RIO SALADO COLLEGE

A MARICOPA COMMUNITY COLLEGE

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Rio Salado College

Organizational Management Program Review

Review Period: Academic Years 2016-2021

Review Conducted: AY2021-22

Rio's Academic Program Review Process is an essential component of the College's Strategic Plan. The 2020-2023 work is guided by the following college-wide goals:

Rio Strategic Goal 1: Increase student goal attainment 23% by 2024 with innovative and world-class experiences

Rio Strategic Goal 2: Offer 23 new micro-credentials by 2024

Rio Strategic Goal 3: Foster a culture of diversity, equity, inclusion, and belonging

Data relating to successful course completion, persistence, credentials awarded, and equity in program- and college-level outcomes across all student populations are aligned with the college-wide Key Performance Indicators that measure progress toward achieving the goals of the College's Strategic Plan.

I. Degrees and Certificates in the Organizational Management Program

AAS In Organizational Management: The Associate in Applied Science (AAS) in Organizational Management program is designed with a customized curriculum specific to the student's individual needs in addition to the knowledge and skills needed in today's changing workplace. The program provides leadership and communication skills and techniques for planning, organizing, leading and controlling business situations. This program also emphasizes procedures for effective resource allocation. A Certificate of Completion (CCL) in Organizational Leadership is fully embedded in this AAS.

CCL in Organizational Leadership: The Certificate of Completion (CCL) in Organizational Leadership is designed to prepare students with knowledge and skills needed in today's changing workplace. The program provides leadership and communication skills and techniques for planning, organizing, leading and controlling business situations. This program also emphasizes procedures for effective resource allocation. The CCL in Organizational Leadership is fully embedded in an Associate in Applied Science (AAS) in Organizational Management.

II. Program Purpose and Mission

The purpose of the Organizational Management Program is to give students foundational business knowledge while providing flexibility to pursue their individual career goals.

The Organizational Management program provides high-quality courses, flexibility in scheduling, and affordable tuition. The Program's courses are offered in either 14- or 8-week calendar options.

Students complete required Business courses, but retain the ability to select restricted electives from any industry/job related courses. This allows students to learn core business skills such as communication, human relations, management, and supervision and then apply these skills to the student's selected career industry.

The Organizational Management Program is uniquely designed to support students in their individually chosen professions. Students do not need to have a focus on a business career to engage in this program. For example, one student pursuing the Organizational Management program selected several language courses for their restricted electives. This flexibility allowed this student to apply knowledge gained from completing language courses as well as the required business courses to their work in the Hospitality field.

Alignment with college Strategic Goal 1: Increase student goal attainment 23% by 2024 with innovative and world-class experiences.

- OER (Open Educational Resources) – Of the six required courses in the Organizational Leadership CCL, two have been converted to OER materials and another will be converted during the Fall 2022 semester. The other three courses have textbook options below $50. Textbooks and available OER content are reviewed annually. The goal of this review is to identify and adopt low-cost or no-cost course materials to further assist with student goal attainment.
- Student completion of the Associates Degree increased 36% between 2019 and 2020. Though there was a decline from 2020 to 2021 that correlated with an overall college enrollment decline during the pandemic, completions are again increasing post-review period.
- Student completion of the Certificate has remained relatively steady throughout the review period, with no significant declines during the pandemic.

Alignment with college Strategic Goal 3: Foster a culture of diversity, equity, inclusion, and belonging.

- Adjuncts are supported with training, evaluations, and appreciation.
- Diverse images, names, and examples are incorporated in course content to represent a wide variety of student populations.
- Alt text, transcripts, and closed captioning are available to ensure course accessibility.

III. Student Population of the Organizational Management Program

a. Student Data Analysis

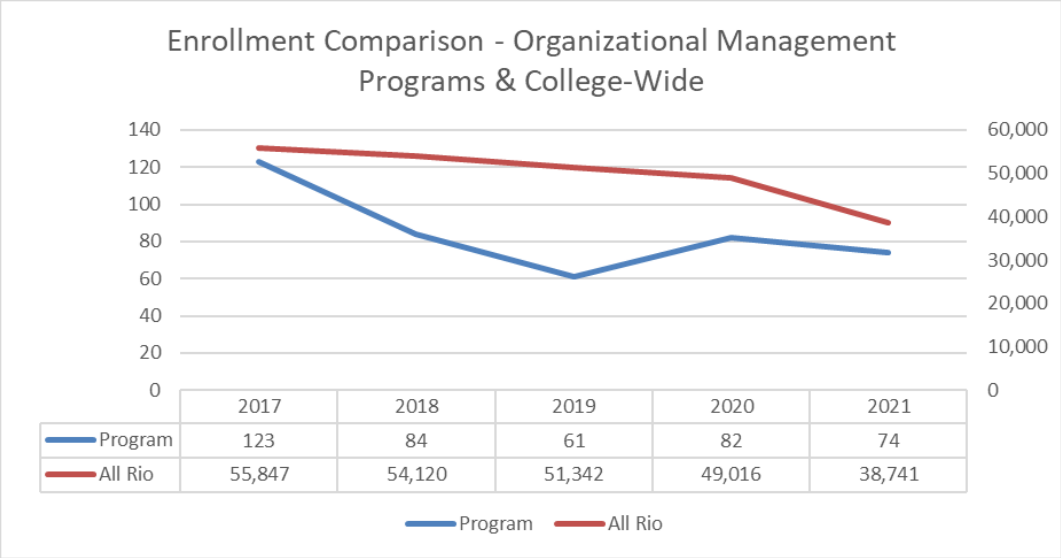
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Gender										
Female	170	69.1%	125	67.9%	82	64.1%	95	66.9%	85	71.4%
Male	72	29.3%	53	28.8%	42	32.8%	44	31.0%	33	27.7%
Other/Not Specified	4	1.6%	6	3.3%	4	3.1%	3	2.1%	1	0.8%
Ethnicity										
American Indian	4	1.6%	1	0.5%	1	0.8%	1	0.7%	3	2.5%
Asian	5	2.0%	6	3.3%	3	2.3%	1	0.7%		0.0%
Black or African American	43	17.5%	37	20.1%	31	24.2%	30	21.1%	20	16.8%
Hawaiian		0.0%		0.0%		0.0%	1	0.7%		0.0%
Hispanic or Latino	50	20.3%	47	25.5%	38	29.7%	42	29.6%	38	31.9%
White or Caucasian	134	54.5%	86	46.7%	53	41.4%	66	46.5%	57	47.9%
Other/Not Specified	10	4.1%	7	3.8%	2	1.6%	1	0.7%	1	0.8%
Age Group										
19 and under	6	2.4%	4	2.1%	4	3.1%	2	1.3%	2	1.7%
20-29	55	22.0%	39	20.1%	30	23.1%	44	29.5%	27	22.7%
30-39	100	40.0%	74	38.1%	51	39.2%	58	38.9%	41	34.5%
40-49	62	24.8%	50	25.8%	30	23.1%	31	20.8%	35	29.4%
50 and over	27	10.8%	27	13.9%	15	11.5%	14	9.4%	14	11.8%
First Generation										
Yes	183	61.8%	127	62.9%	87	63.8%	96	63.3%	80	63.3%
No	62	37.3%	53	34.8%	38	34.7%	43	33.0%	36	33.0%
Other/Unknown	1	1.0%	4	2.2%	3	1.5%	3	3.7%	3	3.7%
Financial Aid Recipient										
Yes	118	45.7%	79	42.0%	62	48.0%	62	42.0%	43	36.0%
No	140	54.3%	107	58.0%	67	52.0%	85	58.0%	78	64.0%

Data from 2021 indicates 71.4% of students in the Organizational Management Program are female and non-Caucasian students account for 51.2% of the Program's student population. This supports Rio's Goal 3 of the Strategic Plan to "Foster a culture of diversity, equity, inclusion, and belonging".

