



FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

Instructional Programs **2014-2015 Self-Study**

Business Management and Marketing

Business, CIS and Economic Development & Workforce

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study

- Marcus Wilson, Department Coordinator
- Kathy Standen
- Barry McCarthy
- Gary Graves

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Gary Graves

Printed name of Principal Author

Signature

Instructor

Title

12/4/14

Date

Marcus Wilson

Printed name of Department Coordinator

Signature

Dept. Cdtr

Title

12/4/14

Date

Scott McKenzie

Printed name of Dean

Signature

Dean

Title

Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

College's Mission: We prepare students to be successful learners.

The Business Management Department seeks to create a dynamic learning eco-system that prepares students for careers, position advancements and/or higher-level degrees through practical, real-world and community experiences in and out of the classroom.

College's Vision: Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.

The Business Management Department strives to be a dynamic business leader in the learning eco-system that promotes life-long learning and creates a positive impact on business and on our community.

College's Core Values:

- We respect and value the diversity of our entire community.
- We value tradition and innovation.
- We support the involvement of all in the decision-making process.
- We expect everyone to continue growing and learning.
- We believe in the power of the individual and the strength of the group.
- We expect everyone to display behavior in accordance with personal integrity and high ethical standards.
- We accept our responsibility for the betterment of the world around us.
- We value and promote the well being of our campus community.

To meet the core values, the Business Management Department embrace and practice:

- **Maintaining strong ethics and character excellence as examples for students and colleagues.**
- **Embracing a focus on practical skills that can applied to future endeavors.**
- **Offering a collaborative collective spirit with a desire to initiate collaboration within the learning eco-system by removing boundaries to achieve greater success for our students and our department.**
- **Providing an understanding that business activities are local, state, national and global and working to create an interconnected learning eco-system/community.**
- **Resolving to better understand and make a local and regional economic and social impact.**

Fullerton College Goals & Objectives 2013-2015

Goal 1: Fullerton College will promote student success.

- Objective 1: Address the needs of under-prepared students.
- Objective 2: Increase course retention and success.
- Objective 3: Increase the number of degrees and certificates awarded.
- Objective 4. Increase the number of transfers.
- Objective 5: Increase the persistence rate of students.

To meet goal number one, Business Management and Marketing strives to provide a satisfying learning environment built around local, industry and student interested areas of business designed to prepare individuals for life-long professional and personal success.

Goal 2: Fullerton College will reduce the achievement gap.

- Objective 1: Address the needs of English language learners.
- Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%.
- Objective 3: Increase success rate of Hispanic and African-American students by at least 2%.
- Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.

To meet goal number two, Business Management and Marketing strives to incorporate cultural diversity into our learning community as it experiences the effect of international and global issues. We offer an international management program and work to develop new relationships where they benefit our students and local community.

Goal 3: Fullerton College will strengthen connections with the community.

- Objective 1: Strengthen our contacts with Alumni.
- Objective 2: Strengthen partnerships with local feeder high schools and universities.
- Objective 3: Strengthen partnerships with local business and industry.
- Objective 4: Increase funding capabilities of the college.
- Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.

To meet goal number three, Business Management and Marketing is developing a strong, local-based student internship program. We believe this program will be an essential component of experiential learning. Once established, we plan to increase the number and diversity of paid internships available to our students by building relationships with local, regional, and international employers. We will continue to explore ways to develop students' professional, business and social skills so they can succeed in their internship experience and develop a personalize career plan.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Business Management	Marketing	Combined
Enrollment:	4,211	716	4,927
Total FTES:	420	71	491
Sections:	106	21	127
FTEF:	21.6	4.6	26
Fill Rate:	91%	96%	94%
WSCH/FTEF:	711	525	1,236
Retention:	76%	73%	
Success	61%	55%	

Source: Key Performance Indicator Report 2013-2014.

