dedicated full time and adjunct faculty who deliver a comprehensive curriculum.

Insights Gained

Through this program review process we have learned a few things and indeed, we do see ourselves differently.

- a) The discipline size and scope is unwieldy although the subject areas and foci are linked.
- b) Staffing on all three campuses is inadequate to provide for subject area leadership and the full range of offerings at each campus.
- c) Some of the full-time faculty were hired for one field responsibilities, but have had to “temporarily” fill in for other fields due to separations or retirements or other adjustments of assignments. The “temporary” nature of the assignments has been remained quasi-permanent, thereby diluting subject area leadership and resources and unfairly overloading some faculty members.
- d) While we are expected to function as a cross-campus/college discipline, there is no designated clerical or specialist position to provide support for and facilitate the Discipline’s functioning and needs for data collection and analysis, outreach support, and central recording and maintenance of discipline records. The IDS positions are focused exclusively on campus/college priorities. There is district-wide specialty support for data generation, etc.
- e) Because of the very broad scope of the discipline and its offerings, some faculty felt the business and discussion did not relate directly to their concerns and priorities. As a result of this, the Accounting subject area will be breaking off into a separate discipline. Other subject areas, while good candidates for breaking off, elected to remain as part of the Business Discipline.
- f) We learned from the banking industry that they are cutting back on training and want to shift their training resources into the outlying community. We therefore, have been presented with a unique training niche and have aggressively pursued this window of opportunity. In essence, we have learned that the banking industry needs are more than what we had understood them to be.
- g) Through our outreach to executives in the industry, we discovered a growing need for qualified candidates in insurance and financial services. We learned that employers in this industry were having difficulty identifying employment candidates with appropriate backgrounds in and knowledge of insurance products and insurance company operations.

This observation was confirmed by both local and statewide employment surveys. We responded to these needs by developing a degree and certificate program in insurance. This program is in the final stage of local approval prior to being submitted for State approval.

- h) We have witnessed an enrollment conflict between our online course offerings and our on-ground offerings. We are just now starting to understand this phenomenon and are quickly reacting to the increased demands of the online student population.
- i) We have a high reliance on adjunct faculty, as is typical across the district, to deliver our range of offerings. However, we do not have much adjunct faculty involvement in the workings of the discipline.
- j) The Discipline supports online instruction but that traditional classroom instruction remains the best educational method and should be kept viable and attractive to our students. All the subject areas in the discipline involve team and real-people interactions and classrooms and face-to-face instruction is important in preparing students for these business environments. At the same time, student demand requires that we focus on providing the best online offerings possible.
- k) From the Statistical Analysis, we identified that African American students obtained valid grades at a significantly lower level that should be expected. Asian students had a higher than expected percentage. No other grouping showed significance, including gender. While the data was not surprising, we were unable to come to a point where we might take action.
- l) The overall results of the discussion regarding the statistical analysis was that there were no significant findings from most of the data reviewed. The seven areas that did indicate significance were discussed and action agendas were developed for two of the areas. The area selected to take action first was to encourage students to complete AA & AS degrees and establish Ed Plans which detail their own graduation requirements.
- m) The data also clearly supported the need to provide additional services for African American students if we expect them to have valid grades at the same level as the average student.
- n) As a response to the growth opportunity in the international business arena, the Business Discipline has developed a Locally-Approved Certificate for International Business and are in the process of having it been approved.
- o) The State of California, Employment Development Department has projected the annual employment of international business related positions to increase by 23% in five years. Currently, the average annual salary of an individual in an international business related position with moderate-term on the job training is \$25.79 an hour. Individuals with four-year degrees have an average annual wage of \$33.23 an hour.

- p) The 2-year and 4-year colleges in the San Bernardino-Inland Empire area do not offer International Business certificates or majors. The closest disciplines that are offered are International Relations and Business Administration with a course in International Business.
- q) The Discipline believes that offering International Business Certificate at Riverside Community College District adds a distinctive competitive advantage to the college

Internal Review

Moreno Valley College

- a) We need to be offering logistics and expanding our offerings in Management. We do not currently have the classroom or faculty resources (both full time and adjunct) to offer the full range of discipline courses and certificate patterns. Some of this is contingent on new faculty.
- b) We need to address the weakness in daytime enrollment and offerings
- c) The dependence on online and hybrid offerings to address the lack of classrooms available during peak evening and daytime hours has led to low retention.
- d) Overall retention is low.