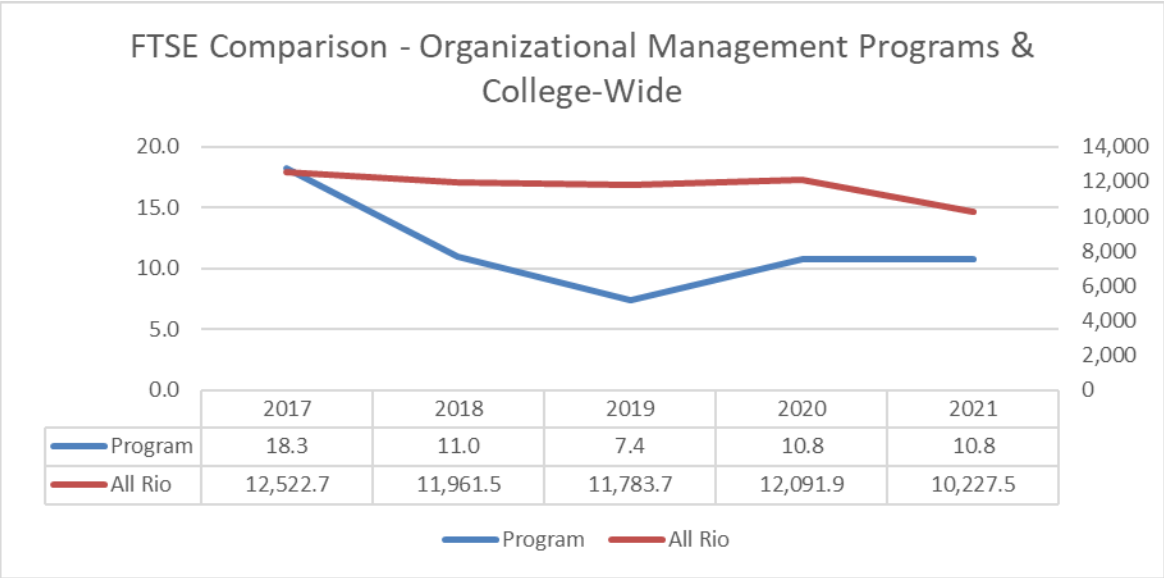
Over 63% of students fall into either the 30-39 or 20-40 age categories. Students who select the Organizational Management Program do so because they already have military, academic credits, or work history in a specific field and are now looking to apply those credits or experience towards an AAS degree. The percentage of first-generation students have remained relatively stable over the past five years, ranging between 61.8% - 63.8%.

b. Enrollment Trends

The Organizational Management Program experienced a sharper enrollment decline than the college in 2019 and a similar decline in 2020 and 2021. The 2020 and 2021 enrollment numbers correlate with the impact of the pandemic.



The Organizational Management Program experienced a sharper decline in Full-Time Student Equivalents (FTSE) from 2017 to 2021. However, Program enrollment data from 2020 to 2021 shows stabilization of the Program's FTSE.

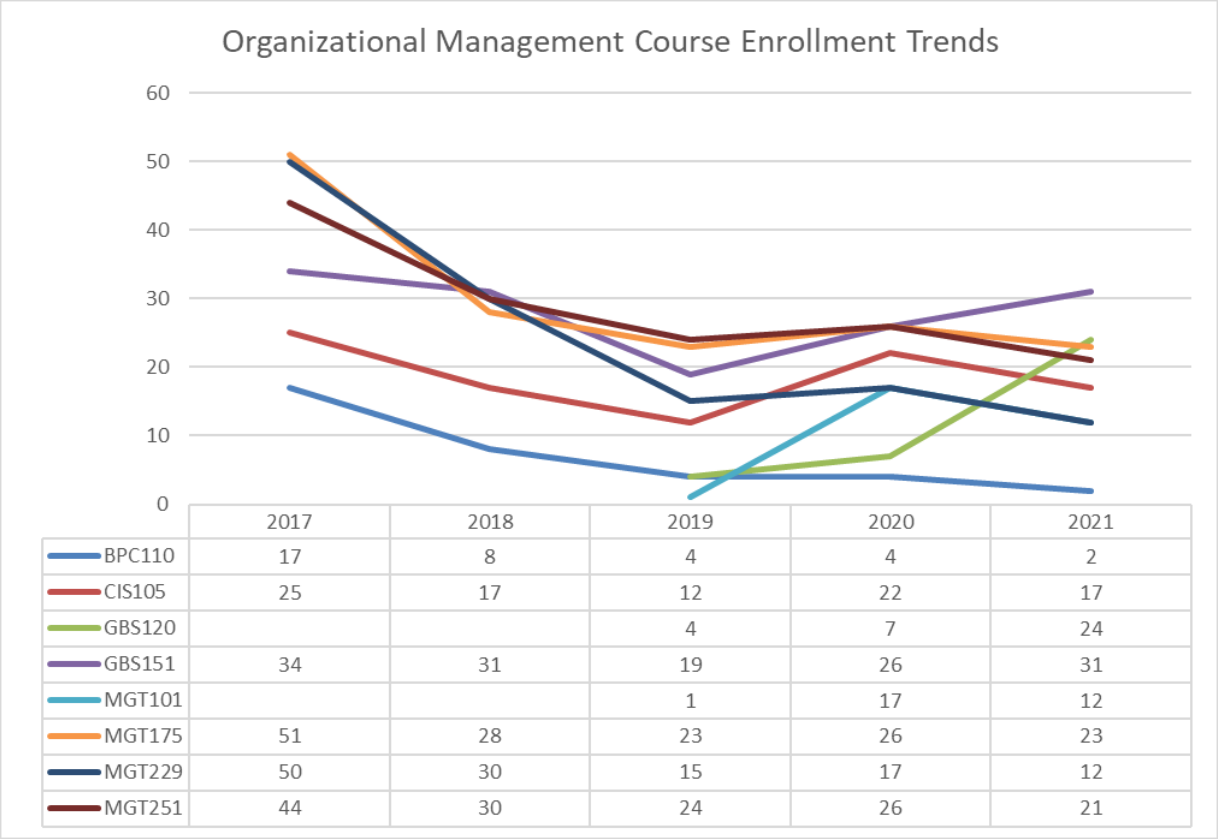


Data in the following chart indicates that the Program's highest enrollment Business courses are: GBS151 (Introduction to Business), GBS120 (Workplace Communication) and MGT175 (Business Organization & Management). All these courses are survey- type courses covering a variety of Business topics. Both GBS151 and GBS120 are required courses in the CCL. MGT175 is an "or" option with TQM240. However, since Rio does not offer TQM240, most students take Rio's MGT175.

GBS151 – Though there was a decline in the course enrollment from 2019-2020, there has been a steady increase in enrollment post-pandemic. In March 2022, this course transitioned to OER, which eliminates any cost of required course materials. In addition to being a benefit for current students, this should help increase future GBS151 enrollments.

GBS120 – The chart shows a significant increase in course enrollment from 2020 to 2021. During the District's Guided Pathways process, the AAS program requirements were moved from GBS233 (Business Communication) to GBS120 (Workplace Communication Skills), resulting in an increase in GBS120 course enrollments.

MGT175 – Enrollment has remained relatively stable since 2018.



	2017	2018	2019	2020	2021
BPC110	17	8	4	4	2
CIS105	25	17	12	22	17
GBS120			4	7	24
GBS151	34	31	19	26	31
MGT101			1	17	12
MGT175	51	28	23	26	23
MGT229	50	30	15	17	12
MGT251	44	30	24	26	21

c. Student Graduation Data

Student completions in the CCL and AAS are almost back to 2019 levels after showing a decline in 2020, due to the impact of the pandemic and other colleges moving more heavily into the internet instructional modality.