The data above clearly shows that Business Management and Marketing are top contributors to our number one college-level goal of "increasing student success". With 491 FTES, the departments contributed to 200+ awards. The data clearly shows a very positive correlation between FTES, fill rates, success rates and awards. The student demand for our courses is high and the fill rates reflect this (94%). The success rates, while showing a slight decrease from previous years is most likely due to reduction/loss of full-time faculty to promote and enhance our programs. The addition of two new full-time faculty members will help get the success rate back to a positive trend. Additionally, with a high growth of new freshman, we see more students shopping and dropping when there is a larger pool of classes available.

In an article from the Indiana University Kelley School of Business, economists forecasted that 2015 could be the best year of economic recovery since the "Great Recession." As we anticipate this improved economy, we expect a greater number of returning students requiring updated knowledge for job promotion and new job opportunities. Additionally, we see an increased demand from local small businesses for business school graduates.

2.2 Peer Institution Comparison

Source: datamart.cccco.edu

Top Codes: **Business Administration/Management/Marketing**

2013-14

College/Program:	Fullerton	Cypress	LA Pierce	Chaffey	Santa Ana
Fall 2013 Enrollment:	1,984	971	2,086	2,884	3,232
Fall 2013 Retention:	1,496/75%	830/85%	1,836/88%	2,662/92%	2,704/84%
Fall 2013 Success:	1,155/58%	763/79%	1,429/68%	2,072/72%	2,330/72%
Degrees Awarded:	237	118	99	118	175
Certificates Awarded:	2	11	26	25	68
Transfers:	Data not available	Data not available	Data not available	Data not available	Data not available

2012-13

College/Program:	Fullerton	Cypress	LA Pierce	Chaffey	Santa Ana
Fall 2012 Enrollment:	1,121	1,031	2,085	2,831	3,273
Fall 2012 Retention:	894/80%	932/90%	1,782/85%	2,621/92%	2,859/87%
Fall 2012 Success:	670/60%	853/83%	1,398/67%	2,046/72%	2,514/77%
Degrees Awarded:	234	93	60	73	154
Certificates Awarded:	6	15	30	43	47
Transfers:	Data not available	Data not available	Data not available	Data not available	Data not available

2011-12

College/Program:	Fullerton	Cypress	LA Pierce	Chaffey	Santa Ana
Fall 2011 Enrollment:	1,108	924	2,055	3,038	2,759
Fall 2011 Retention:	850/77%	866/94%	1,685/82%	2,732/90%	2,353/85%
Fall 2011 Success:	699/63%	796/86%	1,297/63%	2,068/68%	2,043/74%
Degrees Awarded:	177	57	10	57	124
Certificates Awarded:	2	5	15	32	45
Transfers:	Data not available	Data not available	Data not available	Data not available	Data not available

How does your program compare with peer institutions? Provide a narrative of your comparison.

It is clear that the programs offered by Fullerton College Business Management and Marketing are the most stable and growing of the peer colleges. We have awarded more degrees and offer students the opportunity to participate in one of the largest, most affordable programs for business management and marketing disciplines in Southern California.

An increased focus on the marketing curriculum will improve the offerings in the marketing area and hopefully drive an increase in the number of certificates and degrees awarded.

Although accurate transfer data is not available for our program due to issues with tracking mechanisms, we work closely with CSUF, CSULB and other CSU/UC schools to ensure our programs transfer and satisfy requirements to achieve a four-year degree and beyond.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Source: Key Performance Indicator Report 2013-2014

Business Management:

Group	% Retention	% Success
Females	76%	61%
Males	77%	60%
African-American	60%	40%
Asian-American	82%	69%
Filipino	76%	61%
Hispanic/Latino	75%	57%
Native American	63%	50%
Other Non-White	100%	89%
Pacific Islander	56%	33%
White	78%	65%
Unknown	80%	65%
Range (Max-Min)		

Marketing:

Group	% Retention	% Success
Females	75%	59%
Males	71%	51%
African-American	60%	37%
Asian-American	79%	59%
Filipino	62%	48%
Hispanic/Latino	72%	49%
Native American	67%	50%
Other Non-White	100%	67%
Pacific Islander	20%	0%
White	78%	67%
Unknown	56%	50%
Range (Max-Min)		