Revised Vision / Summary

This program review has not resulted in a revised vision since it is the first one we have done. It has helped us focus on is:

- a) What we are as a discipline and our mission
- b) The issues of being united as a discipline as we separate into colleges
- c) The need for faculty in selected areas
- d) Evaluating student learning outcomes
- e) Updating Course Outlines of Record

The discipline will continue to work collaboratively across the campuses, with other disciplines as needed, and, most of all, will work to fulfill its mission statement.

The process of program review has generated strong and frank discussion, built bridges of collaboration, and focused our discipline meetings to specific tasks and deliberations.

Planning

- a) The discipline needs to continue planning and coordinating the scheduling of classes, both on-ground and on-line.
- b) The discipline has devised plans through its newly adopted standardized agenda to assess and address discipline planning issues.
- c) The discipline supports online instruction but that traditional classroom instruction remains the best educational method and should be kept viable and attractive to our students. It cannot be replaced by nor should it be supplanted by the cyber-learning. Thus the District and each College needs to continue to forcefully engage in long-range planning to address student population growth, addressing needs and physical instructional facilities expansion.
- d) The Campus/College leadership and the District leadership needs to utilize the finding of this report in its planning for adequate staffing.

Resources

The key resources needed are full-time faculty members to provide for teaching and leadership in the full array of the discipline's offerings.

The key resources needed at the Moreno Valley College Campus are faculty. By the end of 2012 or mid-year 2012, the discipline will only have 4 full time faculty members left. Three of these faculty members teach in more than one area; One faculty member teaches in CIS and Business; one faculty member teaches in CIS, ADM and ART; and one faculty member teaches in CIS, Business and Real Estate (The fourth full time faculty member is dedicated to expanding the Simulation and Gaming curriculum). Our discipline needs faculty in these areas:

- ◆ 1 Business / Management or Business /Marketing
- ◆ 1 CIS / Programming
- ◆ 1 Business Law / Business position

This would bring the staffing levels up to a level to allow full offerings in response to demand.

Inter-Campus

In order to fully address changing needs and technologies in the many subject areas within the discipline and reach the visions and goals identified in the program review, we need the following:

- A *functional* Dean of Business to serve the discipline *district-wide* to
 - champion Association of Collegial Schools and Business Programs (ACSBP) accreditation for all campuses;
 - provide leadership in program improvements, program development, and program marketing
 - Develop and administer special funding /grant
 - Serve as a nexus for discipline collaboration as well as a resource
 - Serve as a member of the management team to advocate for the discipline and the programs and for appropriate resource allocation in the budgeting process.
- A Real Estate program coordinator / faculty member who could be based at Riverside but who would serve the discipline's Real Estate program across all campuses.

Documentation

- The Discipline maintains a web-site for discipline discussion on various issues and for depositing document for review.
- The discipline meeting minutes and Assessment reports will serve as documentation of progress made. Additionally annual Program Review.

Assessment

- Assessment reports for each class assessed will be used to document that the assessments were done along with the assessment instruments.
- The discipline meeting minutes and Web-CT site will have evidence of the assessments.

SUMMARY OF GOALS, ACTIVITIES & FINDINGS

The Business Discipline established goals and methodologies to:

- Conduct Student Learning Assessments every semester to assess all gateway courses and eventually more advanced courses.
- Continuously review and update the Course Outlines of Record

The Business discipline has and will continue meeting regularly, both electronically and in teleconferenced and face-to-face meetings to:

- Collaboratively discuss course offering and offerings patterns
- Improve instruction and or course design based on assessment feedback
- Continuously improve and update our offerings for technical currency, employer/employee relevancy, and for transfer.

The Business discipline findings are summarized as follows:

- The Accounting subject area will break off into its own discipline.
- The cross-campus coordination of online offerings is effective overall.
- There is a concern about the balance of online and traditional classes.
- The discipline will continue to evaluate statistical data to assess changes and evaluate possible changes.

J. Recommendations to the Program Review Committee

The new direction to separate the Assessments from the major self-study will help! This Discipline has so many related-but-separate subject areas that it has been difficult to get a handle on meaningfully dealing with them all in the program review process. The annual program review update, which now breaks down the subject areas into discrete reports, will help address this.

We found the process to be good in that it focused the discipline on tasks to look at itself critically, but overall, found it to be cumbersome. This has a significant impact on faculty workload. The Business discipline would like to see it further stream-lined.