IV. Retention and Persistence

	2017		2018		2019		2020		2021	
	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention
BPC110	100.0%	70.0%	87.5%	62.5%	75.0%	50.0%	40.0%	40.0%	50.0%	50.0%
CIS105	91.2%	61.8%	100.0%	81.0%	75.0%	50.0%	85.7%	78.6%	86.4%	86.4%
GBS120					100.0%	100.0%	75.0%	75.0%	80.5%	63.4%
GBS151	97.7%	83.7%	84.4%	65.6%	89.5%	78.9%	63.3%	56.7%	64.3%	61.9%
MGT101					100.0%	100.0%	94.4%	94.4%	77.8%	72.2%
MGT175	92.5%	77.6%	96.4%	82.1%	87.0%	82.6%	86.2%	82.8%	73.5%	70.6%
MGT229	95.7%	81.2%	93.9%	81.8%	87.5%	68.8%	75.0%	70.0%	73.7%	73.7%
MGT251	97.1%	81.2%	93.9%	78.8%	76.0%	72.0%	79.4%	79.4%	65.5%	65.5%
Total	***95.4%***	***78.0%***	***92.9%***	***76.8%***	***83.7%***	***73.1%***	***78.5%***	***75.0%***	***73.2%***	***68.4%***

Course Retention Rates were negatively impacted by Last Date of Attendance (LDA) requirements, which were implemented in 2018. Historically, it was possible for students to remain on the course roster, without submitting any coursework, throughout the entire semester and then submit all coursework on or near the course end date. The LDA requirements no longer allow this option.

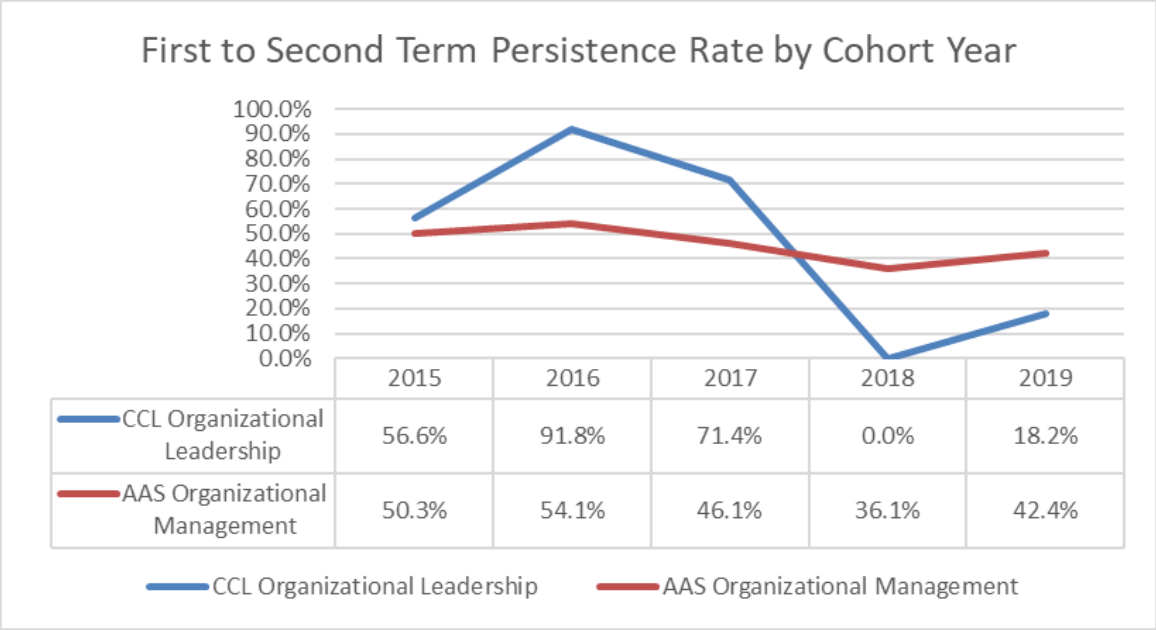
If a student is inactive for 14 consecutive days, they are now withdrawn from the course with a Y (withdrawn, failing). Student requests for reinstatement are approved for those who have a reasonable chance of successfully completing the course. Unfortunately, not all eligible students request reinstatement, even after multiple attempts to re-engage them in the course.

Retention rates from 2020 to 2021 have improved in several key courses. In an effort to further increase in-course retention, instructors send a Welcome Message to each student at the beginning of their course start date. If a student is inactive for 9 consecutive days, the instructor will message them, encouraging them to re-engage in the course. If a student approaches their course end date and is close to completion, the instructor will contact a student to remind them to submit remaining work. When necessary, instructors will recommend College's Tutoring and/or Counseling to students to assist with course retention and completion.

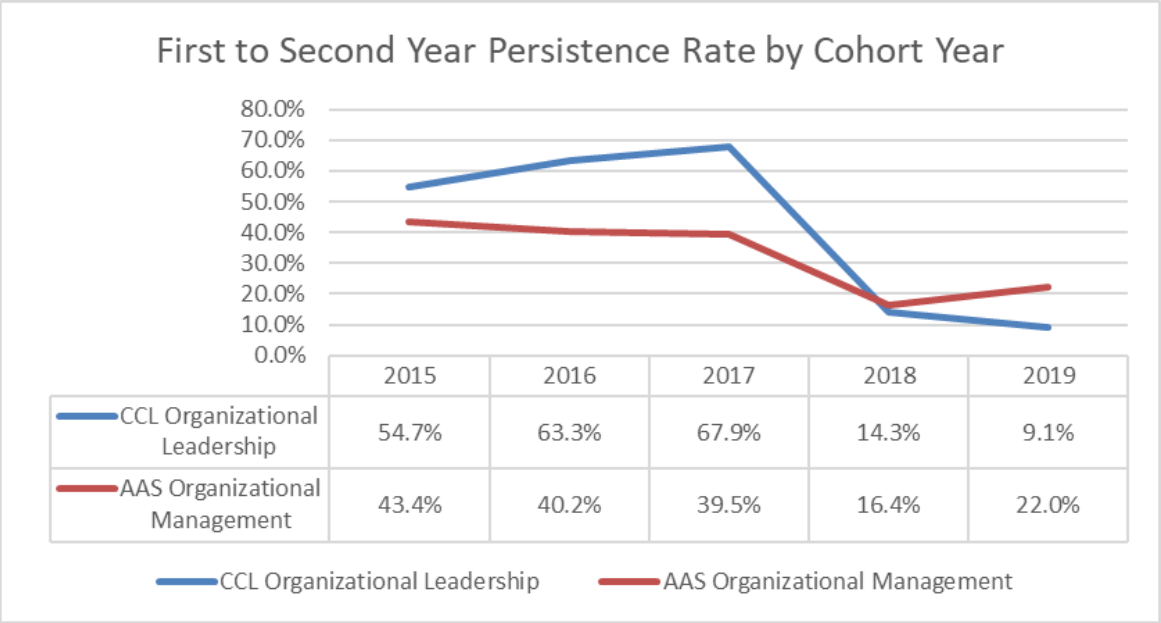
In addition to these manual interventions, the RioPACE (Progress and Course Engagement) predictive analytics tool displays a red, yellow, or green icon on the class roster that, based on the student's online behavior, is used to indicate each student's likelihood of course completion. Instructors can see the PACE icons when they review the course roster, which alerts them to reach out to students who may need additional support.

The following graphs represent persistence and award data for cohorts based on when students first declared their academic program. For example, students who declared their program in Summer 2016, Fall 2016, and Spring 2017 are grouped into cohort year 2017.