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

- **Hired two full-time, tenure track instructors (2013, 2014)**
- **Approved to hire one full-time, tenure track instructor in 2015.**
- **Formed Phi-Beta Lambda, a national business club to offer business students additional opportunities in learning, networking and scholarships.**
- **Added the following new courses:**
 - **MKT 203 F Principles of Retail Management (Fall 2015)**
- **Added the following new programs:**
 - **Retail Management Certificate (Fall 2016)**
- **Joined NACCE, National Association for Community College Entrepreneurship to strengthen entrepreneurship program and throughout the campus.**
- **Assessed all business and marketing courses and programs.**
- **Started the process of adjusting courses after the course review process.**

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

- **The economy has improved in the last few year and employers are hiring again. There were 1,000+ number of jobs listed on Monster.com in Los Angeles and Orange County in November 2014.**
- **Commercial software continues to be enhanced and requires regular students and returning adult learners to strengthen their knowledge and practical application of these tools.**
- **Mobile technology use is on the rise. This increased uses of mobile technologies has required an investment in tablet technology and dedicated effort to incorporate mobile tools into the classroom.**
- **Employers are hiring employees that are skilled in mobile and media technologies such as HTML, CSS, WordPress, online research experience and standard office software such as word processing, spreadsheets and presentation tools.**

2.6 Provide any other data that is relevant to your self-study.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

- **Strong demand and success rates for our courses, ADT/AA/AS degrees, and certificates. Nearly 100% fill rates for Business and Marketing courses.**
- **Phi-beta Lambda Business Club for additional learning and social engagement.**
- **High level of computer-assisted learning implementation and division standards for distance/online instruction.**
- **Close Collaboration with CSUF, CSULB & UC's to offer desired courses for articulation.**
- **New faculty, who bring new ideas.**
- **Strong track record for transfers (#1 in Fullerton College).**
- **More degrees awarded than our peer institutions.**
- **High-level of commitment by the full-time faculty members to both the department and campus governance activities.**

3.2. What are the weaknesses of your program?

- **A loss of strong leadership and instructors' institutional knowledge in the past two years due to retirements and death.**
- **Overall full-time faculty headcount down.**
- **With only four full-time faculty members, we are relying quite heavily on the goodwill of the part-time faculty and other full-time faculty across campus to meet the growing needs of a department with 420 FTES, 50 courses, 108 sections (average per semester), 6 Associate Degrees, and 6 Certificates.**
- **Classroom computers need refreshing.**
- **New faculty, who require training and extra attention.**
- **Web site for department/division is old and hard to update.**
- **Unprepared students.**

3.3 What opportunities exist for your program?

- **Expansion of Retail Management Certificate Program (new!)**
- **Expansion of Entrepreneurship Program in Business and throughout the campus programs.**
 - **Global entrepreneurship week every November**
 - **Entrepreneur in residence and Seminar series**
 - **Incubator on campus**
- **Creation of a stronger connection with the local business communities including feeder cities Fullerton, Brea, Yorba Linda, Placentia, Buena Park and Anaheim.**
- **Availability of Business AS-T degree – a popular option which needs to be promoted more heavily.**
- **Availability of High School offerings – BUS 101 F Personal Financial Management.**
- **Creation of Digital Media Marketing Certificate.**
- **Expansion in partnership with other divisions to create cross curriculum vocational programs – construction, retail merchandising, interior design, cosmetology, and massage therapy with small business management and professional selling courses.**
- **Standardization of curriculum with multiple sections (BUS 100 F, BUS 101 F, BUS 111 F, BUS 211 F, BUS 240 F, BUS 241AF, MKT 100 F)**
- **Establishment of standards for professional writing/ professional presentations.**
- **Creation of a orientation program for Business/CIS students (Fall 2015)**
- **Creation of the “Prepare for Success Business Center.”**
- **Corporate sponsorship of class activities, materials, and Phi-Beta Lambda organization.**

3.4 What challenges exist for your program?

- **Limited budget to attract outside speakers of interest.**
- **California State budget placing limits on how funds are spent.**
- **CSUF/CSULB changing course requirements (BUS 211 F, BUS 240 F may not be required in the future and will create a drop in demand for our very popular courses.)**
- **Technology tools for faculty/students increasing from book publishers and others limit the amount of time it takes for adoption.**

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

Business Management:

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Utilize a working vocabulary of business terminology.	5-18-2014	5-18-2014	8/22/2014 & On-Going	2
2.	Identify basic computer concepts, terms and functions.	5-18-2014	5-18-2014	8/22/2014 & On-Going	2
3.	Analyze a routine business request and respond with a written letter that illustrates good business writing skills.	5-18-2014	5-18-2014	8/22/2014 & On-Going	2

Marketing:

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Understand the various marketing functions (product development, pricing, promotion, and distribution) and how organizations utilize these to produce goods and services that satisfy the needs and wants of the consumer.	5-18-2014	5-18-2014		2
2.	Enhance his/her employment opportunity in the specific area of marketing.	5-18-2014	5-18-2014		2
3.	Identify basic computer concepts, terms and functions.	5-18-2014	5-18-2014		2
4.	Analyze a routine business request and respond with a written letter that illustrates good business writing skills.	5-18-2014	5-18-2014		2

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1.			
2.			

4.3 What percentage of your program-level SLOs have ongoing assessment? Comment on progress/lack of progress.

We review Program SLOs every spring to ensure courses are meeting needs of students and course best practices.

4.4 How has assessment of program-level SLOs led to improvements in student learning and achievement?

Development of best practices, such as, “Top 10 Technology in Education tools” and formal written standards for writing and presentations for students.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

We started to offer education to students in group-led orientations and workshops about best use of time while at Fullerton College, workshops for scholarships and other educational speakers to enhance networking and professional skills. The results are in progress as we slowly implement these events.

4.6 What challenges remain to make your program level SLOAs more effective?

- **Plan Staff Development activities geared towards maintaining or improving student learning while developing our own team building relationships has become increasingly important given the large number of new department and division level faculty.**
- **Recruiting and documenting the best practices of adjunct and full-time faculty via shared write-ups and case studies will allow for sharing of best practices.**

5.0 Evaluation of Progress toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

- **Goal #1: To complete the overall development of SLOs and SLOAs.**
- **Goal # 2: To obtain new computer equipment to upgrade the existing platforms in the classroom.**

5.2 Describe the level of success and/or progress achieved in the goals listed above.

- **Goal#1: 100% competed.**
- **Goal#2: On-Going.**

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

- **Goal#1: n/a**
- **Goal#2: n/a**

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

- **Goal#1: Provided instructors with general guidance for improving student success.**
- **Goal#2: Computers are necessary tools for students to simulate the business environment. We will continue to enhance our classrooms and labs.**

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

- **N/A**

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

- **N/A**

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

- 1. Hire one full-time faculty member for our Business Management department to start FALL 2015.**
- 2. Write and submit an instructional equipment request for sufficient funds necessary for Business facilities and technology replacement plan for instructional activities.**
- 3. Access to Room 515-- which was lost during the temporary bond construction projects and not returned to the Business Division for scheduling. We need larger rooms to offer our high demand courses at the high demand times.**
- 4. Develop and promote "Prepare for Success Business Center" which will include a Professional Dress Career Closet, a website for how-to videos and samples of every type of business document that students may need for their professional success.**
- 5. Write and Implement a Marketing Plan for the Business Management Department.**
- 6. Develop a Business-Internship program to match local employers and Business/Marketing/CIS students with internships and other career opportunities.**
- 7. Expand the Entrepreneurship Program in Business/CIS and across the campus.**

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Hire one full-time faculty member for our Business Management department to start FALL 2015.
List College goal/objective the plan meets:	College Goal #: 1: Fullerton College will promote student success. Objective #: 2: Increase course retention and success.
Describe the SAP: (Include persons responsible and timeframe.)	Business Management Hiring Committee: Kathy Standen Gary Graves Barry McCarthy Alan McAllister
What <i>Measurable Outcome</i> is anticipated for this SAP?	New Business Management Instructor Hired and in place for FALL 2015.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional expenses expected
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	
Type of Resource	Requested Dollar Amount
Personnel	
Facilities	
Equipment	
Supplies	
Computer Hardware	
Computer Software	
Training	
Other	
Total Requested Amount	

STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	<p>Write and submit an instructional equipment request for sufficient funds necessary for Business facilities and technology replacement plan for instructional activities.</p> <ol style="list-style-type: none"> 1. Funds to keep up with 3-year replacement cycle for technology-computers, tablets, clickers, etc. (2 computer rooms now, 1 to be added = total approximately 90 computers) 2. Funds to keep up with five-year replacement cycle for instruction equipment- instructor stations, overhead projectors, etc. (approximately 10 rooms)
List College goal/objective the plan meets:	College Goal #: 1: Fullerton College will promote student success. Objective #: 1: Address the needs of under-prepared students.
Describe the SAP: (Include persons responsible and timeframe.)	<p>Marcus Wilson Kathy Standen Gary Graves Barry McCarthy</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	A written, executable plan that addresses each room used by business management and marketing.
What specific aspects of this SAP can be accomplished without additional financial resources?	Creation of the plan
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	
Type of Resource	Requested Dollar Amount
Personnel	
Facilities	
Equipment	10 x \$2,500 = 25,000 every five years
Supplies	
Computer Hardware	90 x \$1,100 = \$99,000 every three years
Computer Software	
Other	
Total Requested Amount	<p>\$38,000 annually (\$124,000 - three to five years)</p>

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Access to Rooms 515 -- which was lost during the temporary bond construction projects and not returned to the Business Division for scheduling. We need larger rooms to offer our high demand courses at the high demand times.
List College goal/objective the plan meets:	College Goal #: 1: Fullerton College will promote student success. Objective #: 3: Increase the number of degrees and certificates awarded.
Describe the SAP: (Include persons responsible and timeframe.)	Marcus Wilson Kathy Standen Gary Graves Barry McCarthy
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in degrees and certificates awarded annually.
What specific aspects of this SAP can be accomplished without additional financial resources?	ALL
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	\$20,000 to install smart interactive board for improved interactive lectures.
Type of Resource	Requested Dollar Amount
Personnel	
Facilities	
Equipment	
Supplies	
Computer Hardware	\$20,000
Computer Software	
Training	
Other	
Total Requested Amount	\$20,000

STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Develop and promote “Prepare for Success Business Center” which will include a Professional Dress Career Closet, a website for how-to videos and samples of every type of business document that students may need for their professional success.
List College goal/objective the plan meets:	College Goal #: 3: Fullerton College will strengthen connections with the community. Objective #: 3: Strengthen partnerships with local business and industry.
Describe the SAP: (Include persons responsible and timeframe.)	Marcus Wilson Kathy Standen Gary Graves Barry McCarthy
What <i>Measurable Outcome</i> is anticipated for this SAP?	Number of students working in our local communities
What specific aspects of this SAP can be accomplished without additional financial resources?	We expect to use strategic partnerships with businesses in the community to accomplish this goal.
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	Some marketing expenses to advertise available services throughout the campus. In some cases, if donations are not available for some sizes and materials, we would purchase them to fulfill student requests.
Type of Resource	Requested Dollar Amount
Personnel	
Facilities	
Equipment	
Supplies	
Computer Hardware	
Computer Software	
Training	
Other	\$2,500 Annually
Total Requested Amount	\$2,500 Annually