The percentage of AAS students that persisted from the first term to the second and first year to the second remained relatively constant for the 2015, 2016, and 2017 cohorts. Factors contributing to the decline in persistence rate for the 2018 cohort are detailed after the "First to Second Year Persistence Rate by Cohort Year" graph on the following page.

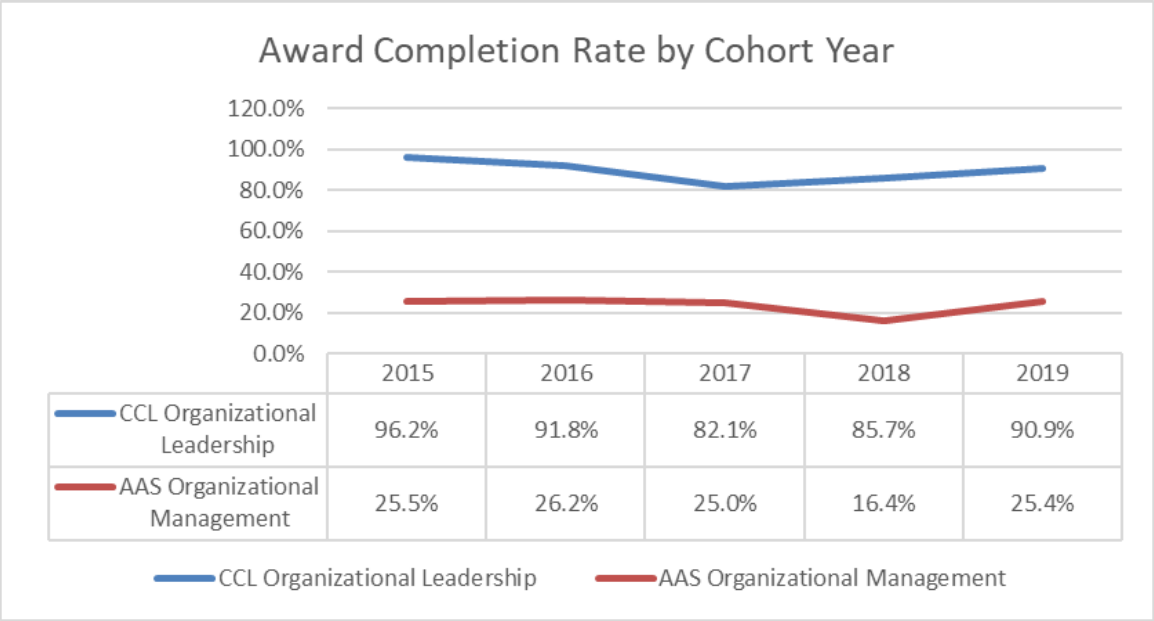


	2015	2016	2017	2018	2019
CCL Organizational Leadership	56.6%	91.8%	71.4%	0.0%	18.2%
AAS Organizational Management	50.3%	54.1%	46.1%	36.1%	42.4%



The percentage of AAS students in the cohorts beginning 2015, 2016, and 2017 that persisted from the first term to the next and the first year to the next remained relatively constant. Persistence for the CCL cohorts during this time actually increased. However, the 2018 cohort experienced a decline in year-to-year persistence for both groups. There were only 7 students in the 2018 CCL cohort, and 6 of them completed the certificate in the first term, which accounts for the 85.7% graduation rate reported in the Award Completion chart below. Students often do not declare their program when they first begin their college career, but instead, declare once they have earned sufficient credits for an award. Since 6 or the 7 students completed the CCL, they are not factored into the persistence rates as they are not expected to continue at the college. The 0% term-to-term CCL persistence rate in 2018 is a result of these 6 students completing the CCL and the remaining student not continuing their initial program.

The percentage of certificate-seeking students that earn the Organizational Management CCL is extremely high across all cohorts included in this review, which is a point of pride. The percentage of degree-seeking students that earned the AAs in Organizational Management had remained relatively constant, with the 2018 cohort experiencing a decrease. However, a greater percentage of students from the 2019 cohort have been awarded the AAS, which is an encouraging trend given that those students were completing their degree during the pandemic.



V. Program Learning Outcomes

1. Create and use effective oral, written, and visual business communication skills. (GBS120, (COM), (CRE), [FYC], [HU])

2. Critically evaluate the alternatives faced in business decision making to select the most effective and efficient solution. (GBS110, GBS151, MGT101, MGT175, MGT229, MGT251, TQM240, (CRE), [MA], [SG], [SQ])

3. Recognize ethical, legal, and global dimensions in business practice and how business integrates social responsibility into operations/decision making. (BPC110, CIS105, GBS110, GBS151, MGT101, MGT175, MGT229, MGT251, TQM240, [SB])

4. Research, locate, and evaluate business information in order to support evidence-based decisions. (BPC110, CIS105, GBS110 , GBS120, GBS151, MGT101, MGT175, MGT229, MGT251, TQM240, [FYC], [SB])

5. Use team collaboration to solve business problems. (BPC110, CIS105, GBS110, GBS151, MGT101, MGT229, MGT251,(COM), [HU])

6. Apply current technology to specific business tasks. (BPC110, CIS105)

7. Evaluate organizational structures and the functions of planning, organizing, leading, and controlling in a business setting. (GBS151, MGT175, MGT101, MGT229, TQM240)

As evidenced by the following data, the majority (%) of students enrolled in the Organizational Management program are performing at or above college level.

Learning Outcome	Assessment Method	Student Count	Students @ CL
Create and use effective oral, written, and visual business communication skills.	GBS120: Lesson 12-Final Project Part 1	24	75%
	GBS120: Lesson 13- Final Project Presentati	23	87%
	GBS120: Lesson 13- Final Project Slides	23	83%
	GBS120: Oral Presentation Recording	10	100%
Critically evaluate the alternatives faced in business decision making to select the most effective and efficient solution.	MGT175: Lesson 8 Exercise	29	90%
Recognize ethical, legal, and global dimensions in business practice and how business integrates social responsibility	GBS151: Lesson 3 Email Project	111	91%
	GBS151: Lesson 2 Essay	91	88%
	MGT251: Lesson 3 Memo	150	93%
Research, locate, and evaluate business information in order to support evidence-based decisions.	MGT175: Lesson 8 Exercise	29	90%
Use team collaboration to solve business problems.	MGT229: Lesson 7 Essay	37	89%
Apply current technology to specific business tasks.	CIS105: Final Exam Project	125	90%
Describe and evaluate organizational structures and the functions of planning, organizing, leading, and controlling in a business setting.	MGT101: Lesson 1 Essay	38	89%

VI. College-wide Student Learning Outcomes

In addition to the program-level outcomes addressed above, Rio Salado College places a high priority on developing core competence in the following areas:

1. **Critical Thinking:** The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level
2. **Information Literacy:** The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given research task.
3. **Oral Communication:** The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
4. **Reading:** The student will demonstrate the ability to comprehend a variety of materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing the author's purpose and bias, and applying the text to a given task or course content.
5. **Writing:** On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

For more information: http://www.riosalado.edu/about/teaching-learning/assessment/Pages/SLO.aspx

Class	Critical Thinking	Reading	Information Literacy	Oral Communication	Writing
BPC110	Y	Y	Y		Y
CIS105	Y	Y	Y		Y
GBS120	Y		Y	Y	Y
GBS151	Y	Y	Y	Y	Y
MGT101	Y		Y		Y
MGT175	Y	Y	Y		Y
MGT229	Y	Y	Y	Y	Y
MGT251	Y		Y		Y

The goal is that at least 80% of students perform at a college level in each of the college-wide students learning outcomes. An analysis of assessment data for GBS151 and MGT251 showed that the target was not met for several key assignments, so the following Plan-Do-Check-Act (PDCA) improvement cycles were initiated.