STRATEGIC ACTION PLAN # 5

<p>Describe Strategic Action Plan: (formerly called short-term goal)</p>	<p>Write and Implement Marketing Plan for Department</p> <ol style="list-style-type: none"> Hospitality funds for Brown Bag Speaker/PBL events (\$1,000 annually) Advertising budget for Printing/Facebook/Twitter/Instagram (\$2,500 annually) Funds for release time or hourly “professional expert” to update Business Division website (\$1,000 annually)
<p>List College goal/objective the plan meets:</p>	<p>College Goal #: 1: Fullerton College will promote student success. Objective #: 1: Address the needs of under-prepared students.</p>
<p>Describe the SAP: (Include persons responsible and timeframe.)</p>	<p>Marcus Wilson Kathy Standen Gary Graves Barry McCarthy</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>A planned year of activities designed to increase student knowledge, participation and success.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>There is no cost to write the plan. Execution will require funding.</p>
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>	
<p>Type of Resource</p>	<p>Requested Dollar Amount</p>
<p>Personnel</p>	<p>\$1,000 annually</p>
<p>Hospitality</p>	<p>\$1,000 annually</p>
<p>Equipment</p>	
<p>Supplies</p>	<p>\$2,500 annually</p>
<p>Computer Hardware</p>	
<p>Computer Software</p>	
<p>Training</p>	
<p>Other</p>	
<p>Total Requested Amount</p>	<p>\$4,500 Annually</p>

STRATEGIC ACTION PLAN # 6	
Describe Strategic Action Plan: (formerly called short-term goal)	Development of Business-Internship matching program to assist local employers and Business/Marketing/CIS students with locating internships.
List College goal/objective the plan meets:	College Goal #: 3: Fullerton College will strengthen connections with the community. Objective #: 3: Strengthen partnerships with local business and industry.
Describe the SAP: (Include persons responsible and timeframe.)	Marcus Wilson Kathy Standen Gary Graves Barry McCarthy
What <i>Measurable Outcome</i> is anticipated for this SAP?	Active placements of students in local businesses
What specific aspects of this SAP can be accomplished without additional financial resources?	A plan will be developed by faculty.
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	Funding required for: Website Design/Setup/Hosting Registration for employers Registration Students Marketing outreach to Employers Release time for faculty follow-up/tracking/monitoring Annual survey to employers of students and skills needed \$5,000 for startup, then \$750 annual maintenance
Type of Resource	Requested Dollar Amount
Personnel	
Facilities	
Equipment	
Supplies	
Computer Hardware	
Computer Software	
Training	
Other	\$5,000 (then \$750 annually)
Total Requested Amount	\$5,000 (then \$750 annually)

STRATEGIC ACTION PLAN # 7

Describe Strategic Action Plan: (formerly called short-term goal)	<p>Expand the Entrepreneurship Program in Business/CIS and across the campus.</p> <ul style="list-style-type: none"> a. Hosting Business Plan Competition every spring. b. Hosting Global Entrepreneurship Week every November with Speaker Series.
List College goal/objective the plan meets:	<p>College Goal #: 1: Fullerton College will promote student success. Objective #: 1: Address the needs of under-prepared students #3: Increase the number of degrees and certificates awarded.</p>
Describe the SAP: (Include persons responsible and timeframe.)	<p>Marcus Wilson Kathy Standen Gary Graves Barry McCarthy</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p>Student participation in planned programs. Increase in students earning entrepreneurship degree/certificates.</p>
What specific aspects of this SAP can be accomplished without additional financial resources?	<p>There is no cost to write the plan.</p>
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	<p>Funding required for: Website Design/Setup/Hosting Registration for Students Cost to bring speakers/entrepreneurs on campus Development of other department entrepreneurial curriculum and/or workshops for students. Marketing expenses to advertise on campus in the community \$5,000 (then \$750 annually) \$7,000 annually for professional speakers</p>
Type of Resource	Requested Dollar Amount
Personnel	
Facilities	
Equipment	
Supplies	
Computer Hardware	
Computer Software	
Training	
Other	\$12,000 (first year startup; \$7,750 annually)
Total Requested Amount	\$12,000 (first year startup; \$7,750 annually)

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

- **Integrate computers and/or mobile devices into ALL business-operated classrooms.**
- **As the student population grows, our full-time faculty needs increase.**
- **Expand and standardize online/distance education.**
- **Multi-community college participation in programs to allow greater access to disciplines and degrees. (This is a state initiative.)**
- **Allow for degrees/certificates to be attained through online/distance education.**
- **Strengthen the student-department communication.**
- **Partner with business facilities to offer student-run businesses each semester (i.e. - pop up restaurant in partnership with Fullerton Library) or create a student-run advertising agency that could serve the college and local businesses.**
- **Create a business incubator program on campus to help young, innovative businesses get launched.**
- **Assist departments across the campus with the infusion of entrepreneurship curriculum.**
- **Work with DegreeWorks to increase the number of students eligible for degrees that have them awarded.**
- **Work with the Counseling Department to expand DegreeWorks for Vocational Certificates.**

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

From our early start in 1913, Business Management remains one of the top majors among students. In fact, Business Administration is the number ONE degree awarded at Fullerton College. Also at the top of list (#2) is the Business Management degree along with the Accounting degree (within the Business/CIS division) at #10. Our certificates and degrees provide students the real-world knowledge desired by employers, which gives our graduates and transferees more credits and experience to add to their resumes.

As confirmed by our Business Advisory Committee and this review, strong demand exists for business graduates who can go beyond content knowledge and display good interpersonal abilities, the ability to write and present persuasively, possess technical skills, participate in teams, and have critical thinking and decision-making abilities. Business is broadening as business globalizes and becomes more team-oriented. For this reason, with record numbers of new students expected, we are planning for a need for additional faculty and classrooms with technology resources. Today's employers have high expectations for students and our experienced, professional instructors are with our students at the very start of their professional career training.

The department has plans to bring additional learning opportunities to students through our Brown Bag Learning Speaker Series, Phi-Beta Lambda, entrepreneurship contests and the most current technology available in our classrooms. We have a strong commitment among instructors to participate in campus governance and cross-department/division collaboration, which should strengthen student success.

Our short-term and long-term plans continue to have the student at the heart of our planning. Much like the real-world of business, we are working hard to remain current and of interest to our students and the business community.

Appendix A: Business Learning Eco-System

Key Players:

Students

Faculty

Administrators

Local Small Businesses

Local Chambers of Commerce

Business Organizations

Industry

Local (Fullerton, Brea, Yorba Linda, Placentia, Buena Park, La Habra & Anaheim)

Regional (Orange County, Los Angeles County)

State (CA)

National (US)

International

Appendix B: Datamart Data Extraction

Program Awards Summary Report	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Chaffey Total	89	116	143
Associate in Science for Transfer (A.S.-T) Degree			49
Associate of Science (A.S.) degree	57	73	69
Certificate requiring 30 to < 60 semester units	24	28	20
Certificate requiring 18 to < 30 semester units	8	15	5
Cypress Total	62	108	129
Associate in Science for Transfer (A.S.-T) Degree		61	108
Associate of Science (A.S.) degree	8	15	7
Associate of Arts (A.A.) degree	49	17	3
Certificate requiring 30 to < 60 semester units		1	
Certificate requiring 18 to < 30 semester units	5	14	11
Fullerton Total	179	240	239
Associate in Science for Transfer (A.S.-T) Degree		84	117
Associate of Science (A.S.) degree	10	15	9
Associate of Arts (A.A.) degree	167	135	111
Certificate requiring 18 to < 30 semester units	2	6	2
LA Pierce Total	25	90	125
Associate in Science for Transfer (A.S.-T) Degree		43	87
Associate of Arts (A.A.) degree	10	17	12
Certificate requiring 30 to < 60 semester units	1	4	1
Certificate requiring 18 to < 30 semester units	2	5	1
Certificate requiring 12 to < 18 units	12	21	24
Santa Ana Total	169	201	243
Associate in Science for Transfer (A.S.-T) Degree			63
Associate of Arts (A.A.) degree	124	154	112
Certificate requiring 30 to < 60 semester units			2
Certificate requiring 18 to < 30 semester units	27	20	27
Noncredit award requiring from 288 to < 480 hours	18	27	39