PDCA: GBS151 – Introduction to Business

PLAN**:** Data from 3/4/2019 to 10/18/2020 revealed that less than 80% of students were performing at a college level on the Lesson 7 Essay in all areas of the rubric, including Critical Thinking and Writing.

DO: In an effort to focus on the areas of concern, the assessment was modified so that, instead of having students create an investment portfolio themselves, they were asked to select from three portfolios.

CHECK: Current rubric data was pulled for the course version that began 10/19/20. The percentage of students performing at a college level pre- and post-intervention are included below.

Rubric Category	Pre-intervention (3/4/19-10/18/20)	Post-intervention (10/19/20-current)
Completeness	68%	74%
Knowledge and Analysis (Critical Thinking)	73%	83%
Writing	70%	73%

ACT: The percentage of students performing at a college level in Writing still has not met the goal, but there was a notable improvement in Critical Thinking. This is a challenging assignment since many students are not already familiar with investments, and additional Writing interventions are planned for AY2023.

PDCA: MGT251 – Human Relations in Business

PLAN**:** Data from 5/4/20 to 6/30/21 revealed that less than 80% of students were performing at a college level on all but three of the Writing assignments in MGT251. A careful review of assessment feedback indicated that students were losing points for not citing correctly and not following all instructions with regard to research, format, and original content.

DO: Additional clarifying language was added to all written assignments. An example of the revised instructions is shown below:

1. Your Presentation Report will consist of a written report which must be composed using the Lesson 2 Presentation Report Template in Microsoft Word and includes the five sections indicated in the box below, along with an Introduction and Conclusion. Please label each major section of the report with a heading.

2. Your report must include specific citations as instructed in the template. These citations must be from the lesson and resources on Workday included in the assignment. Additional sources may be used. Directly quoted material should make up no more than 10 to 20% of your presentation and paraphrased materials no more than 50%. The balance of the content should be your own words.

3. When answering each question, be sure to define any term(s), elaborate in your own words, and provide a detailed example of the concept or personal scenario to demonstrate the application of the concept.

4. Make sure to cite any references you use. All references must be cited in APA format as noted in Lesson 0.

CHECK: The results below indicate improvement in the writing scores, although not all have met the target. It is encouraging that by the Final Project, students are averaging 90% in writing, which is up from the average of 63% on the first assignment.

Assessment	**Writing** **5/4/2020 - 6/30/2021**	**Writing** **7/1/2021 - 9/14/2022**
Lesson 1 Report	60%	63%
Lesson 2 Presentation Report	54%	58%
Lesson 3 Memo	69%	79%
Lesson 4 Report	76%	85%
Lesson 5 Proposal	71%	72%
Lesson 6 Report	72%	73%
Lesson 7 Report	73%	78%

Lesson 8 Report	85%	85%
Lesson 9 Report	69%	73%
Lesson 10 Report	71%	71%
Lesson 11 Report	76%	76%
Lesson 12 Report	87%	84%
Lesson 13 Final Project	86%	90%

ACT: It is encouraging that by the Final Project, students are averaging 90% in writing, which is up from the average of 63% on the first assignment. Since students are exceeding the goal by the end of the course, no further interventions are planned at this time.

VII. Impact of Co-curricular Programs

Overall data shows a positive correlation between participation in co-curricular activities (Honors, Phi Theta Kappa, National Society of Leadership and Success) and academic performance. Though there appears to be a decline in performance relative to oral communication, the number of students engaged in co-curricular activities who are also taking courses that assess oral communication is too small to inform change.

Learning Outcome	All Student Activities	Activities at College Level	Percent of Activities at College Level	Co-Curricular Activities	Co-Curricular Activities at College Level	Percent of Co-Curricular Activities at College Level
Critical Thinking	54,172	47,097	86.9%	808	727	90.0%
Information Literacy	95,170	80,448	84.5%	975	832	85.3%
Oral Communication	529	449	84.9%	10	7	70.0%
Reading	71,039	54,610	76.9%	906	761	84.0%
Writing	75,312	55,818	74.1%	1135	949	83.6%

Though none of the required courses in the Organizational Leadership/Management program are offered as Honors courses, SBU200 (Society and Business) is offered as an Honors course and is designated under Social-Behavioral (SB) Sciences. Therefore, students completing the AAS program may select SBU200 to meet the SB requirement.

Honors students in SBU200 must provide an additional recommendation in the Lesson 3 Essay, must include an additional recommendation and source in the Lesson 9 Case Study, and must answer two additional questions in the Lesson 13 Final Project.

VIII. Effective Teaching

A key goal of the Business Department is providing timely support and assistance to adjuncts. This goal is accomplished through training, coaching, annual evaluations, revising and enforcing policies, and providing ongoing communication.

Upon hire, adjuncts are required to complete AFD101 (an online orientation workshop) as well a Department training course (AFD150). Adjuncts receive mini evaluations as well as formal evaluations on an ongoing basis to ensure compliance with Department Policies and Procedures. Every instructor receives at least one evaluation annually, and, as needed, adjuncts are provided additional one-on-one training. When necessary , assignment feedback is reviewed by the Faculty Chair and/or Instructional Coordinator to ensure feedback is accurate, personalized, and appropriate for the course level.

Adjuncts also participate in All-Faculty Meetings twice per year to ensure they are informed on all current and new Policies and Procedures.

In early 2020, the Department's Policies and Procedures were moved into an online training class accessible via RioLearn, the college's Learning Management System.

During the 2021/22 academic year, the Department's Adjunct Training was also moved to Rio Learn to serve as Department Training for all new adjuncts as well as a reference for existing instructors.

The work on this project took over a year and included:

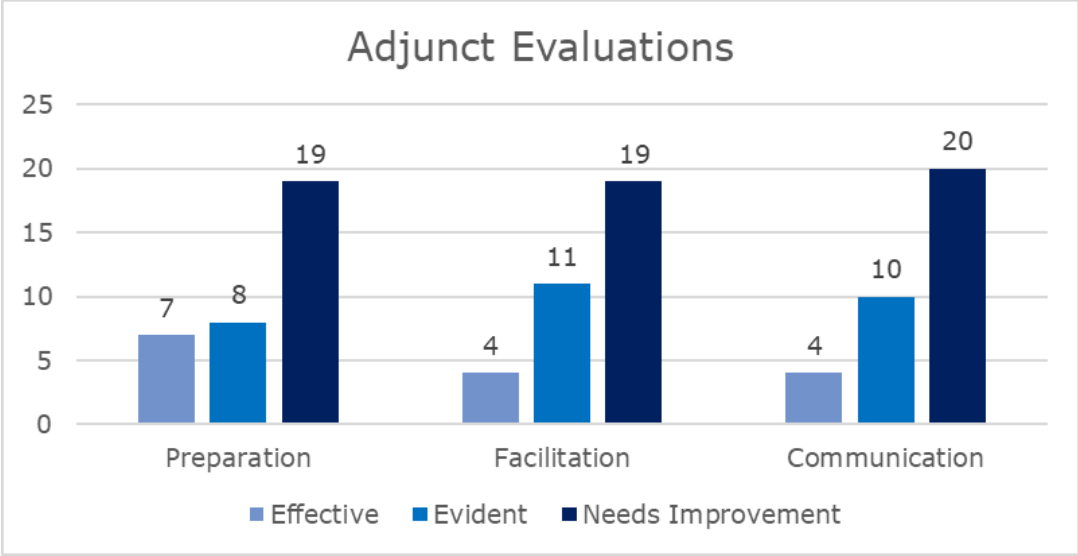
- Moving all Department Policies and Procedures into Training Modules along with examples, screenshots, and self-assessment activities.
- Setting up a glossary of main concepts to ease in searching by adjuncts.
- Sharing the completed course with peers – many are using the content as the basis for their own Department course.
- Working with Instructional Design to set up a new Adjunct Faculty Development course in order to formally enroll new instructors in the course.
- Working with the Media Department to add a link to the Training Modules, along with navigation, to all existing Business courses. These links allow adjuncts to access the modules from the course (s) they are teaching as well as from the Department's SharePoint site.

The format and interactive activities within the Training Module will help ensure that all adjuncts fully understand and will implement all Department Policies and Procedures.

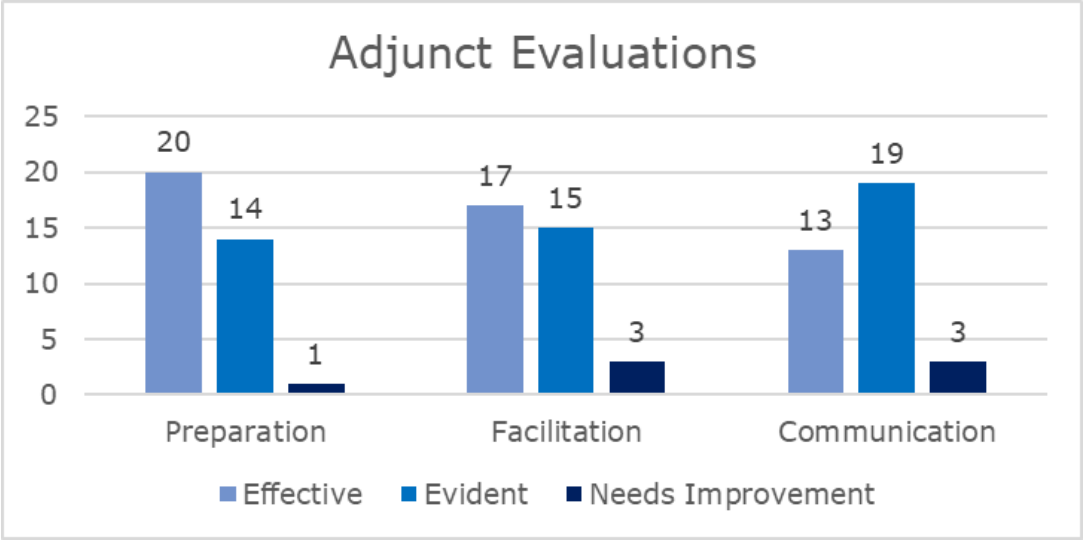
During the Spring 2022 All-Faculty Meeting, adjuncts spent time reviewing policies (on their own) using the Department Policies & Procedures course, then they completed a self-assessment survey to test their knowledge of key policies and provide their feedback on the course. These training initiatives positively correlate with improved performance on annual instructor evaluations.

As of September 2017, the Department had 55 active adjuncts teaching online, print, or hybrid courses. Of that 55, most of the adjuncts in the Department had been teaching for the Business Department for 2 or more years. Despite the experience, the quality of teaching was lower than acceptable.

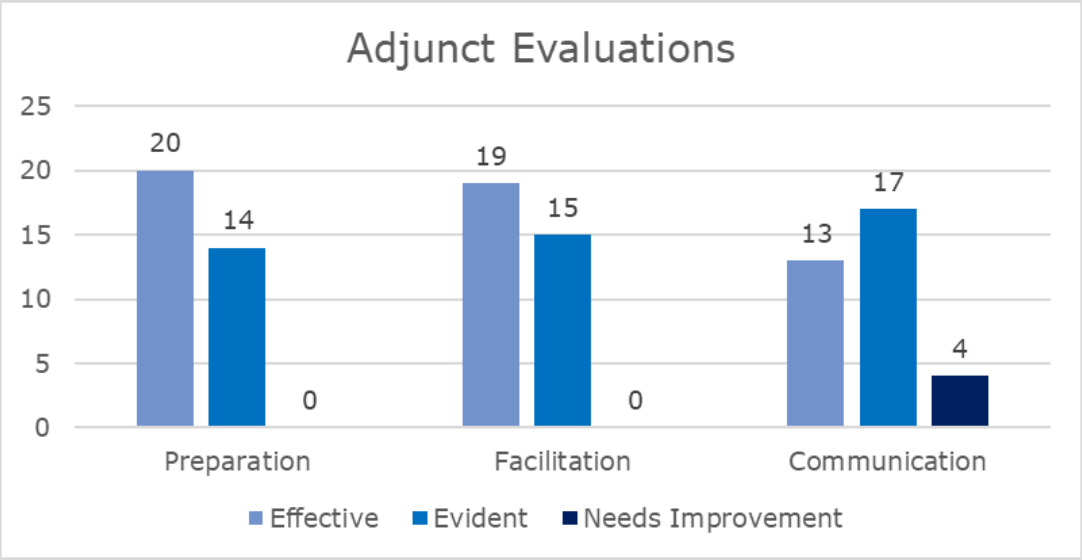
34 evaluations had been completed, and the results showed significant room for improvement in all three areas evaluated:



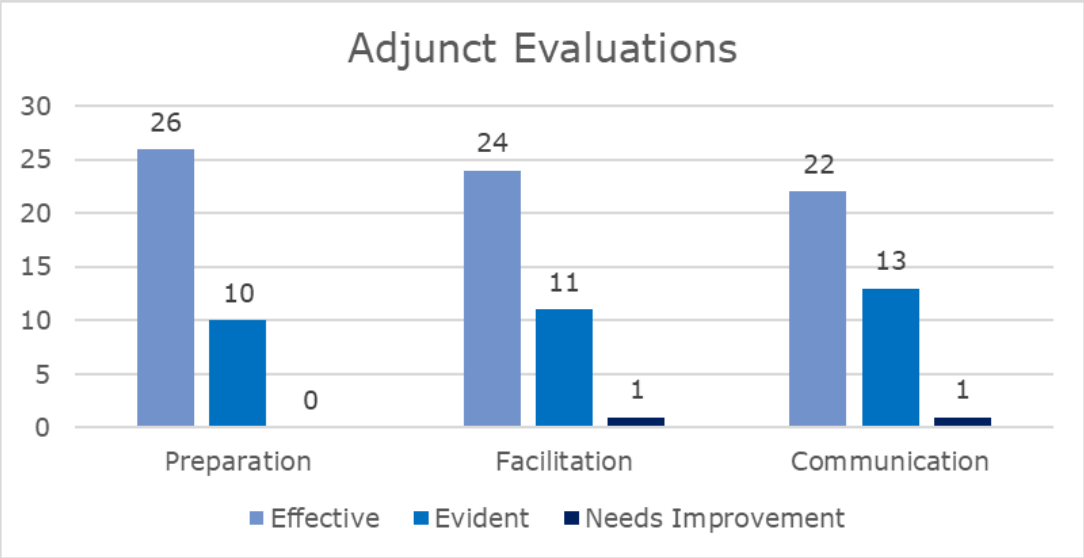
As of March 2019, improvement was clearly visible:



February 2020 evaluations for current adjuncts displayed additional improvements:



As of December 2021, only two instructions have at least one “Needs Improvement” ranking on their most recent evaluations, and they are undergoing additional coaching to focus on those areas. The high level of effectiveness of the vast majority of the instructors is a point of pride.



In addition to the results of peer evaluations, student survey data consistently demonstrates that instructors provide quality teaching within the core classes in the Organizational Leadership CCL. Individual instructor evaluations are reviewed by the chair. If any concerns are identified if the overall score falls below 4.0, the faculty chair will research, and address as needed.

Below are the cumulative results of student end-of-course surveys.