Credit Course Retention/Success Rate Summary Report

	Fall 2011	Fall 2011	Fall 2011	Fall 2011	Fall 2011
	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Count	Retention Rate	Success Count	Success Rate
Chaffey Total	3,038	2,732	89.93%	2,068	68.07%
Delayed Interaction (Internet Based)	299	248	82.94%	188	62.88%
Non Distance Education Methods	2,739	2,484	90.69%	1,880	68.64%
Video one-way (e.g. ITV, video cassette, etc.)					
Cypress Total	924	866	93.72%	796	86.15%
Delayed Interaction (Internet Based)	9	9	100.00%	7	77.78%
Non Distance Education Methods	915	857	93.66%	789	86.23%
Fullerton Total	1,108	850	76.71%	699	63.09%
Delayed Interaction (Internet Based)	356	269	75.56%	200	56.18%
Non Distance Education Methods	752	581	77.26%	499	66.36%
LA Pierce Total	2,055	1,685	82.00%	1,297	63.11%
Delayed Interaction (Internet Based)	60	33	55.00%	22	36.67%
Non Distance Education Methods	1,995	1,652	82.81%	1,275	63.91%
Santa Ana Total	2,759	2,353	85.28%	2,043	74.05%
Delayed Interaction (Internet Based)	480	318	66.25%	254	52.92%
Non Distance Education Methods	2,279	2,035	89.29%	1,789	78.50%

Credit Course Retention/Success Rate Summary Report

	Fall 2012	Fall 2012	Fall 2012	Fall 2012	Fall 2012
	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Count	Retention Rate	Success Count	Success Rate
Chaffey Total	2,831	2,621	92.58%	2,046	72.27%
Delayed Interaction (Internet Based)	257	227	88.33%	189	73.54%
Non Distance Education Methods	2,574	2,394	93.01%	1,857	72.14%
Video one-way (e.g. ITV, video cassette, etc.)					
Cypress Total	1,031	932	90.40%	853	82.74%
Delayed Interaction (Internet Based)	81	63	77.78%	50	61.73%
Non Distance Education Methods	950	869	91.47%	803	84.53%
Fullerton Total	1,121	894	79.75%	670	59.77%
Delayed Interaction (Internet Based)	323	256	79.26%	184	56.97%
Non Distance Education Methods	798	638	79.95%	486	60.90%
LA Pierce Total	2,085	1,782	85.47%	1,398	67.05%
Delayed Interaction (Internet Based)	59	40	67.80%	29	49.15%
Non Distance Education Methods	2,026	1,742	85.98%	1,369	67.57%
Santa Ana Total	3,273	2,859	87.35%	2,514	76.81%
Delayed Interaction (Internet Based)	682	508	74.49%	382	56.01%
Non Distance Education Methods	2,591	2,351	90.74%	2,132	82.28%

Credit Course Retention/Success
Rate Summary Report

	Fall 2013	Fall 2013	Fall 2013	Fall 2013	Fall 2013
	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Count	Retention Rate	Success Count	Success Rate
Chaffey Total	2,884	2,662	92.30%	2,072	71.84%
Delayed Interaction (Internet Based)	238	214	89.92%	164	68.91%
Non Distance Education Methods	2,613	2,419	92.58%	1,882	72.02%
Video one-way (e.g. ITV, video cassette, etc.)	33	29	87.88%	26	78.79%
Cypress Total	971	830	85.48%	763	78.58%
Delayed Interaction (Internet Based)	142	89	62.68%	77	54.23%
Non Distance Education Methods	829	741	89.38%	686	82.75%
Fullerton Total	1,984	1,496	75.40%	1,155	58.22%
Delayed Interaction (Internet Based)	618	432	69.90%	319	51.62%
Non Distance Education Methods	1,366	1,064	77.89%	836	61.20%
LA Pierce Total	2,086	1,836	88.02%	1,429	68.50%
Delayed Interaction (Internet Based)	34	26	76.47%	15	44.12%
Non Distance Education Methods	2,052	1,810	88.21%	1,414	68.91%
Santa Ana Total	3,232	2,704	83.66%	2,330	72.09%
Delayed Interaction (Internet Based)	654	490	74.92%	364	55.66%
Non Distance Education Methods	2,578	2,214	85.88%	1,966	76.26%

**Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page**

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative exception):