Total Surveys = 642

Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7
BPC110	4.52	4.49	4.39	4.53	4.19	3.85	4.03
CIS105	4.60	4.56	4.29	4.38	4.40	4.13	4.21
GBS151	4.68	4.59	4.43	4.45	4.21	4.08	4.25
MGT175	4.65	4.73	4.57	4.58	4.40	4.30	4.44
MGT229	4.86	4.57	4.43	4.41	4.39	4.23	4.45
MGT251	4.72	4.61	4.36	4.54	4.49	4.33	4.27
MGT101	5.00	5.00	4.75	4.00	4.75	4.75	4.75
GBS120	5.00	5.00	4.50	5.00	4.50	4.50	5.00
Grand Total	***4.65***	***4.58***	***4.37***	***4.44***	***4.36***	***4.14***	***4.25***

Questions rated on a Likert-type scale, range from 1 ("Strongly Disagree") to 5 ("Strongly Agree")

1. My instructor communicated the course policies and procedures.

2. My instructor communicated his/her expected response time for messages and grading assignments.

3. My instructor responded to messages within the stated time frame.

4. My instructor graded assignments within the stated timeframe.

5. My assignment feedback explained why I earned or lost points.

6. My instructor's feedback on assignments helped to increase my understanding of the course content.

7. My instructor provided complete responses to my questions.

IX. Evaluation of Curriculum

The Organizational Management Program was reviewed in Spring 2019 through the District Guided Pathways process. The only adjustment made at that time was to change the requirement from GBS233 (Business Communication) to GBS120 (Workforce Communication). Both courses cover similar topics, though GBS233 requires an English prerequisite.

The Business Instructional Council meets monthly during the academic year and addresses all curriculum issues on an ongoing basis. Annually, the Business Instructional Council holds a joint Advisory Council meeting to solicit feedback from the business community.

Course content may be adjusted based on input from Advisory Councils, faculty, instructors, and/or students. As a result of the 2020 and 2021 Advisory Council meetings, the following course adjustments were made:

- Content on Emotional Intelligence has been added to MGT175.
- Additional Diversity and Culture content added to GBS151, MGT251 and GBS120.
- Conducting effective Virtual Meetings content added to GBS120.

In general, Business Department courses are updated on a one-three year cycle depending on the specific content.

Course content and assessments are continuously reviewed (and potentially adjusted) based on student and/or instructor feedback.

Assessment data is reviewed at least annually to identify issues and implement changes designed to improve student performance. Over the past few years, the focus has moved away from just definitions and concepts to include more practical application and development of critical thinking skills. In addition to the incorporation of case studies, students are provided the opportunity to create products that are more useful in their professional lives, such as agendas, resumes, memo, reports, emails, and infographics.

As courses are redeveloped, assessments are modified when the average score is below 70%.

The process for redevelopment of all Business Department courses includes:

1. Evaluate the feasibility of moving to Open Educational Resources material.
2. Determine if any current adjuncts have the skills/time to amend the course.
3. Revise content as appropriate to reflect updated data and relevant regulations.
4. Employ varying types of assessments to provide a variety of assessments in each course.
5. Revise assignments to include more application/critical thinking components. This revision helps students to apply the lesson content/objectives and allows the Department to more easily identify possible plagiarism issues.

In the past few years, courses have been adjusted as follows:

1. Moved all courses into CourseArc and converted from blog to presentation style.
1. Added Lesson 0 to all courses to ensure students know how to properly cite before starting the main lessons. We also updated all courses to the 7th edition of APA format.
2. Added a new APA video (created in-house) to help students understand both APA format in-text citation and reference requirements as well as how to avoid plagiarism.
3. Moved from a four-dimension to a three-dimension rubric. The goal of this adjustment was to provide more clarity to students on assignment expectations and place more emphasis on the knowledge and analysis portions of the assignment.

4. Added “Ask a Librarian” information to all courses that have a required research assignment/assessment.
5. Added a “Plagiarism Warning” in the first and last lessons (preceding the first written assignment and the final project) in courses that have a high plagiarism rate.

X. Program Resources

The Business Department has a full-time Instructional Coordinator who oversees the Dual-Enrollment courses and adjuncts, Incarcerated Re-Entry program processes and inquiries, manages plagiarism issues, is instrumental in staffing courses, trains new adjunct faculty, completes adjunct evaluations, assists with course development, and handles other duties to assist with the day-to-day Department operations.

Students in the Program seeking assistance with research have access to the College’s Library resources. Lessons in some courses include articles and videos provided by the library. Students who lack college-level writing skills are encouraged to take advantage of the College’s Tutoring services Successful completing of CPD150 (a counseling study skills course) which is a Department-requirement for any student who fails (F and/or Y) a course three times and enrolls in the same course for a fourth time.

Adjuncts also direct students to the College’s Disability Resources and Services and Counseling services as warranted.

XI. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

The following practices could be incorporated into other Programs to help both Business adjuncts and students:

- Lesson content includes real-world application, case studies, and examples to assist students in transferring concepts to work situations.

- Adjuncts are provided an online course for both instructor training as well as an ongoing resource for all Department Policies and Procedures. This practice helps maintain consistent application of policies and procedures across all courses in the department.

- Adjuncts are sent a “Friday FAQ” email every week. This short email is a quick reminder of a Department policy, or necessary Department, College or District announcement.

- Lesson 0 is provided in all courses to include information on essay format, citation requirements, college-level writing, and academic integrity.

b. Program Viability

Job Outlook

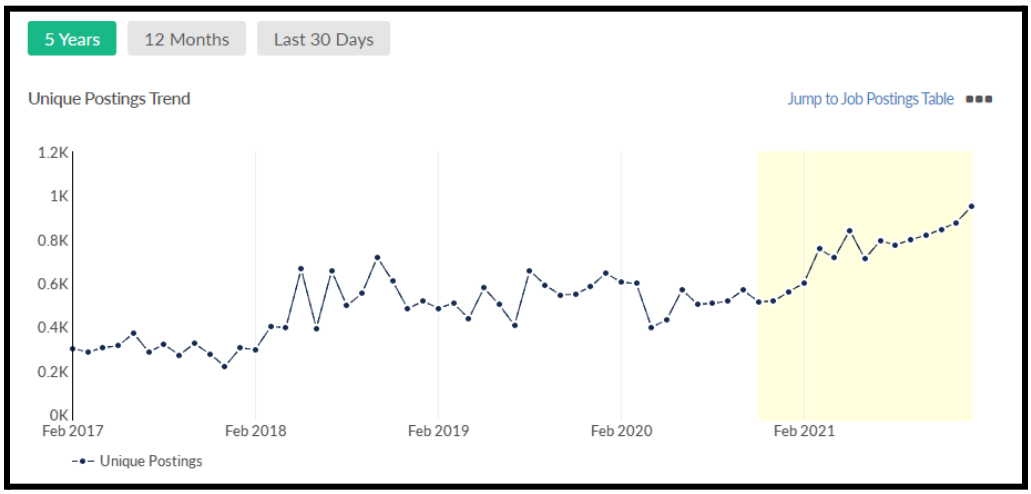
Overall employment of top executives is projected to grow 8 percent from 2020 to 2030, about as fast as the average for all occupations. About 247,100 openings for top executives are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. (Source: https://www.bls.gov)

There were 53,727 total job postings for your selection from November 2020 to January 2022, of which 11,075 were unique. These numbers give us a Posting Intensity of 5-to-1, meaning that for every 5 postings there is 1 unique job posting. This is close to the Posting Intensity for all other occupations and companies in the region (5-to-1), indicating that they are putting average effort toward hiring for this position. (Source: Emsi's proprietary job postings data)

Job Prospects

Employment of general and operations managers is projected to grow 9 percent from 2020 to 2030, about as fast as the average for all occupations. Organizations will continue to rely on these workers to help them operate successfully. (Source: https://www.bls.gov)

Employment of chief executives is projected to decline 6 percent from 2020 to 2030. Improving office technology and changing organizational structures have increased the ability of these workers to perform tasks previously done by multiple chief executives. In addition, economic activity and employment have become increasingly concentrated in large, established companies, which may lead to fewer new jobs for these workers. (Source: https://www.bls.gov)



Source: https://www.economicmodeling.com/

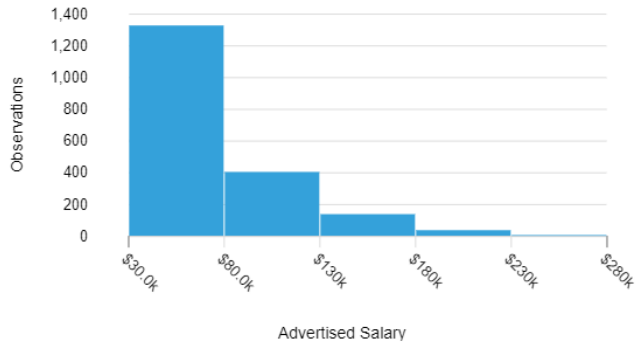
Advertised Salary

There are 1,910 advertised salary observations (17% of the 11,075 matching postings).

$60.0K

Median Advertised Salary

This is $39.9K below the government recorded median salary for General and Operations Managers in Maricopa County, AZ.



Source: https://www.economicmodeling.com/

Job Postings vs. Hires

738	1,895
Avg. Monthly Postings (Nov 2020 - Jan 2022)	Avg. Monthly Hires (Nov 2020 - Jan 2022)

In an average month, there were **738** newly posted job postings for *General and Operations Managers*, and **1,895** actually hired. This means there were approximately 3 hires for *General and Operations Managers* for every 1 unique job posting.

Source: https://www.economicmodeling.com/

Education and Experience Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	3,817	34%
High school or GED	2,112	19%
Associate's degree	613	6%
Bachelor's degree	5,312	48%
Master's degree	1,324	12%
Ph.D. or professional degree	183	2%

Minimum Experience	Unique Postings	% of Total
No Experience Listed	4,183	38%
0 - 1 Years	730	7%
2 - 3 Years	2,174	20%
4 - 6 Years	2,331	21%
7 - 9 Years	748	7%
10+ Years	909	8%

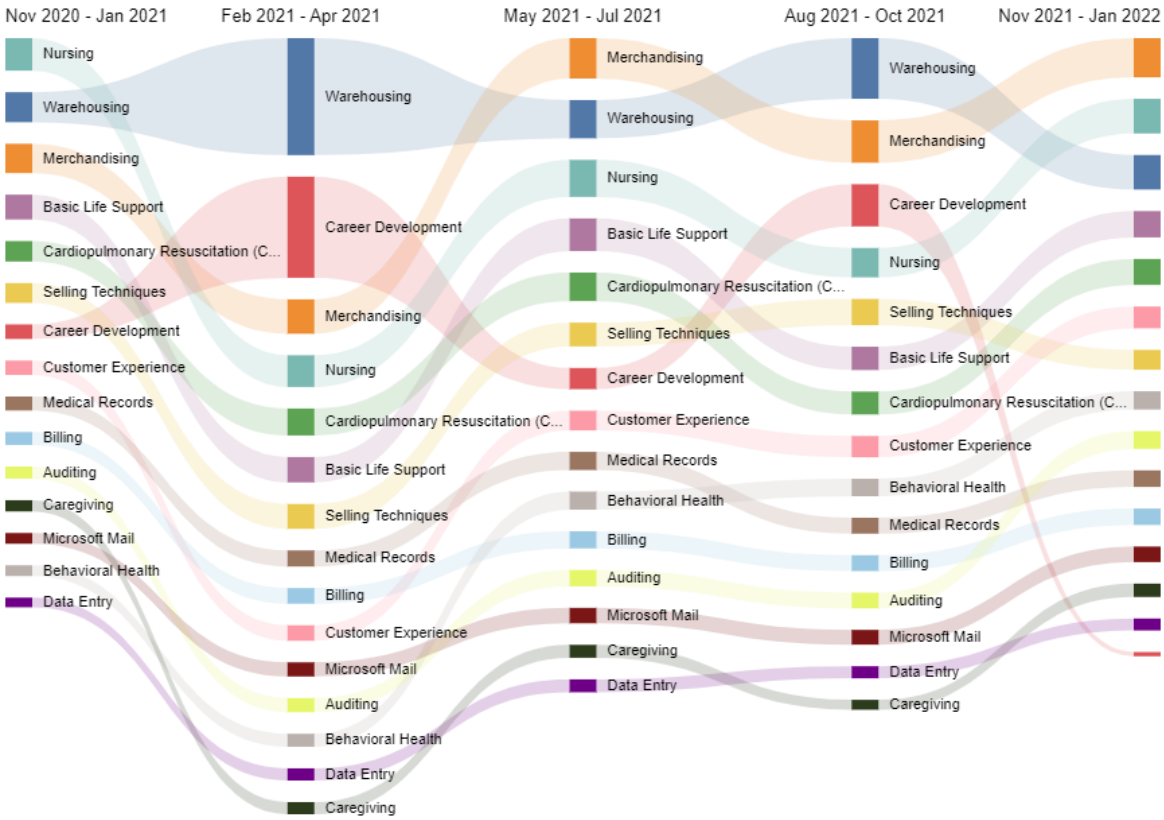
Source: https://www.economicmodeling.com/

Most Jobs are Found in the Sales and Related Occupations Industry Sector

Occupation	% of Industry in Occupation (2020)
Sales and Related Occupations	15.1%
Transportation and Material Moving Occupations	14.9%
Healthcare Practitioners and Technical Occupations	13.9%
Office and Administrative Support Occupations	12.5%
Construction and Extraction Occupations	11.5%
Healthcare Support Occupations	11.5%
Other	20.6%

Top 15 Skills for All Job Types by Quarter

Skills help us understand the direction an industry is headed.



The Organizational Leadership CCL and Organizational Management AAS provide students the flexibility to include courses from a variety of areas that is not afforded by other business programs. This program is often used by military students as it can accept military credit as well as students working in other industries but seeking business knowledge.

Job Posting data indicates there were 53,727 total postings in this area from November 2020 to January 2022 with 11,075 unique postings. Since all companies need employees with business knowledge, regardless of the specific industry, the Organizational Leadership CCL and Organizational Management AAS can help prepare students for these positions.

c. Action Plans

Individual courses are redeveloped on a 3-5 year cycle to keep courses current and aligned with market needs. At the time of redevelopment, available textbook options as well as Open Educational Resource (OER) materials are reviewed to locate quality/low cost course materials. Current status of course materials cost and revision cycle shown below.

Required Business Courses in CCL	**Current Course Materials**	**Last Revision**
MGT251	Open Educational Resources	5/4/2020
GBS151	Open Educational Resources	3/7/2020
GBS120	Textbook - cost less than $50 New edition scheduled in 2023	7/6/2020
MGT175	Textbook - cost less than $50 New edition scheduled in 2023	5/4/2020
MGT101 or **MGT229**	MGT101 - currently in redevelopment to move to OER Textbook - copyright 2022	10/19/2020 5/3/2021

The Business Instructional Council has now established a 5-year cycle for review of all programs. Both the Organizational Leadership CCL and Organizational Management AAS were last reviewed in Fall 2020. Therefore, they will be formally reviewed again no later than Fall 2025.

d. Assessment Team Recommendation

X Continue program and implement stated action plan. Next review due 2026-27.

☐ Continue program, implement stated action plan, and address comments listed below. Spotlight follow-up report due {1-2 years}.

☐ Refer to college administration to determine program viability.

☐ Discontinue program.

Comments: