



# FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

**Instructional Programs**  
**2017-2018 Self-Study**  
**Three-Year Program Review Template**  
**Business Management, Marketing, and Real Estate**

**Business, CIS, and EDW**

**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** - The Business Management Department (Management / Real Estate / Marketing) faculty team collaborated extensively in the preparation, design, writing, and editing process in preparation for this Self Study. All statements made accurately reflect the conclusions and opinions of our team.

**Participants in the self-study**

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

**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.

Barry McCarthy		Instructor	
Printed name of Principal Author	Signature	Title	Date
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Printed name of Department Coordinator	Signature	Title	Date
Doug Benoit		Dean	
Printed name of Dean	Signature	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.

**RESPONSE:**

**Mission:** "Fullerton College advances student learning by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members."

Our College Mission is concise and easy to understand. Connection to our college mission occurs at every level and point of instruction, the execution of which is complex and requires ongoing diligence. The Business Management team strives to meet or exceed our goals by seeking to create a dynamic learning eco-system that prepares students for careers, position advancements and/or higher-level degrees.

This focus is manifested in and through practical, real-world and community experiences in and out of the classroom. Our programs and course instruction are structured in a tiered approach that includes:

- Meeting the student "where they are at"
- Initial focus on student placement and career / academic goal recognition
- Employing strategies to be inclusive and recognize diversity – beginning with the hiring process
- Use of appropriate SLOs
- Our overall course pedagogy
- Community engagement to include advisory panels and in-class participation (guest)
- Leveraging faculty connections to the "employment world."
- Frequent and appropriate topical / "get real" workshops (Career Builder Program)

The balance of our Program Review draws clear connections to our shared mission. These connections occur directly through concrete and visible programs and indirectly through invoked culture, team spirit, and individual engagement.

**Vision:** "Fullerton College will transform lives and inspire positive change in the world."

Our College Vision in one sentence - providing the guiding light that drives our ongoing focus – from the planning process, how we organize of effort, the approach we take during the execution/program implementation process, to the measures and controls we have in place to measure success and seek feedback.

It is our collective opinion and viewpoint that a student who is prepared for change and transformation are well enabled and capable of fostering positive change in the world. 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 in our community.

This process never ends, but is an ongoing journey as systems, methods, and approaches are tweaked and adjusted in response to changes the local community. We further recognize that what "affects" the local

community is not restricted to our local counties, but the nation at large and the global economic systems that drive and strive to fulfill consumer needs and wants.

Our College Vision is as much an attitude as it is a place. Our Department's Program Review Report response expresses how we feel and approach our collective roles as educators. Inherently, an organizational vision may never be totally acquired – the quest ultimately more about the journey and execution effort. We believe our department culture, team spirit, sense of unity, and individual engagement are powerful forces in making a positive difference in the lives of our students.

### **Core Values:**

- **Community:** We promote a sense of community that enhances the well-being of our campus and surrounding areas.
- **Equity:** We commit to equity for all we serve.
- **Excellence:** We honor and build upon our tradition of excellence.
- **Growth:** We expect everyone to continue growing and learning.
- **Inclusivity:** We support the involvement of all in the decision-making process.
- **Innovation:** We support innovation in teaching and learning.
- **Integrity:** We act in accordance with personal integrity and high ethical standards.
- **Partnership:** We work together with our educational and community partners.
- **Respect:** We support an environment of mutual respect and trust that embraces the individuality of all.
- **Responsibility:** We accept our responsibility for the betterment of the world around us.

Our College's core values are supported in all we do. Not to be obtuse or simplistic, but striving execute to these values is as much "personal" as it is academic in execution.

- 1 No number of posters will change a College employee who is destined "no to get it." Foundationally, the first step in executing on our mission and vision is about hiring and supporting a diverse cast of characters that value what our institution values.
- 2 With capable and caring staff in place, the work does not stop – it starts. The Business Management Department focuses first on our vision and then on our mission. Keeping our values as guard posts, we focus upon common sets of practical and appropriate programs to affect positive outcomes.

### **Major Considerations:**

- Maintaining strong ethics and character excellence as examples for students and colleagues.
- Embracing a focus on practical skills that can be 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 understand better and make a local and regional economic and social impact.

## College Goals:

### 2015 – 2017 Fullerton College Goals & Institutional SLOs

Goal 1: Fullerton College will increase student success.

Goal 2: Fullerton College will reduce the achievement gap.

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

**Goal #01:** To meet goal number one, the Business Management Department strives to provide a satisfying learning environment built around local industry and student-centric “interest areas” – the result of which prepares individuals for life-long professional and personal success. This approach and process also entails identifying students who may not be sure of their “life plans” and or may have unidentified struggles or areas that may significantly benefit from focused academic assistance.

This process is also a collective effort as only so much can occur in the classroom. The faculty of the Business Management Department works hard to understand and refer students to other valuable support services that the College has developed to help drive student success.

**Goal #02:** To meet goal number two, the Business Management Department strives to incorporate cultural diversity into our learning community. Understanding our local community demographics and our student needs, we also focus on the effect of international and global issues, challenges, and opportunities. For example, we offer an international management program and work to develop new relationships where they benefit our students and the local community.

We also have frequent targeted workshops (Career Builder) that provide students with the ability to listen to and seek relationships with subject matter experts from our local community on a wide range of topics. An example of recognizing a student need and addressing the required assistance is often a nuanced process where paying attention and knowing your students is very important.

For example, the Business Management Department has a “Career Closet” from which a student can select professional clothes to use to seek employment (like an interview) or merely dress the part for a business speech they will deliver to their peers. A small example, but our success is often based on recognizing the little things that go unnoticed if you are not paying attention.

**Goal #03:** To meet goal number three, the Business Management Department is in year three (3) of development of a strong, local-based student internship program. This program has already demonstrated key points of success for any student that is equipped or becomes so (workshops we offer). Our Internship Program focuses on experiential learning and frequent contact with their dedicated faculty member.

As demand increases and our back-office systems are refined to be more effective and efficient, we plan to increase the number and diversity of paid internships available (scale). The primary requirement here involves ongoing and dedicated relationship-building 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 personalized career plan.

Other examples of systems and programs we employ to meet this goal are active participation in community

programs, outreach, high school relationships, college relationships (Redlands is a new addition this year), and scholarship funding and awards, plus ongoing work with our College Foundation.

Another example where we work with the community is our Business Advisory Committee meetings and ongoing contact. Our advisory panels provide us the opportunity to seek and absorb the input from the business community. This includes obtaining key insights and visions that helped us assess, plan, and implement program changes. At the macro level, in our last meeting the advisers provided keen insight in:

- Employment Outlook
- Internship Programs
- Skills / Traits / Attributes Requirements
- New Courses Development Needs

Our College Mission, Vision, Goals, and Values require constant contact with the community that we serve. Our in-depth discussions made it very clear that a well-rounded employee now requires more skills than ever. A desire of business to employ a student who can blend academic skills, technical skills, and extensive soft skills is more prevalent than ever.

Our Advisory Panel suggested we take a hard look at the skills that provided “context” and as well as the softer communications skills. Some of the courses mentioned were business math/statistics, problem-solving, creativity, teamwork, and business writing and speaking skills. We received feedback that our focus on career pathways was very appropriate and needed. The Business Panel stated that no one size fits all and we needed to customize our approach and be flexible. Regarding computer skills, we described our planned Business Career Pathways course and the Panel was nothing short of excited. Interesting data on the complex nature of obtaining licensing has an impact on the entire breadth of our offerings (see appendix K). As these statures are increased or decreased may impact how students approach a career academically.

Other panel suggestions dovetailed nicely and were incorporated into our Program Self Review. Some of this focused upon:

- Student awareness (technically and situationally) of the role of business social media.
- Business Information System Courses that employ technical systems and analysis.
- Considering a “digital marketing certificate.”
- Deploying the five dimensions of a “can do / disciplined mindset” in business and in life.

Our short-term and long-term plans continue to focus on our students. Much like the real-world of business, we are working hard to remain current and of interest to our students and the business community. As you can see from the number of degrees and certificates we offer, we have our work cut out for us.

Business Management Degrees Available	
Business Administration Associate in Science Degree for Transfer	Seven Degrees
Business Administration Associate in Arts Degree	
Business Management Associate in Science Degree	
Entrepreneurship Associate in Science Degree	
International Business Management Associate in Science Degree	
Marketing Management Associate in Science Degree	
Real Estate Management Associate in Science Degree	
Certificates Available	
Business and Technology Skills Certificate	Seven Certs
Business Management Certificate	
Entrepreneurship Certificate	
International Business Management Certificate	
International Business Skills Certificate	
Real Estate Management Certificate	
Real Estate Sales Skills Certificate	

## 2.0 Program Data & Trends Analysis

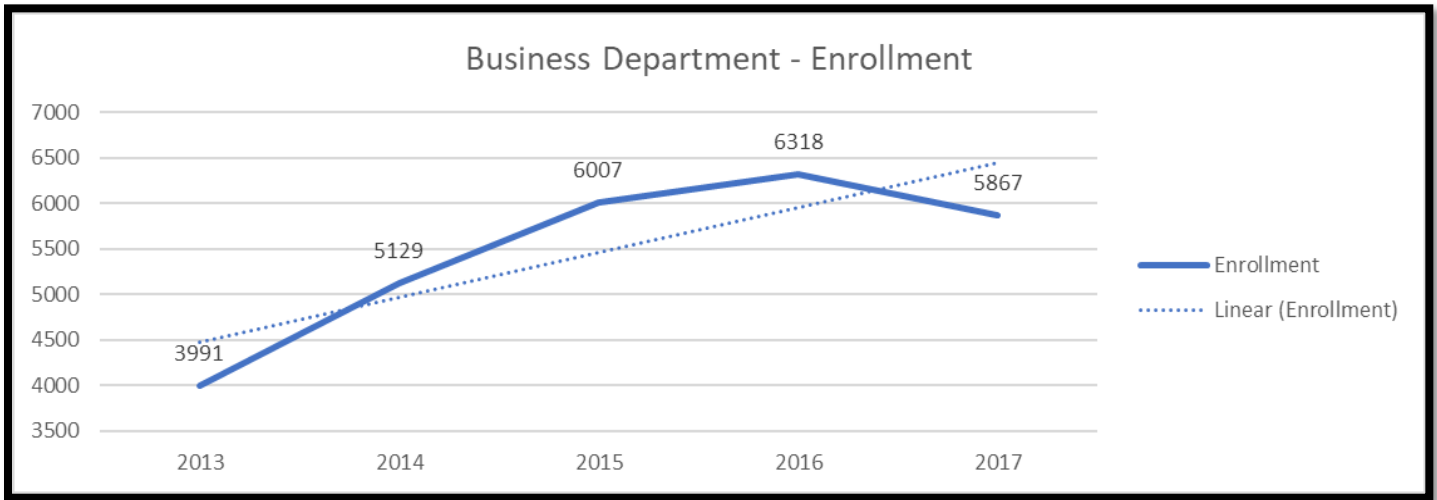
**2.1 Key Performance Indicators (KPI)** - For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

### Response:

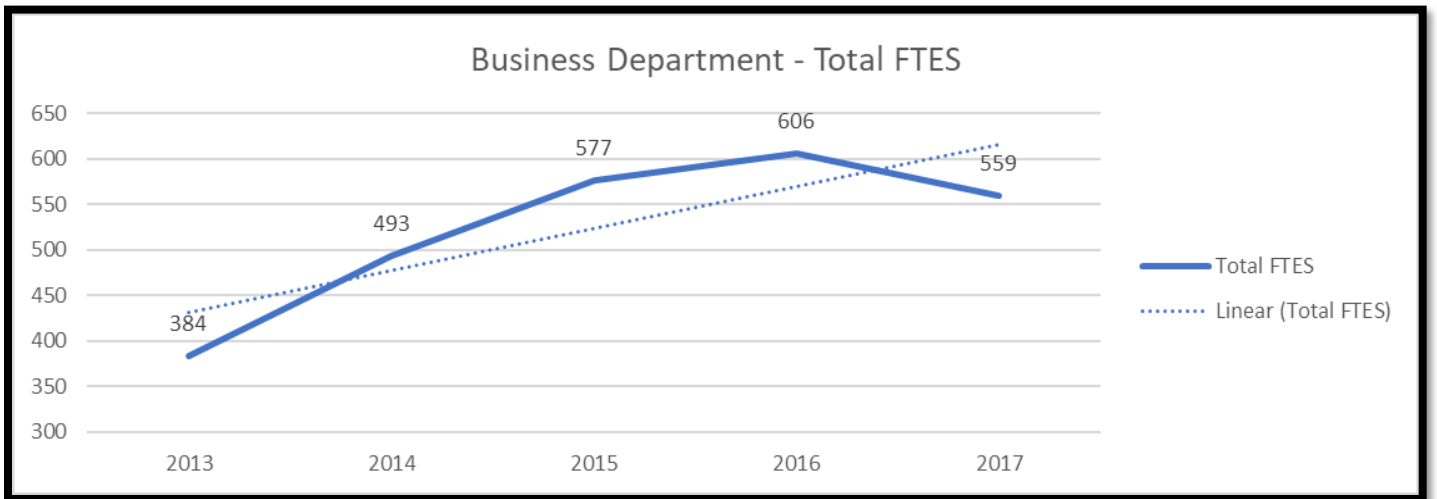
Business All	2013	2014	2015	2016	2017
Enrollment	3991	5129	6007	6318	5867
Total FTES	384	493	577	606	559
Sections	97	130	148	164	165
FTEF	21	27	32	36	35
Fill Rate	96%	92%	85%	81%	75%
WSCH/FTEF	591	571	552	523	496
Retention Rate	80%	77%	75%	73%	77%
Success Rate	63%	61%	58%	56%	60%

The data above clearly shows that Business Management program has been strong. Growth is good, but has taken a hit in 2017 as did other institutions throughout our peer selections and California as a whole.

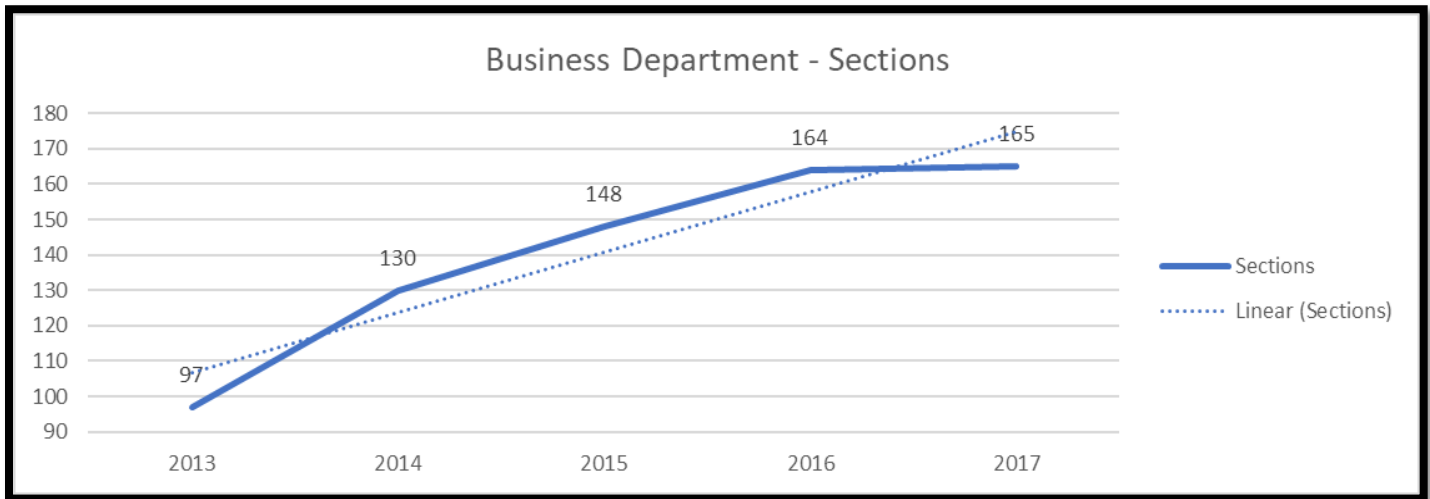
**Enrollment:** The Business Management Division has experienced a clear trend in growth since the last program review. Consistent with other colleges in California, we have experienced a dip in enrollment in 2017. We have tweaked our schedules in response to this recent dip and will have a more definitive data in 2018 concerning ongoing enrollment. Like other divisions, enrollment is a core metric and always has our complete attention.



**FTES:** The data clearly shows a direct correlation between FTES and enrollment rates. Simply, there are no surprises here. FTES and enrollment demand correlate.



**Sections:** The quantity of sections offered has grown at a higher percentage than enrollment. The obvious net result of this is a lower fill rate. We have responded to this by tweaking schedules in 2018 and expect to see the data reflect that going into the next program review.



**FTEF:** Our FTEF is down one from where we were last year. The data clearly shows that our enrollment numbers support the addition of an additional FT Faculty Members. We are not unique in our needs to offer a wide-array of section offerings to a very large base of students seeking degrees or transferring to a 4-year. The same essential rationale that applied to justify FTF positions before is still valid today.

Meeting the varied needs of a diverse student base requires a complete team of dedicated faculty in and out of the classroom. The ratio of FTF to adjunct is a good measurement to draw some basic conclusions, but it does not tell the complete story regarding staffing needs. A robust program must do more than address current student requirements. The essential essence of a robust program that is forward-looking is ultimately defined in how well it adapts to change. No surprise, the Business Management Department is subject to dynamic change that is a function of industry focus and response to its external environment.

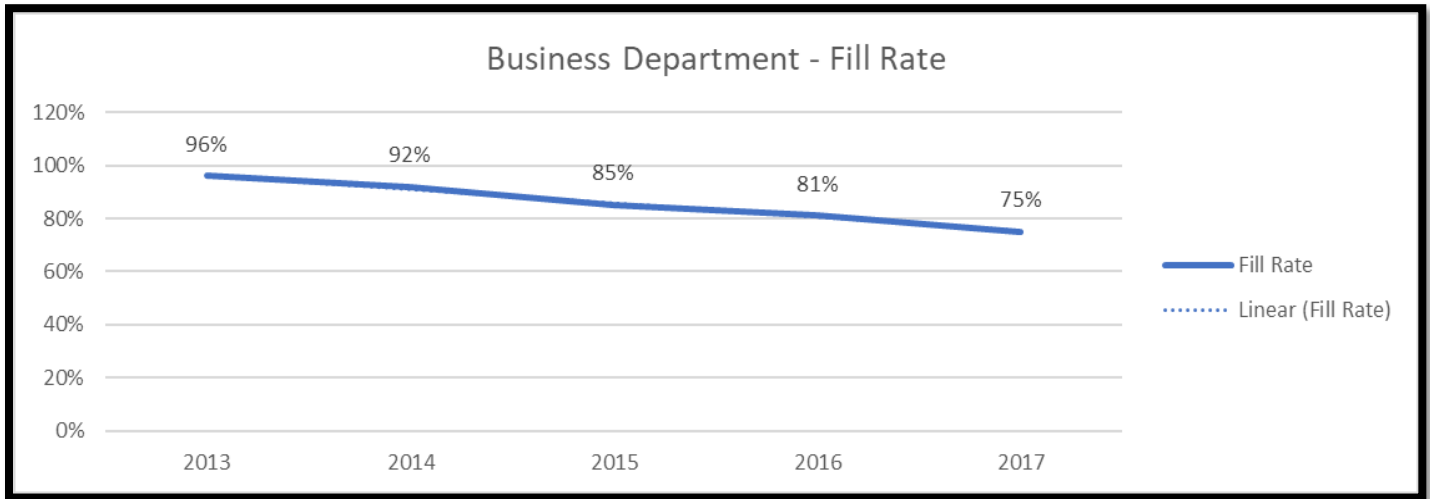
Any response to change requires FT Faculty who not only teach but are prepared and equipped to evaluate and propose systematic modifications to our programs. This takes time and dedication outside of the classroom. And, while we do seek input from adjunct faculty, the net labor load must be borne by FT Faculty Members. It is this reality that supports our request to add additional FTF to our team, and we have attached SAPs to meet this need.

**Fill Rate:** The net result of a recent lower enrollment is that fill rates trended down – the number of sections offered being offered in 2017 did not anticipate the significant reduction in demand. We have tweaked our 2018 schedules in response to this and will monitor and make adjustments as enrollment data becomes available.

We note this situation is problematical. A wanton reduction of sections to bolster the fill rate may have unintended negative consequences (few dates times offered equals fewer students enrollments). Additionally, with a growth of new freshman and a range of “options,” we see more students shopping and dropping when there is a larger pool of classes available. We are keen to recognize the issues associated with

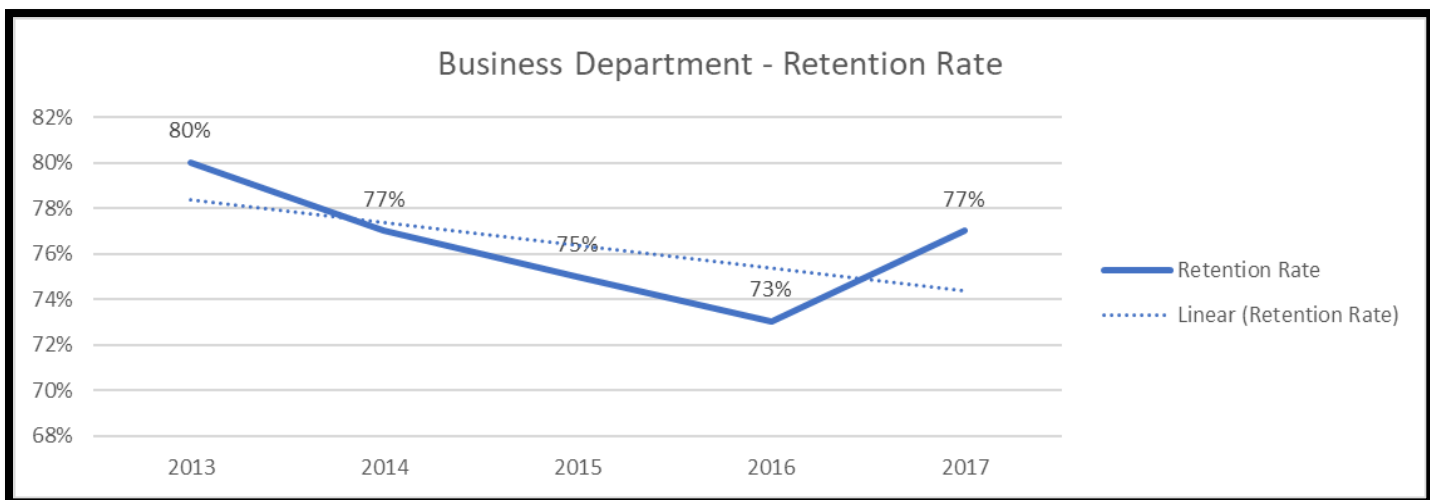


a fluctuating demand and are working together to identify actions we can take to shore up or even grow enrollment as the market drifts.



**Retention:** The trend in retention rate is noted, and we are continuing to engage students early and work to identify any potential student issues or concerns. While we have seen a pick-up in our retention rate this last year, we remain focused on working to root out the main causes/reasons. We do have many “shoppers” who may not be clear on their academic trajectory. We also understand that many of our course offerings are not required to meet a GE requirement, and therefore may be subject to a reduced sense of urgency concerning ongoing student performance planning.

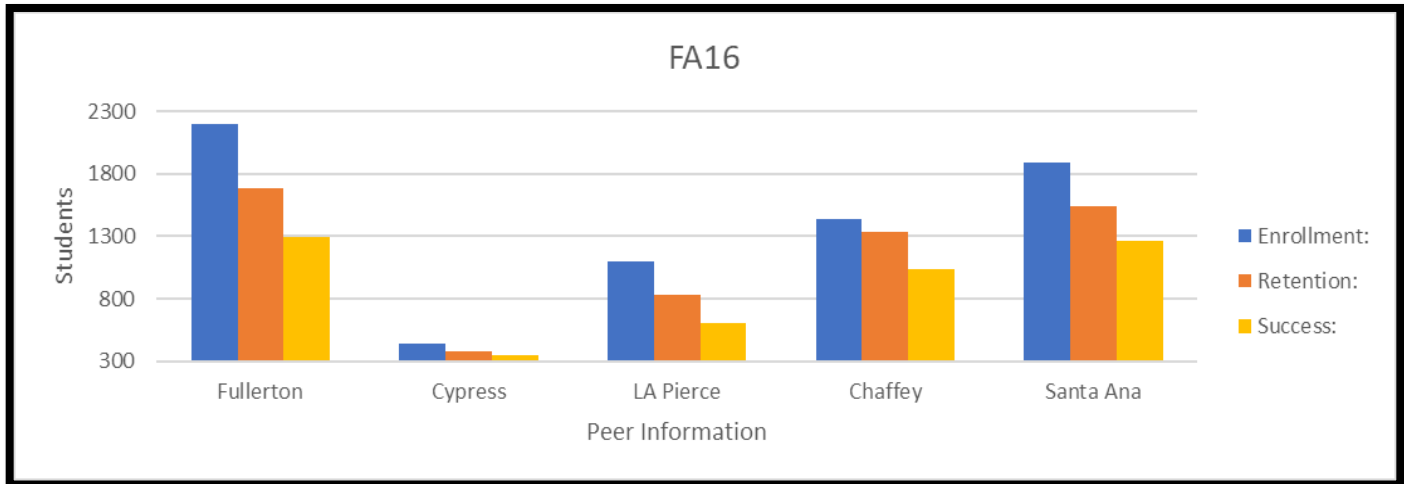
Anecdotally, it has been noted that student stress levels “seem” as high as ever. That, coupled with a strong economy may result in late drops if a student has either overcommitted themselves in a work/school ratio or is picking up more hours at work, or both – thus affecting their academic performance. The trend headed up for one cycle, but we want to caution any long-term optimism until more data is available.



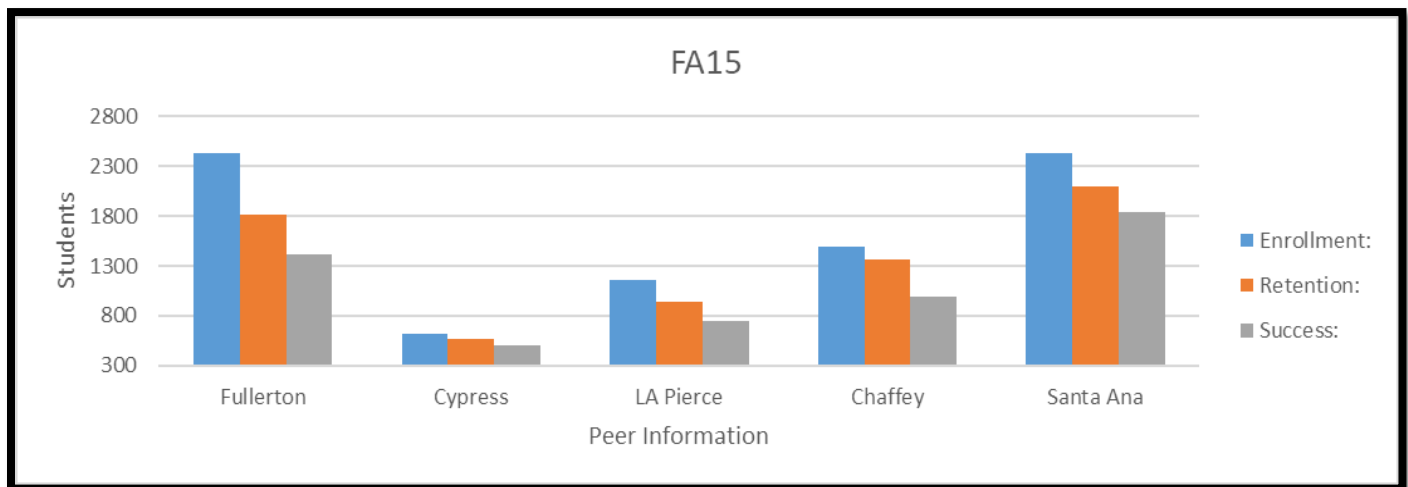
**2.2 Peer Institution Comparison** - How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

**Response:** The data are presented below, after which program commentary and analysis is offered.

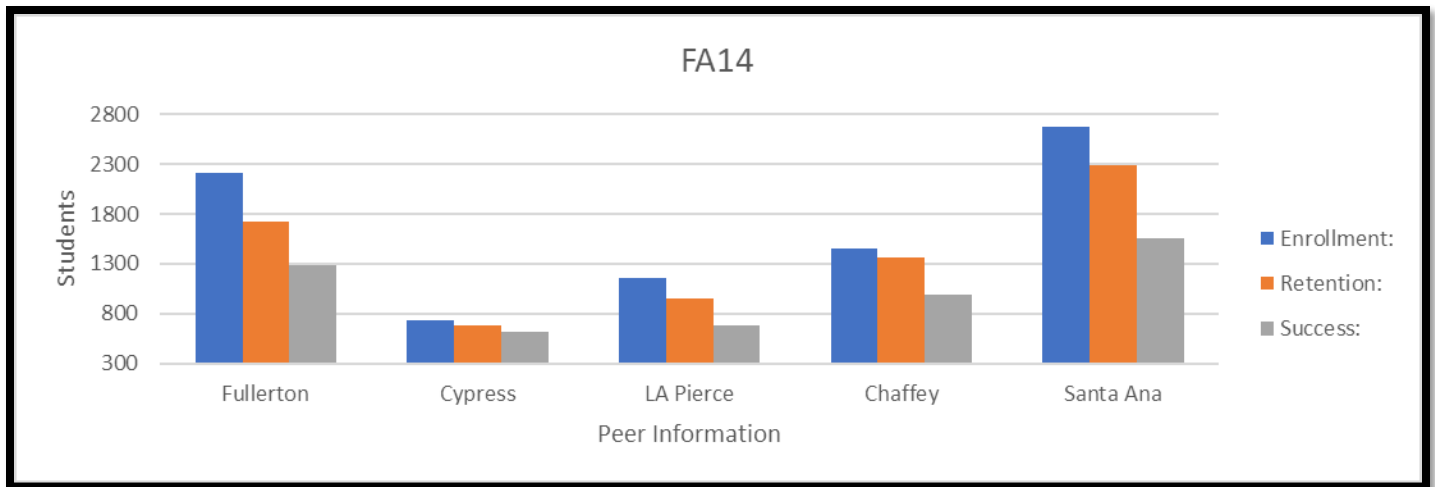
DataMart Top Codes	0505 ; 0501 ; 0506 ; 0508 ; 0509 ; 0511				
<b>FA 16   16/17*</b>	<b>Fullerton</b>	<b>Cypress</b>	<b>LA Pierce</b>	<b>Chaffey</b>	<b>Santa Ana</b>
Enrollment:	2197	437	1103	1433	1888
Retention:	1689	377	826	1339	1543
Retention Rate (%):	77%	86%	75%	93%	82%
Success:	1289	350	609	1033	1266
Success Rate (%):	59%	80%	55%	72%	67%
Degrees Awarded:*	337	205	175	240	234
Certificates Awarded:*	4	9	5	36	61
Transfers:	N/A	N/A	N/A	N/A	N/A



FA 15   15/16*	Fullerton	Cypress	LA Pierce	Chaffey	Santa Ana
Enrollment:	2428	618	1160	1495	2430
Retention:	1808	569	944	1363	2100
Retention Rate (%):	74%	92%	81%	91%	86%
Success:	1421	506	748	986	1838
Success Rate (%):	59%	82%	64%	66%	76%
Degrees Awarded:*	264	162	169	226	263
Certificates Awarded:*	3	20	11	25	17
Transfers:	N/A	N/A	N/A	N/A	N/A



FA 14   14/15*	Fullerton	Cypress	LA Pierce	Chaffey	Santa Ana
Enrollment:	2217	733	1153	1455	2671
Retention:	1720	682	948	1368	2289
Retention Rate (%):	78%	93%	82%	94%	86%
Success:	1285	621	679	983	1555
Success Rate (%):	58%	85%	59%	68%	58%
Degrees Awarded:*	271	141	104	167	183
Certificates Awarded:*	5	15	10	20	81
Transfers:	N/A	N/A	N/A	N/A	N/A



**Enrollment:** It remains clear that Fullerton College Business Management Program is healthy enrollment wise concerning our peers. Enrollment drops were experienced for all of our core peer institutions, and indeed state-wide. As indicated elsewhere in our Program Review response, we have made schedule adjustments going into 2018.

**Retention:** While we remain strong in enrollment performance, our retention rate is down. Compared to our peer group, we have an opportunity to increase our effectiveness. It is noted that our Peer Group averages in the mid-80<sup>th</sup> percentile – with one institution at still over 90%. These rates bear some research and understanding, and we plan to look more closely at this data in the next program review cycle.

As noted in Section 2.1, we are keen to this fact and are working to identify additional effort that may continue the recent positive trend. That stated, we have work to do. Additional analysis is necessary and is ongoing as we work to identify information from our peer institutions that may also prove helpful. We are looking to a combination of early intervention, additional ongoing support services, and fleshing out additional feasible and plausible actions to mitigate a lower than desirable retention rate.

**Success Rate:** While our success rate is creeping up, we are not satisfied with the percentage. Our institutional peers are running in a pack with us, with Chaffey clearly leading the pack. With an 86% retention and a success rate of 80% in 2016, Chaffey is clearly getting something right. While they have a smaller program by far, their success bears notice, and we plan to reach out.

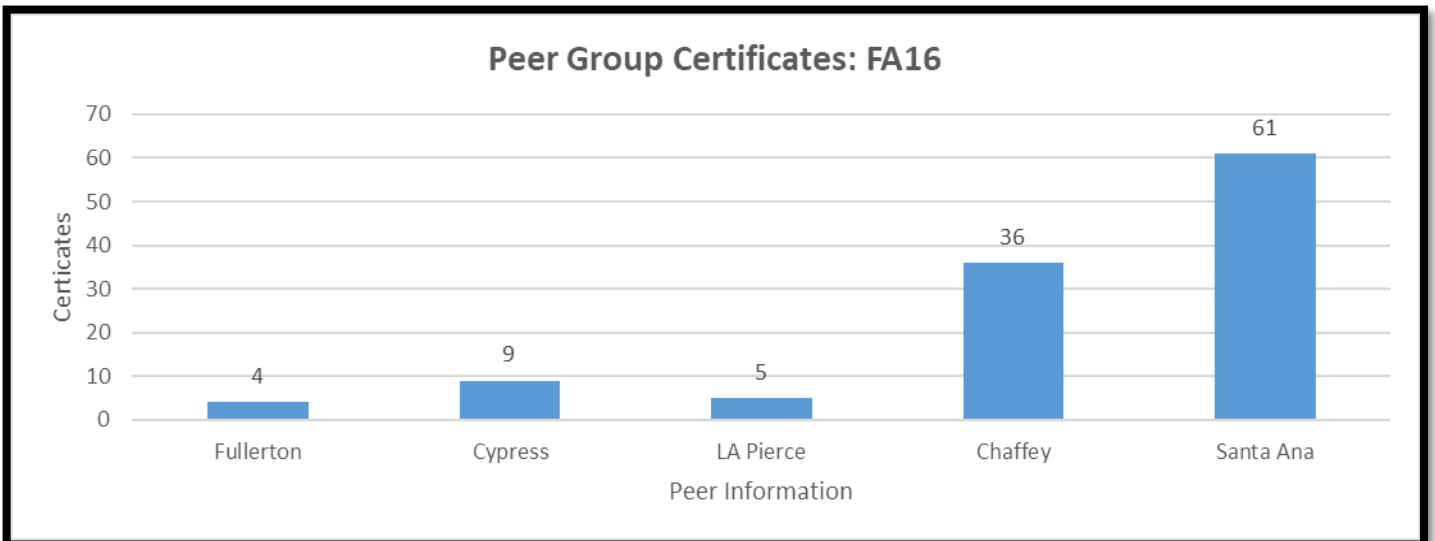
In the interim, we are continuing to focus on identifying students who are at risk and to manage them into success or work with them before census to adjust their course focus. The Business Management Team fully intends to work as a team to make further inroads. We have identified SLOs, FT versus Adjunct, Class Size, Lecture versus DE, and other areas as a place to look for possible correlation/causation indicators.

**Degrees Awarded:** Fullerton awards more degrees than our peer group. Throughout the last cycle, we have continued to maximize our ability to meet student needs to earn a degree, transfer to a 4-year, and or just bolster their knowledge as they take a class “here or there.” We are keen to understand the shifts in business, and therefore our student needs. We are actively tweaking our programs to reflect shifts in the economy.

**Certificates Awarded:** The data clearly shows we are not hitting the marks that are possible concerning awarding certificates. While our peers are not doing much better, it is incumbent upon us to make significant headway. We are already clear on our approach for this next review cycle.

- We are revising our certificates to mirror shifts in the industry (as reported by our advisory panel).
- We are also identifying areas where certificates are not offered and may make good sense to meet business/student needs.
- We are aware that certificates are being “earned,” but not awarded due to the lack of an application.
- We also are working on a program to proactively market students who may be unaware of how close they are to a certificate or if they may qualify for multiple certs if they plan out the right courses.

We expect this multi-pronged approach to address our shortfall and we will garner marked improvement during this next PR Cycle. We have a very successful program for transfers and degree-seeking students. That stated, the ratio of granted degrees and certificates awarded is awful. While we suspect we have an angle on why this is, our faculty bandwidth is limited. The ratio of granted degrees and certificates awarded is awful. While we suspect we have an angle on why this is, our faculty bandwidth is limited.



**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.)

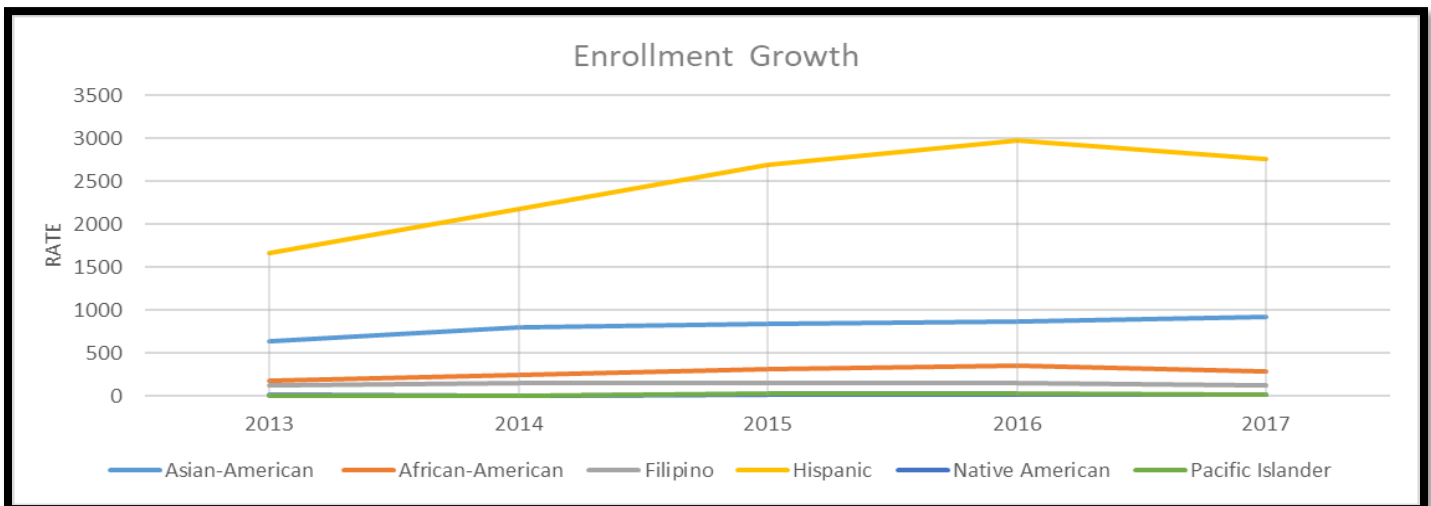
**Response:**

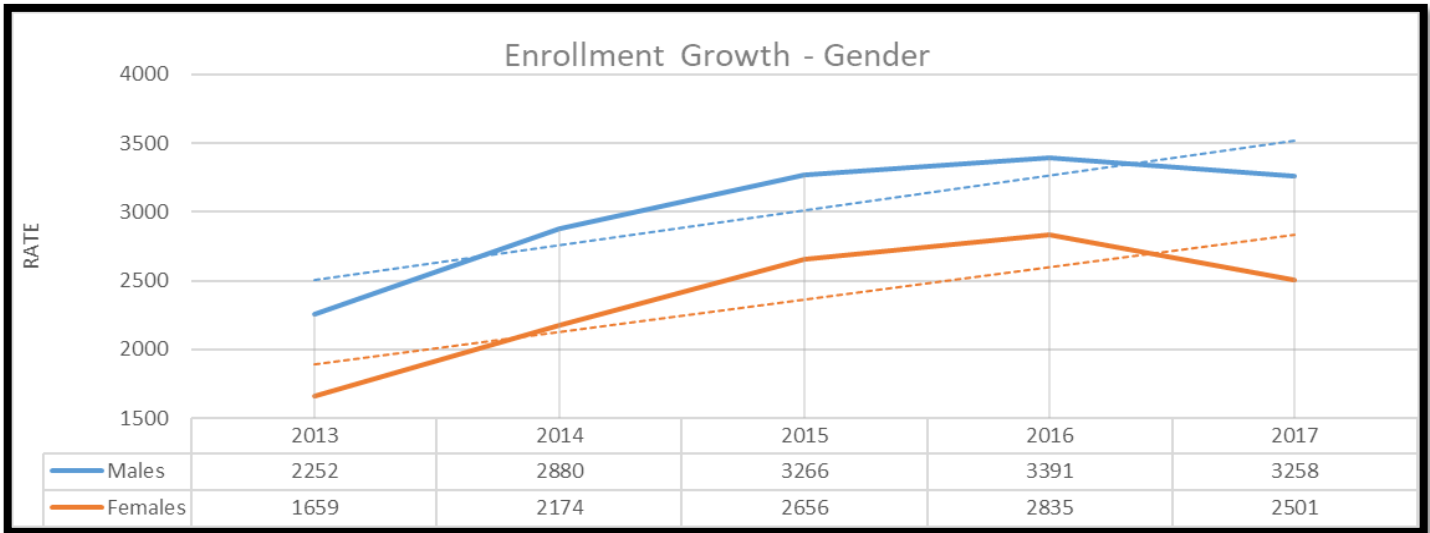
Enrollment Totals						Comment
Group	2013	2014	2015	2016	2017	
Males	2252	2880	3266	3391	3258	Trend up 44.7%
Females	1659	2174	2656	2835	2501	Trend up 50.8%
Asian-American	645	796	840	876	919	Trend up 42.5%
African-American	176	253	323	353	286	Trend up 62.5%
Filipino	128	151	157	151	123	Trend up -3.9%
Hispanic	1664	2184	2690	2968	2753	Trend up 65.4%
Native American	17	7	20	18	16	Trend up -5.9%
Pacific Islander	13	11	35	39	17	Trend up 30.8%
White	1072	1385	1531	1538	1356	Trend up 26.5%
Unknown	99	141	171	139	187	Trend up 88.9%
All	3991	5129	6007	6318	5867	Trend up 47%

**Enrollment:**

Enrollment is up over the sample period (2013 – 2017). This trend remains positive even though enrollment dipped in state-wide college enrollment. As do all divisions at Fullerton, we tweaked our offerings in response to the enrollment decline last year. Simply, we are waiting on results for the next two semesters to gauge the macro forces in play. Ongoing adaptation based upon further review is expected.

We noted that enrollment data for some groups is so small in percentage of the whole that a small dip or bump in enrollment results in a ratio calculation that can be misleading on the surface. With respect to gender, the rate of growth and the ratio concerning each group remain relatively statistically constant.



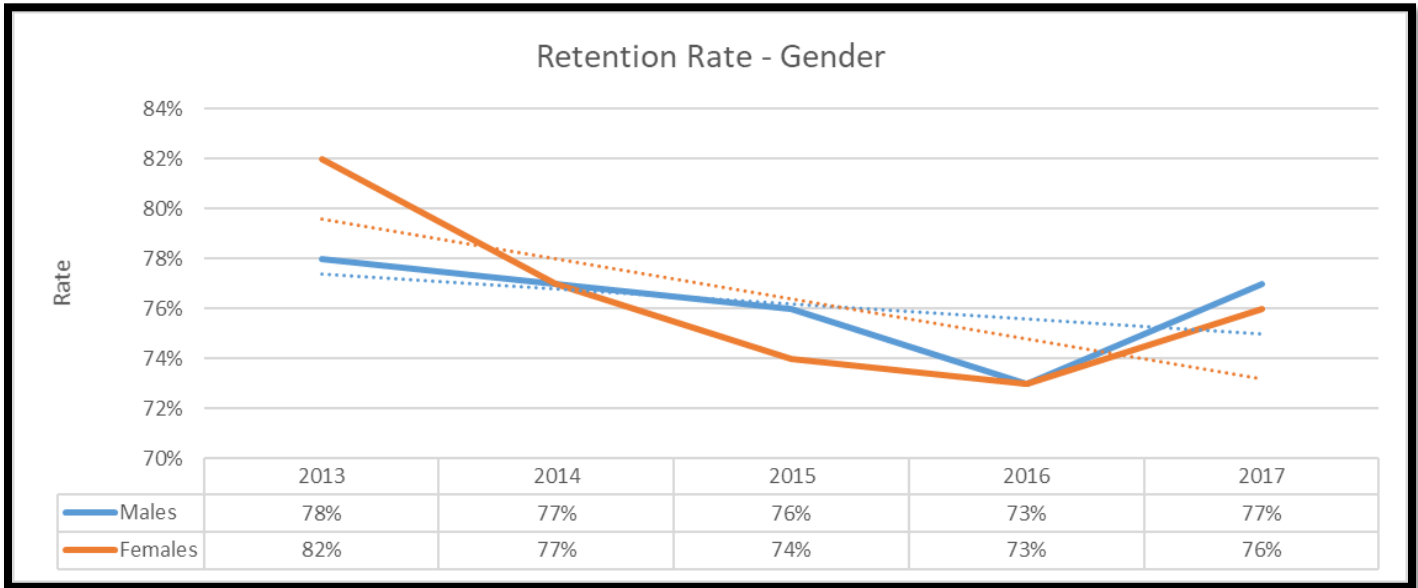
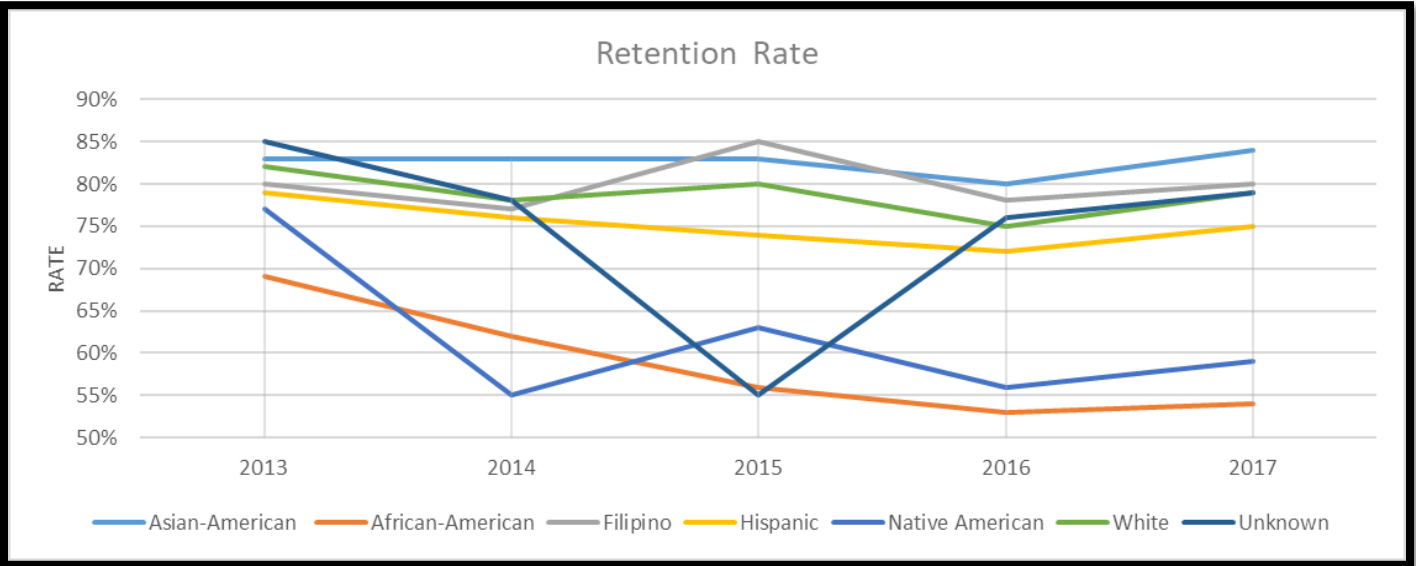


**Retention Rate:**

While enrollment is up over the sample period (2013 – 2017), retention is flat or near stable. The exception is for groups with a small sample size, and it is hard to ascertain causation if any. We will remain focused on this data and look to make improvements. Ongoing adaptation based upon further review is expected.

In relative terms, we would like to see a higher retention rate. Many of the special programs and processes we discuss in other Program Review Sections are specifically targeted to improve success and retention rates.

Retention Rate by Ethnicity						Comment
Group	2013	2014	2015	2016	2017	
Males	78%	77%	76%	73%	77%	Trend up -1.3%
Females	82%	77%	74%	73%	76%	Trend up -7.3%
Asian-American	83%	83%	83%	80%	84%	Trend up 1.2%
African-American	69%	62%	56%	53%	54%	Trend up -21.7%
Filipino	80%	77%	85%	78%	80%	Trend up 0%
Hispanic	79%	76%	74%	72%	75%	Trend up -5.1%
Native American	77%	86%	60%	61%	86%	Trend up 11.7%
Pacific Islander	77%	55%	63%	56%	59%	Trend up -23.4%
White	82%	78%	80%	75%	79%	Trend up -3.7%
Unknown	85%	78%	55%	76%	79%	Trend up -7.1%
All	80%	77%	75%	73%	77%	Trend up -3.8%



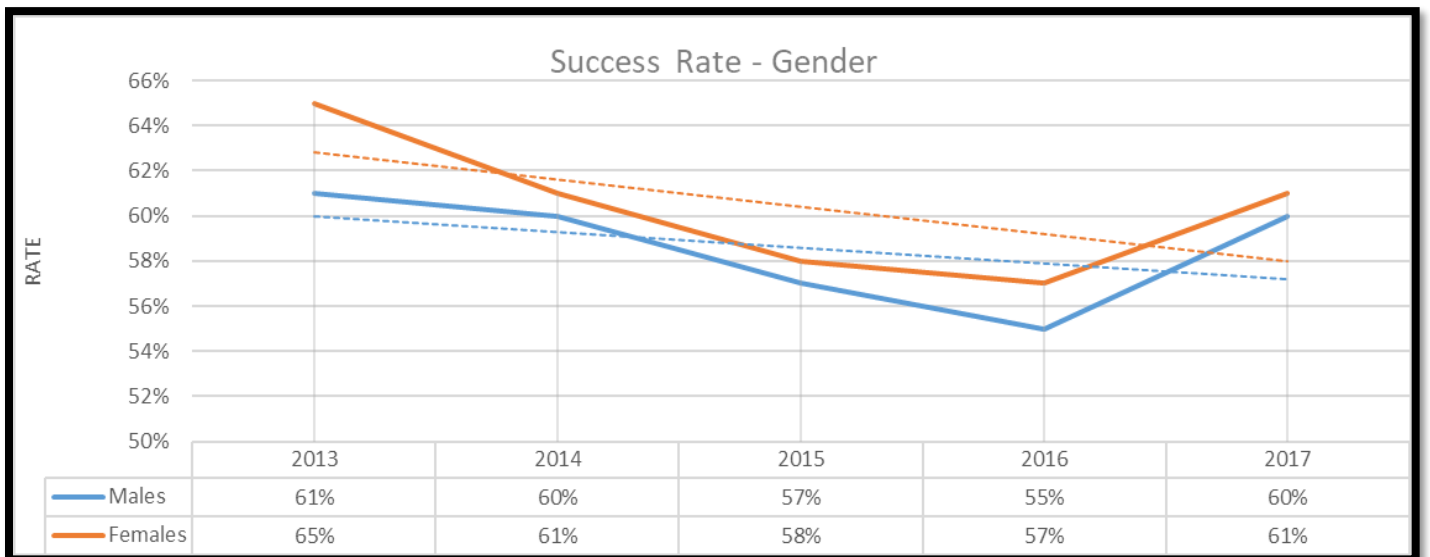
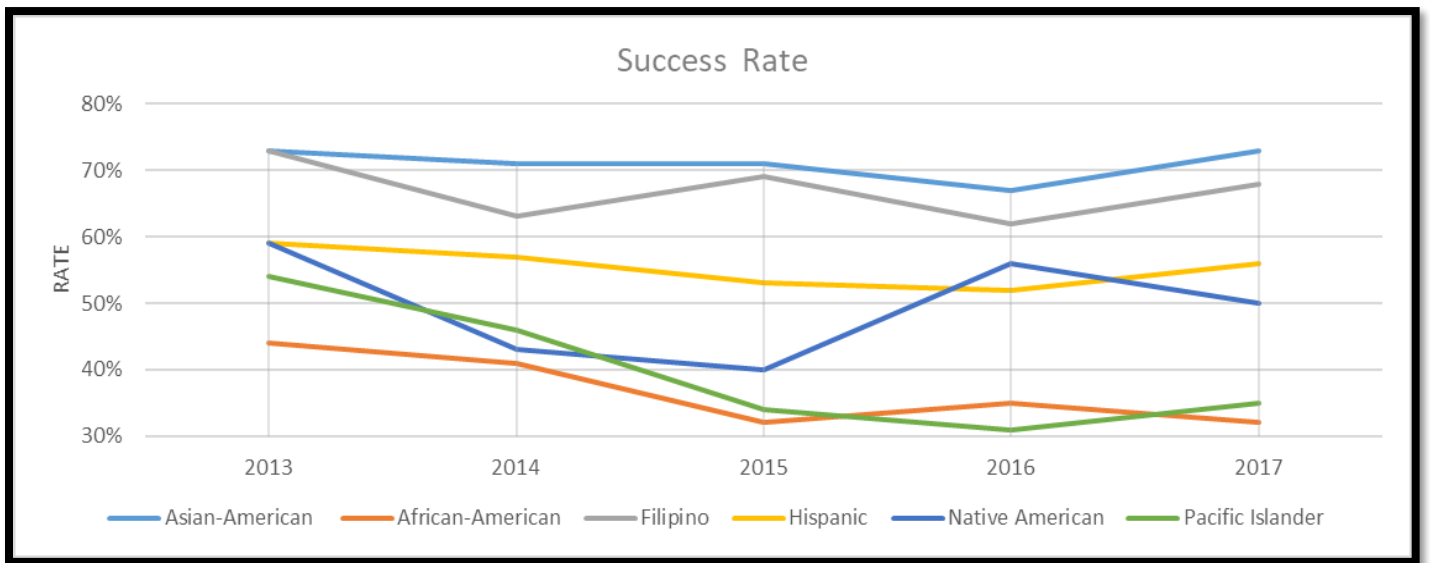
**Success Rate:**

While enrollment is up over the sample period (2013 – 2017), Success Rates are trending down - across the board. This is a concern, and we will evaluate possible causes over the next PR Cycle. Program change will be implemented as soon as a possible course of action is determined. While some rates ticked up this last period, which is encouraging, we do not have a trend or cause identified. We will remain focused on this data and look to make improvements. Ongoing adaptation based upon further review is expected.

In relative terms, we would like to see a higher success rate. Many of the special programs and processes we discuss in other Program Review Sections are specifically targeted to improve success and retention rates.



Success Rate by Ethnicity						Comment
Group	2013	2014	2015	2016	2017	
Males	61%	60%	57%	55%	60%	Trend up -1.6%
Females	65%	61%	58%	57%	61%	Trend up -6.2%
Asian-American	73%	71%	71%	67%	73%	Trend up 0%
African-American	44%	41%	32%	35%	32%	Trend up -27.3%
Filipino	73%	63%	69%	62%	68%	Trend up -6.8%
Hispanic	59%	57%	53%	52%	56%	Trend up -5.1%
Native American	59%	43%	40%	56%	50%	Trend up -15.3%
Pacific Islander	54%	46%	34%	31%	35%	Trend up -35.2%
White	65%	65%	66%	63%	65%	Trend up 0%
Unknown	71%	55%	44%	60%	63%	Trend up -11.3%
All	63%	61%	58%	56%	60%	Trend up -4.8%



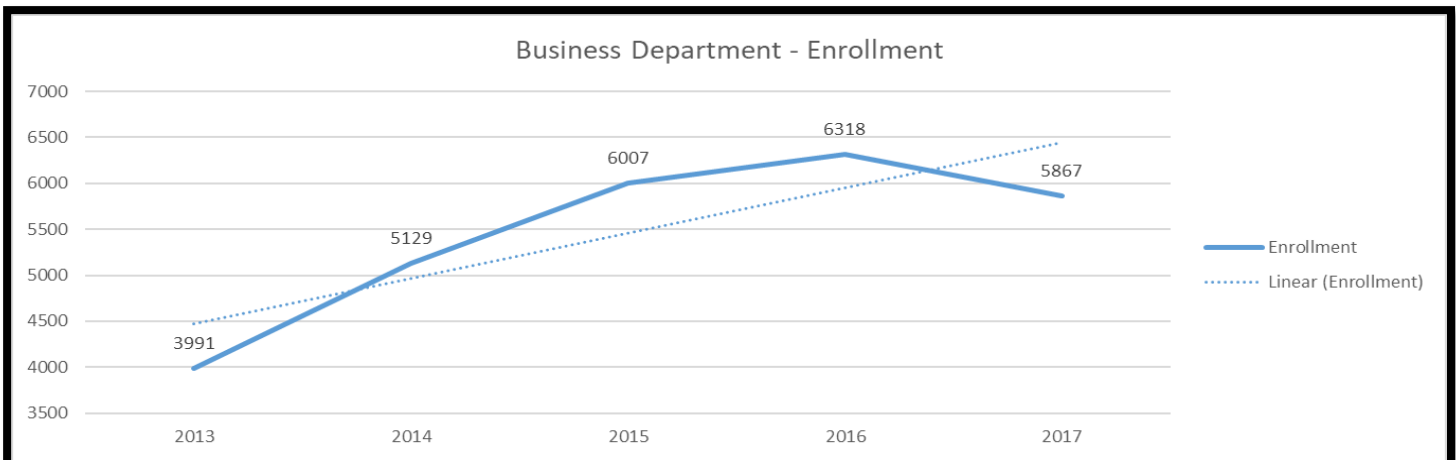
**2.4 Program Effectiveness** - Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

**Response:** Our feet have never stopped moving. We continue to focus our attention on student needs from within the context that represents reality – as they see it, we see it, and how the business community at large see it. This effort requires ongoing environmental scanning and review of systematic change.

Significant Shifts in Data:

- Enrollment - Since our collective targets of possible improvements move and change, so must our thinking and approach to an appropriate solution set. At the macro level, our enrollment went up and then turned down briefly. We cannot tell if this “trend” will last. Even so, our enrollment for BUS MANAGEMENT is up 47% since 2013.
- FTEs - While FTE’s are down in 2017, we have no reason to suspect this negative growth will continue. We have prepared and refined our scheduling process and selection with this in mind.
- Sections – Are stable, but we did note that this is due to a lower fill rate. Again, we have scheduled FA18 to be as lean as can be and made changes in what was scheduled when to help drive fill rates up.
- WSCH/FTEF – This ratio has trended down due to lower enrollment and the resulting impact of fill rate.
- Our Retention and Success Rates are relatively stable, and we had a positive bump in 2017. That stated, we look to improve these rates and consider this will result in a big push for the next PR Cycle.

Business All	2013	2014	2015	2016	2017
Enrollment	3991	5129	6007	6318	5867
Total FTES	384	493	577	606	559
Sections	97	130	148	164	165
FTEF	21	27	32	36	35
Fill Rate	96%	92%	85%	81%	75%
WSCH/FTEF	591	571	552	523	496
Retention Rate	80%	77%	75%	73%	77%
Success Rate	63%	61%	58%	56%	60%



Much of our focus occurred over a range of SAPs that identified strategic needs and well as some tactical operational components that either needed attention, development, or adjustment. A status of our 2014 SAPs is highlighted below.

**SAPs from 2014:**

SAP Effort / Goal - 2014 to 2017	Completion Status	Trending	Level of Success	Comment
SAP #01: Hire FTF for Business Management	Complete	N/A	Good	Courtney Jane
SAP #02: Equipment Purchase	No	Static	None	No funding made available
SAP #03: Room 515 – Access	No	Static	None	Access not Available
SAP #04: Success Center	WIP	Good	Good	Labor Intensive - Redefining
SAP #05: Marketing Plan & Execution	WIP	Good	Good	Labor Intensive - Redefining
SAP #06: Internship Program Enhancement	WIP	Good	Moderate	Labor Intensive - WIP
SAP #07: Entrepreneurship Program	WIP	Good	Traction	Labor Intensive - WIP

**SAPs Completed:**

While we are very pleased with how many accomplishments we had (reviewed in a later section), the quantity of SAP that required Capital Funding of some type was important, but minimum in quantity.

- As indicated in the SAP 2014 SAP detail above, it was nice to add an FT Faculty member to our team. This was crucial to provide the bandwidth of labor required to meet or exceed targeted goals and objectives identified in the last PR in 2014.
- We make progress on our Success Center, Marketing Plan, and Entrepreneurial Program – all of which either tailored workshops or instruction or otherwise provided specific and planned support to a diverse student base.
- A particular achievement was our Internship Program. This effort-intensive labor of love has begun to make traction, and we expect big things in the next three (3) year cycle. Our diverse student base mandates that we proceed with focused attention (see breakdown below).
- Our SAPs that dealt with equipment acquisition and access to Room 515 did not occur, and we have reassessed those needs for this next PR Cycle.

Fullerton - FA16	Fall 2016	Fall 2016
	Student Count	Student Count (%)
Totals	24,280	100.00 %
African-American	650	2.68 %
American Indian/Alaskan Native	64	0.26 %
Asian	2,938	12.10 %
Filipino	680	2.80 %
Hispanic	13,362	55.03 %
Multi-Ethnicity	761	3.13 %
Pacific Islander	75	0.31 %
Unknown	774	3.19 %
White Non-Hispanic	4,976	20.49 %

**Program Improvements:** Some additional ongoing efforts to improve our program are outlined below. These achievements, along with many more, helped the Business Management meet new challenges and new opportunities. Some examples include:

- Worked with NACCE, National Association for Community College Entrepreneurship to strengthen entrepreneurship program and throughout the campus.
- Ongoing assessment of all business and marketing courses and programs (six-year review).
- Adjusting courses after the course review process.
- We have a new Digital Marketing Certificate (WIP).
- We are implementing a new Human Resource Certificate (WIP).
- Our Internship program is kicked off and gaining traction
- Improved Process and Engagement for SLOs
- Reviewing Entrepreneurship Mindset Integration
- Working with Redlands University
- Reviewing Certificate Program (Validity / Processing / Student Contact)
- Improved Website Design (Tailored to Student Access) [buscis.fulcoll.edu](http://buscis.fulcoll.edu)
- Refined Career Builder Workshop Series
- Career Closet - Ongoing Student Support and highly supported by community
- Extensive FTF engagement in campus committees and activities
- Ongoing development of “Go To” Faculty Expertise – people helping people (Canvas, SLOs, Curriculum Development, Website Mods, etc., etc.)
- Additional New Class offerings discussed and planned for the next cycle (example Business Analytics, Data Visualization / Management, IT Management, etc.)

Fullerton	Fall 2016	Fall 2016
	Student Count	Student Count (%)
Total	24,280	100.00 %
19 or Less	7,562	31.14 %
20 to 24	10,545	43.43 %
25 to 29	3,186	13.12 %
30 to 34	1,207	4.97 %
35 to 39	622	2.56 %
40 to 49	645	2.66 %
50 +	513	2.11 %

**2.5 Additional Information** - 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.

**Response:** No surprise, the economy is doing much better than 2014, and far better than 2011. Hiring is up, unemployment is down, and wages are rising, albeit not much in the aggregate.

Data	2008	2009	2010	2011	2012	2013	2014	2015	2016
Labor Force	1,615,500	1,589,300	1,537,200	1,546,400	1,562,100	1,565,300	1,572,000	1,588,700	1,602,400
Employment	1,529,700	1,451,700	1,387,400	1,406,400	1,439,300	1,462,400	1,485,700	1,518,000	1,538,000
Unemployment	85,800	137,600	149,700	140,000	122,900	102,900	86,200	70,700	64,300
Unemployment Rate	5.3%	8.7%	9.7%	9.1%	7.9%	6.6%	5.5%	4.4%	4.0%

SOC Code*	Occupational Title	2014 est	2024	Change	2016 Wages	
					Hourly	Annual
15-1134	Web Developers	2,680	3,990	48.90%	\$34.70	\$72,161
15-2031	Operations Research Analysts	1,470	2,090	42.20%	\$40.68	\$84,609
17-2031	Biomedical Engineers	900	1,220	35.60%	\$50.81	\$105,670
19-2041	Environmental Scientists and Specialists	1,180	1,600	35.60%	\$37.74	\$78,491
29-2011	Medical and Clinical Laboratory Technologists	1,490	1,980	32.90%	\$36.39	\$75,701
13-1161	Market Research Analysts and Marketing Specialists	9,020	11,760	30.40%	\$32.49	\$67,582
27-1014	Multimedia Artists and Animators	1,390	1,810	30.20%	\$32.57	\$67,728
19-2042	Geoscientists, Except Hydrologists and Geographers	820	1,060	29.30%	\$38.35	\$79,759
26-3772	Natural Sciences Managers	500	640	28.00%	\$73.55	\$152,970
15-1121	Computer Systems Analysts	4,930	6,300	27.80%	\$46.31	\$96,336
13-1111	Management Analysts	11,180	14,140	26.50%	\$44.69	\$92,951
29-1171	Nurse Practitioners	1,370	1,730	26.30%	\$55.10	\$114,597
17-2081	Environmental Engineers	470	590	25.50%	\$53.72	\$111,726
15-1132	Software Developers, Applications	9,400	11,780	25.30%	\$51.52	\$107,151

Source: CA.GOV

Some common themes include:

- 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 use 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.
- We see an increase in business analysts and data masters (developing new course).
- Many of the STEM disciplines are clearly growing as well.

At a recent Business Advisory Committee meeting, we were afforded the opportunity to seek and absorb the input from the business community. This process included obtaining key insights and visions to include:

- Employment Outlook
- Internship Programs
- Skills / Traits / Attributes Discussion
- New Courses Development Needs

Our in-depth discussions made it very clear that a well-rounded employee now requires more skills than ever. These skills include “advanced ability” in MS Word, Excel, PowerPoint, etc. A desire of business to employ a student who can blend academic skills, technical skills, and extensive soft skills is more prevalent than ever. Some of the courses mentioned were business math/statistics, problem-solving, creativity, teamwork, and business writing and speaking skills. The Business Panel stated that no one size fits all and we needed to customize our approach and be flexible.

Other panel suggestions dovetailed nicely and were incorporated into our Program Self Review. Some of this focused upon:

- Student awareness (technically and situationally) of the role of business social media.
- Business Information System Courses that employ technical systems and analysis.
- Considering a “digital marketing certificate.”
- Deploying the five dimensions of a “can do / focused/disciplined mindset” is in business and in life.

Another ongoing demand is for online courses that facilitate a diverse student base who desires the flexibility of choice with course selection and dates and times of execution in “class.” Learning management systems are embracing this change and are more tailored than ever to the “DE” student. Fullerton is making the big switch to Canvas. It is noted, that Business Management has long taken the lead in developing DE standards and best practices, which was recently acknowledged as work to bring standards to the College as a whole.

The table below highlights Fullerton College’s DE-emphasis in several disciplines. While the PR Cycle is not the right forum to have this debate, it is clear many students seek more access to online courses, and some want to earn a degree “totally online.” We may never want to go there, but we cannot ignore the demand.

## Data on OC Job Growth

Distance Education Delivery					
Program Type - TOP2	DE FTES	% / Total	Classroom FTES	Total FTES	% / TC
Agriculture and Natural Resources-01	0	0.3%	73	73	0%
Architecture and Related Technologies-02	0	0.1%	30	30	0%
Biological Sciences-04	62	0.3%	978	1,040	5.9%
Business and Management-05	373	1.6%	785	1,158	32.2%
Commercial Services-30	0	3.4%	768	768	0%
Education-08	128	0.6%	1,223	1,351	9.4%
Engineering and Industrial Technologies-09	0	3.1%	709	709	0%
Family and Consumer Sciences-13	102	0.4%	645	747	13.6%
Fine and Applied Arts-10	435	1.9%	2,486	2,921	14.9%
Foreign Language-11	38	0.2%	519	557	6.9%
Health-12	14	0.1%	68	82	17.6%
Humanities (Letters)-15	27	0.1%	3,620	3,647	0.7%
Information Technology-07	146	0.6%	295	442	33.1%
Interdisciplinary Studies-49	144	0.6%	459	602	23.8%
Law-14	16	0.1%	71	87	18.2%
Library Science-16	1	0.0%	2	3	41.5%
Mathematics-17	134	0.6%	2,851	2,986	4.5%
Media and Communications-06	15	0.1%	475	489	3.0%
Physical Sciences-19	110	0.5%	1,187	1,297	8.5%
Psychology-20	88	0.4%	624	712	12.3%
Public and Protective Services-21	0	0.8%	179	179	0%
Social Sciences-22	610	2.7%	2,266	2,876	21.2%
<b>Total FTES</b>	<b>2,443</b>	<b>11%</b>	<b>20,313</b>	<b>22,756</b>	<b>N/A</b>

**2.6 Other Data:** Provide any other data that is relevant to your self-study.

**Response:** We reviewed a couple of interesting data sets that demonstrate just how wide-ranging “age” and unit load model. The important takeaway is that any one class may have a significant gauge variance – and that drives pedagogy and learning approached.

We get it. Change is dynamic and what works today may not work tomorrow. As the “business end” of Fullerton College, we are charged with the task of determining where “business is going” and how we can develop and or modify our programs to meet these needs head-on. No surprise, it takes a lot of data research and understanding of our student demographics. Our programs are tailored to meet the needs of an 18-year-old new student, a returning student augmenting their skills, a student who is changing careers, a student who is working fulltime and going to school at night to earn a degree, etc., etc.

This information and focus are further overlaid with the differing ethical background, culture systems, language proficiencies, and more. While not unique to our division alone, differing cultural backgrounds, worldviews, and business focus provide a set of opportunities and challenges.

The lion’s share of students going to school with 12 or more units are under 19 are require unique attention and focus (46%). As well, the student who is taking 1-5 units, 30% or more being over 30 and 10% over 50. Understanding the unique needs of each student is an important and appropriate focus of our Business Management Team.

Another interesting data point that recognizes shifts in ethnicity and age we noted is that the older our student, the more likely they are to be White Non-Hispanic while the 60% Hispanic percentage for 19 and less drops to 24% at 50+. Again, if you are serving and responding to a wide-range of student needs, age and ethnicity matter as you develop programs to engage students.

Additional national data can be located in Appendix – See “J”.



### Enrollment Data by Section Type

<b>Bus Management</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Enrollment	3374	4225	4995	5206	4814
Total FTES	325	406	477	497	457
Sections	81	104	118	128	131
FTEF	17	21	25	28	27
Fill Rate	96%	91%	84%	80%	75%
WSCH/FTEF	584	591	582	552	553
Retention Rate	81%	77%	75%	72%	78%
Success Rate	64%	62%	57%	55%	61%
<b>Marketing</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Enrollment	497	727	688	602	565
Total FTES	47	69	66	58	53
Sections	12	21	19	18	17
FTEF	3	5	5	4	5
Fill Rate	99%	96%	87%	83%	80%
WSCH/FTEF	499	460	434	416	364
Retention Rate	72%	73%	68%	72%	65%
Success Rate	58%	55%	54%	58%	54%
<b>Real Estate</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Enrollment	120	177	324	510	488
Total FTES	12	18	34	51	49
Sections	4	5	11	18	17
FTEF	1	1	2	4	3
Fill Rate	97%	109%	93%	87%	70%
WSCH/FTEF	466	680	431	432	457
Retention Rate	82%	89%	90%	78%	75%
Success Rate	44%	67%	81%	66%	64%

California Community Colleges Chancellor's Office  
 Faculty & Staff Demographics Report

		Fall 2016 Employee Employee Count	Fall 2016 Employee Employee Count (%)
<b>Chaffey Total</b>		<b>1,385</b>	<b>24.17 %</b>
	Educational Administrator	19	1.37 %
	Academic, Tenured/Tenure Track	234	16.90 %
	Academic, Temporary	811	58.56 %
	Classified	321	23.18 %
<b>Cypress Total</b>		<b>916</b>	<b>15.98 %</b>
	Educational Administrator	15	1.64 %
	Academic, Tenured/Tenure Track	220	24.02 %
	Academic, Temporary	466	50.87 %
	Classified	215	23.47 %
<b>Fullerton Total</b>		<b>1,244</b>	<b>21.71 %</b>
	Educational Administrator	22	1.77 %
	Academic, Tenured/Tenure Track	348	27.97 %
	Academic, Temporary	582	46.78 %
	Classified	292	23.47 %
<b>LA Pierce Total</b>		<b>970</b>	<b>16.93 %</b>
	Educational Administrator	12	1.24 %
	Academic, Tenured/Tenure Track	252	25.98 %
	Academic, Temporary	422	43.51 %
	Classified	284	29.28 %
<b>Santa Ana Total</b>		<b>1,216</b>	<b>21.22 %</b>
	Educational Administrator	23	1.89 %
	Academic, Tenured/Tenure Track	252	20.72 %
	Academic, Temporary	614	50.49 %
	Classified	327	26.89 %

### Student Enrollment by Unit Load

Fullerton Total	Fall 2016	Fall 2016	Age & Load	Fullerton Total	Fall 2016	Fall 2016	Age & Load
	Student Count	Student Count (%)			Student Count	Student Count (%)	
	24,280	100.00 %			24,280	100.00 %	
<b>0.1 - 2.9 Total</b>	<b>618</b>	<b>2.55 %</b>		<b>9.0 - 11.9 Total</b>	<b>4,597</b>	<b>18.93 %</b>	
19 or Less	129	20.87 %	68.61 %	19 or Less	1,463	31.83 %	91.76 %
20 to 24	200	32.36 %		20 to 24	2,176	47.34 %	
25 to 29	95	15.37 %		25 to 29	579	12.60 %	
30 to 34	61	9.87 %	31.39 %	30 to 34	156	3.39 %	8.24 %
35 to 39	23	3.72 %		35 to 39	102	2.22 %	
40 to 49	43	6.96 %		40 to 49	71	1.54 %	
50 +	67	10.84 %		50 +	50	1.09 %	
<b>3.0 - 5.9 Total</b>	<b>5,258</b>	<b>21.66 %</b>		<b>12.0 -14.9 Total</b>	<b>6,597</b>	<b>27.17 %</b>	
19 or Less	786	14.95 %	77.03 %	19 or Less	3,029	45.91 %	94.72 %
20 to 24	2,255	42.89 %		20 to 24	2,724	41.29 %	
25 to 29	1,009	19.19 %		25 to 29	496	7.52 %	
30 to 34	452	8.60 %	22.97 %	30 to 34	169	2.56 %	5.28 %
35 to 39	224	4.26 %		35 to 39	83	1.26 %	
40 to 49	293	5.57 %		40 to 49	56	0.85 %	
50 +	239	4.55 %		50 +	40	0.61 %	
<b>6.0 - 8.9 Total</b>	<b>4,993</b>	<b>20.56 %</b>		<b>15 + Total</b>	<b>2,217</b>	<b>9.13 %</b>	
19 or Less	1,043	20.89 %	84.62 %	19 or Less	1,112	50.16 %	95.94 %
20 to 24	2,333	46.73 %		20 to 24	857	38.66 %	
25 to 29	849	17.00 %		25 to 29	158	7.13 %	
30 to 34	313	6.27 %	15.38 %	30 to 34	56	2.53 %	4.06 %
35 to 39	177	3.54 %		35 to 39	13	0.59 %	
40 to 49	166	3.32 %		40 to 49	16	0.72 %	
50 +	112	2.24 %		50 +	5	0.23 %	

Note trends in age versus unit load. This also drives daytime versus nighttime course selection by age.

### Unit Load by Ethnicity

Fullerton Total		Fall 2016	Fall 2016
		Credit Student Count	Credit Student Count (%)
		24,280	100.00 %
19 or Less Total		7,562	31.14 %
	African-American	181	2.39 %
	American Indian/Alaskan Native	7	0.09 %
	Asian	798	10.55 %
	Filipino	209	2.76 %
	Hispanic	4,547	60.13 %
	Multi-Ethnicity	239	3.16 %
	Pacific Islander	25	0.33 %
	Unknown	256	3.39 %
	White Non-Hispanic	1,300	17.19 %
20 to 24 Total		10,545	43.43 %
	African-American	251	2.38 %
	American Indian/Alaskan Native	25	0.24 %
	Asian	1,285	12.19 %
	Filipino	329	3.12 %
	Hispanic	6,001	56.91 %
	Multi-Ethnicity	354	3.36 %
	Pacific Islander	28	0.27 %
	Unknown	307	2.91 %
	White Non-Hispanic	1,965	18.63 %
25 to 29 Total		3,186	13.12 %
	African-American	88	2.76 %
	American Indian/Alaskan Native	8	0.25 %
	Asian	418	13.12 %
	Filipino	81	2.54 %
	Hispanic	1,660	52.10 %
	Multi-Ethnicity	87	2.73 %
	Pacific Islander	14	0.44 %
	Unknown	90	2.82 %
	White Non-Hispanic	740	23.23 %
30 to 34 Total		1,207	4.97 %
	African-American	34	2.82 %
	American Indian/Alaskan Native	8	0.66 %
	Asian	179	14.83 %
	Filipino	29	2.40 %
	Hispanic	528	43.74 %
	Multi-Ethnicity	39	3.23 %
	Pacific Islander	6	0.50 %
	Unknown	38	3.15 %
	White Non-Hispanic	346	28.67 %

Fullerton Total		Fall 2016	Fall 2016
		Credit Student Count	Credit Student Count (%)
		24,280	100.00 %
35 to 39 Total		622	2.56 %
	African-American	33	5.31 %
	American Indian/Alaskan Native	1	0.16 %
	Asian	89	14.31 %
	Filipino	11	1.77 %
	Hispanic	254	40.84 %
	Multi-Ethnicity	24	3.86 %
	Pacific Islander	1	0.16 %
	Unknown	25	4.02 %
	White Non-Hispanic	184	29.58 %
40 to 49 Total		645	2.66 %
	African-American	34	5.27 %
	American Indian/Alaskan Native	8	1.24 %
	Asian	106	16.43 %
	Filipino	9	1.40 %
	Hispanic	247	38.29 %
	Multi-Ethnicity	15	2.33 %
	Pacific Islander	1	0.16 %
	Unknown	28	4.34 %
	White Non-Hispanic	197	30.54 %
50 + Total		513	2.11 %
	African-American	29	5.65 %
	American Indian/Alaskan Native	7	1.36 %
	Asian	63	12.28 %
	Filipino	12	2.34 %
	Hispanic	125	24.37 %
	Multi-Ethnicity	3	0.58 %
	Unknown	30	5.85 %
	White Non-Hispanic	244	47.56 %

While we have always recognized that we served demographics, we have affirmed the importance of tailoring our course selections and associated schedule to a diverse student bases with varied needs and program desires. This is especially true for night time course and distance education scheduling.

**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?**

**Response:** The opportunity to serve our students comes at us from 360 degrees. As a leading institution for awarding business degrees and transferring students, we have a lot of opportunities to get it right – and get it wrong. While we are pleased with our overall performance, we know we have room for improvement – always. We acknowledge that our strengths serve our students well.

Some of the strengths we have are identified below. These strengths tie directly to our KPI data and the competitive nature that is education when it comes to student choice. The strengths are derived from a strong and functioning faculty team, the result of classroom focus and serving on campus committees.

- We have one of the STRONGEST campus demands for our courses and ADT/AA/AS degrees.
- High level of computer-assisted learning implementation and division standards for distance/online instruction remains a strength.
- We continue to work closely with CSUF, CSULB & UC's to offer desired courses for articulation.
- The development of new courses - BUS 112, Public Speaking for Business and a Course in Human Resources Management.
- Ongoing positive team dynamic that fosters creative ideas to improve our programs, e.g., change is to be embraced if it furthers the College vision and mission to serve our students.
- Strong track record of transfers (#1 in Fullerton College).
- Continued very strong performance in degrees awarded among our peers (a leader).
- High-level of commitment by the full-time faculty members to both the department and campus governance activities. Ongoing high visibility and participation.
- We have a strong leadership team who works closely with the Department Coordinator and faculty in pursuit of policies, procedures, programs, and approaches that drive positive results.
- Identifying and responding to student needs with targeted and appropriate new course offerings
- Our team's strength and ability to have frank discussions that may encompass disagreement but does not cause a divisive or poor department culture.
- Our core team has established key and important positive relationships with other departments, divisions, and support service functions.
- Our team has very positive relationships with executive management which promote an environment that focuses first on our mutual mission.
- Our team works hard to embrace our College Values. More importantly, we execute "our business" with all College stakeholders in mind – which is no small matter.

Our collective active engagement results in plenty of opportunities to discuss, discard, employ, work, change, and modify new and existing programs to meet our student needs better.

## Faculty Engagement:

Committees / Ad Hoc / Personal Focus	Level	Marcus	Kathy	Gary	Courtney	Barry
300-500 Builders User Group	Ad Hoc	x		x		
Basic Skills Committee	Senate					
Campus Diversity	President					
Career Closet	Ad Hoc		x	x		
Career Builder Workshops	Ad Hoc		x	x		
Career Expo Series	Ad Hoc			x	x	
College Grade Appeal Committee	Senate					
Council on Budget & Facilities	District	x				
Curriculum Committee	Senate			x		
Distance Education Advisory Committee	Senate		x			
District Consultation Council	District	x				
District Curriculum Coordinating Committee	District					
District Sabbatical Committee	District			x		
District-Wide Staff Development Committee	District					
Diversity Committee	Senate					
EEO Advisory Committee	District					
Enrollment Management Committee	President					
Entrepreneurial Grant Coordinator	Ad Hoc			x		
Equivalency Committee	District					
Faculty Allocation Committee	Senate	x				
Faculty Senate Senator	Senate	x				
Foodbank Support	Ad Hoc	x	x	x	x	x
General Education Committee	Senate			x		
Hiring Committee	Ad Hoc	x	x	x	x	x
Honors Program Advisory	Senate				x	
Institutional Integrity Committee	Senate					
Institutional Research Effectiveness Committee	Senate					
Internship Grant Coordinator	Ad Hoc			x		
Internship POC for Department	Ad Hoc				x	
Planning & Budget Steering Committee	President					
President's Advisory Council	President	x				
Professional Growth & Development Committee	District					
Program Review Committee	Senate					x
Scholarship Support	Ad Hoc	x	x	x	x	x
SLOs Assessment Committee	Senate					
Staff Development Committee	President					
Strong Workforce Committee	Ad Hoc			x		
Student Equity Committee	Senate		x			
Student Success Committee	Senate				x	
Study Abroad Committee	President	x		x		
Technology Committee	President					
Technology Coordinating Council	District			x		
United Faculty Negotiations Committee	Ad Hoc	x				
WebSite Design and Coordination	Ad Hoc		x			

### 3.2. What are the weaknesses of your program?

**Response:** As a team, Business Management is always looking for and seeking ways to improve our programs. We teach business – and no one knows better than we that “growing” and “responding” to change is critical for success, if not survival. Everything is business, and everything we do is subject to improvement.

In no particular order, our priorities include:

- Add additional faculty to serve our students better. This is a commonly stated weakness in many divisions – as we seek to deliver the programs we offer at the highest possible standard. With only five 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 student needs. The relation of FTE to our section load is expressed in the data and does not require a lot of analysis to understand we can better serve our students with additional FTF.

We seek to add an FT Business Management member and an FT Business Management (Real Estate) member. This is a SAP. Currently, we do not have a FT Real Estate Faculty member.

- Classroom computers need refreshing. This too is a common and well-documented problem among many departments and divisions. We fully recognize that the cost associated with a refresh of our technology is expensive. We also fully recognize that the “downsides” of not investing in the technology often seem “trivial.” Example – fast boot times on systems (time wasters for instructors and students), slow classroom WIFI, HVAC that has difficulty keeping room temps, Software that is not current, etc., etc. On the surface, we will survive, and it is difficult to measure the downside regarding program effectiveness. This is a SAP.
- Adjunct faculty requires training and extra attention which is hard to standardize given we only have five FTF.
- Our website, while much improved, requires ongoing updates. This is going to cost money and is one of our SAPs. We could use interns and student aids to help in this area.
- We require hardcopy access to common business information (HBR, and many others – See Capital Request). This is an SAP.
- We continue to have unprepared students enrolled in many of our sections. We are taking a hard look at how to identify and quantify this data so that it can be meaningfully explored and targeted for improvement.
- Finalize and put in place a more formal program to create long-term business relationships with the community. We could use interns and student aids to help in this area. Also, the co-location of a counsellor would be extremely beneficial to provide cohesive and focus support to our students.



- While Career Builder is a “success” by any measure - students come, and they love the workshops. We need to scale and better integrate this workload. To that end, we require some small funding which is identified in an SAP.
- We need to refine and re-write a Marketing Plan that will drive improvement during the next three years. This will require funding and is identified as an SAP.

We want to note, that weaknesses a program is not desirable, it does represent an opportunity to improve. As a team of business experts, we fully recognize and support the notion that addressing shortfalls is and should be a revealing process. Viewed as such, we work well together as a team and focus on the improvement and do not worry about who to blame.

### **3.3 What opportunities exist for your program?**

**Response:** Opportunities abound for our Business Management Program. Much of what we do to adapt and respond to shifts in student needs or demand for sections is immediate and often a one-off. Sometimes it is a small tweak that makes the difference. In Section 3.2, most of the “weaknesses” are, fundamentally, also an opportunity to improve. So, please refer there first for some of our targeted opportunities.

#### **Additional Identified Opportunities:**

- Additional Targeting Marketing to for our new Digital Marketing Certificate.
- Co-locate a counsellor within the division office to maximize support to students. Add Interns and Student Aids to work in the faculty and business offices providing support to students.
- Additional Target Marketing for our new Human Resource Certificate.
- Implement and adjust our program offerings to align with recent Advisory Panel Input.
- Entrepreneurial Mindset is a program we are bringing to FC and implement across our department and then our division, and also share with FC in Spring 18 at a flex activity. More detail about this program is in the appendix.
- Develop a foundational business certificate that provides students with that “first” achievement that can be formally recognized.
- Develop a program to prepare FC to offer a four-year degree when and if the opportunity is made available. We want to be ready to go – not be reactive.
- Further, develop a relationship with Redlands University (see appendix).
- Employ more timely release of data to the department in a dashboard that talks too and highlights Tableau information that is meaningful and or interesting anecdotally.
- Continue to engage fully and provide input regarding our “new building” needs.

- Fully Business Pathway, Business Stats Course, Business Analytics Course, Careers in Business Course.
- Finalize BUS 105, Career Pathways in Business which seeds a foundational course. The course is specifically designed with learning objectives that draw on findings from the biological, behavioral, and social sciences to study humans from psychological, sociological, and physiological perspectives.
- Finalize the development of Career Pathways integration into Business management. We will employ foundations developed by AACC. See Appendix.

We are very excited for the next three years. Many of the opportunities we have identified as a result of the PR process are squarely in our court – not requiring a great deal of activity outside of our common purview. While some improvements clearly require funding and time, great strides can be made with the personnel we have. We always have something to do.

### 3.4 What challenges exist for your program?

**Response:** Most of the opportunities have been addressed above. We have an opportunity to do more of what we are good at – our strengths. We have an opportunity to improve on our identified weaknesses – sometimes hard, but it is right there waiting to be addressed. We have identified many opportunities to improve in section 3.3 – some of which do not require funding or rely on an extensive/burdensome process. So, we come to external threats/challenges.

#### Considerations:

- **Limited Faculty:** The Business Management Team views our most manageable challenge as executing the tasks and opportunities we have identified in this PR Cycle. Recognizing that these opportunities require time and ongoing focus from a very small team is important. Simply, the combined identified tasks are difficult in their totality. The old adage, doing business gets in the way of doing business. The classroom and students may come first, but the execution of our PR Plan requires extensive time and focus outside of the classroom.

Our SAP to add two faculty members (one of which is a replacement) to start in Fall 2019. These faculty positions are required to implement and meet/exceed developmental plans in support of our College Mission and College Goal #1 – and Objective #2.

- **Petty Cash / Small Ancillary Budget:** Low-level funds are an ongoing reality. From funding outside speakers, providing pizza for Career Builder Seminars, or some small tactical need, funds are important and required. A possible solution is to gain access to a few funds that can be allocated and then approved by the Dean for smaller qualifying Business Management Department needs. We have included a SAP for this effort.

Our SAP to add funds to be available in Fall 2019 is included. These funds are required to implement and meet/exceed developmental plans in support of our College Mission and College Goal #1 – and Objective #1.

- **Restricted State Budget:** No surprise, but a reality, California State places limits on how funds are spent.
- **CSUF / CSULB Changes:** A common threat is typically out of your control – other than recognizing that the threat may occur. As the CSU's make changes to course requirements (BUS 211 F, BUS 240 F, etc.), demands for some of our course offerings may be decreased. We acknowledge here that some changes can have a positive impact as well. That stated, we remain focused and observant on these possibilities.
- **Publisher Costs & Focus on Technology:** Textbooks acquisition cost continues to be a sensitive and real problem for many students. Delays in student purchase of the text, while they wait on funding, is also an ongoing problem – often placing that student at a disadvantage in class – the result of which may be a retention or success issue. Further, the Publisher trend to employ/integrate technology tools for faculty/students can actually add time/effort to the book adoption process, let alone drive up the cost to the student.
- **Access to up-to-date technology in the classroom:** This is an ongoing problem for all programs, and we look forward to a classroom refresh sooner rather than later. We have included a SAP for this effort.

Our SAP to add funds to be available in Fall 2019 is included. These funds are required to implement and meet/exceed developmental plans in support of our College Mission and College Goal #1 – and Objective #1. This includes two projectors and dual monitors in every communications classroom, required to facilitate the learning process.

- **Classroom Configuration:** We all get it, a classroom that is properly configured to maximize the student learning possibilities is a good thing – tying to our division focus and institutional mission, goals, and values. As course move from a traditional lecture mode to more “case study oriented,” experiential in approach, and teamwork focused, classrooms need to be equipped to facilitate this process.

Our SAP to add funds to be available in Fall 2019 is included. These funds are required to implement and meet/exceed developmental plans in support of our College Mission and College Goal #1 – and Objective #1.

- **Access to Large Lecture Classrooms:** As we respond to student demand and shifts in scheduling needs based on enrollment, access to a large lecture classroom is required to maximize our efficiency and effectiveness. A SAP to accommodate this request has been made (Projection H/W). These funds are required to implement and meet/exceed developmental plans in support of our College Mission and College Goal #1 – and Objective #1.
- **Entrepreneurship Lab / Classroom:** Our new building plan includes a provision for this room, required to meet the needs of our students to be equipped to meet the changing needs of future employment.
- **Research Classroom:** A provision for classroom equipped with computers to promote and allow for student research.

#### 4.0 Student Learning Outcomes (SLO) Assessment

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

	Program Student Learning Outcomes (PSLOs) Management / Marketing / Real Estate	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1	Identify 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.	FA16	SP17 - FA18	On-Going	3+
2	Utilize a working vocabulary of business terminology	FA16	SP17 - FA18	On-Going	3+
3	Analyze a routine business request and respond with a written letter that illustrates good business writing skills.	FA16	SP17 - FA18	On-Going	3+
4	Demonstrate proficiency of the basic principles of California real estate.	FA16	SP17 - FA18	On-Going	3+

4.2 Assessment: Complete the expandable table below.

	Desired Outcome - Instructional Programs	Date Assessment	Means of Assessment	Summary of Data	Use of Results
1	Identify 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.	FA14 - FA16	Course SLOs	See Summary Below	See Summary Below
2	Utilize a working vocabulary of business terminology	FA14 - FA16	Course SLOs	See Summary Below	See Summary Below
3	Analyze a routine business request and respond with a written letter that illustrates good business writing skills.	FA14 - FA16	Course SLOs	See Summary Below	See Summary Below
4	Demonstrate proficiency of the basic principles of California real estate.	FA14 - FA16	Course SLOs	See Summary Below	See Summary Below

**Response:** Courses that employ CLSOs to measure outcomes each semester.

BUS 100 F – PLSO #02		BUS 111 F – PLSO #03
BUS 180 F – PLSO #02		BUS 211 F – PLSO #03
BUS 224 F – PLSO #01		BUS 262 F – PLSO #02
BUS 271 F – PSLO #03		MKT 100 F – PSLO #01
RE 101 F – PLSO #04		RE 201 F – PLSO #04

All Course SLO's are assessed every semester. These assessments are made to gain insight into the SLO success and to provide faculty an opportunity to tweak or enhance coursework to increase student success rates. The course cited above have SLOs that directly map to the PSLOs as defined in the table above.

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

**Response:** 100% of our SLOs are now assessed every semester. While great progress has been made in this area regarding frequency and compliance, there is a significant opportunity for improvement with the new eLumen platform. See 4.5 for an overview of this development.

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

**Response:** We want to “vote yes.” Our improvements can be determined by simple measurement – we are more compliant than ever in terms of SLO focus and completion rates. We have moved from an SLO “cycle” to an “every class / every semester approach. Improvement, yes! We are working out the bugs of the new system and still patiently waiting for eLumen to talk to CurricuNET.

Can we correlate our improvement in execution to improvement in student learning and achievement? We do not know. We are aware that SLO assessment is a continuous endeavor that requires faculty to make/engage in meaningful determinations concerning student success every class – AKA learning and achievement. That stated, this process has primarily been a singular event in the day-to-day semester activities of each faculty member. While we talk about the process in department and division meetings, it is difficult to tie a specific trend in student retention or success with a “measured SLO.”

All that stated, we do see an opportunity to use the new technology and platforms to garner more in-depth results. To that end, we hope to re-engineer our overall approach to SLOs on a macro scale – we hope that a wider field of view will result in more meaningful granular analysis. See 4.6, below.

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

**Response:** As mention in 4.4 above, we do not know. While we continue to trend up regarding degrees granted and transfer students moving on, our success and retention rates have trended down. While we intrinsically know that an engaged, capable, and caring faculty member use of SLOs is a good thing, we have no data that directly correlates to an improvement in this area. The wide-array of student touch points are so

varied and individual-oriented, that we find it difficult to demonstrate causation directly. This is why we intend to overhaul our SLO program in 2018 / 2019. See 4.6, below.

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

100% of our SLOs are assessed every semester. While progress has been made in this area in terms of frequency and compliance, the Business Management Team will be performing a major analysis in 2018 / 2019 to enhance our reporting format, technique, and operational systems. The end objective of this effort is to streamline the process, integrate SLOs and PSLOs in a logical fashion that will result in more meaningful output across a multitude of programs and course offerings.

Being direct, any time a faculty member re-visits what they teach, how they measure results and evaluate how to serve the student best, they are moving in the right direction. In that regard, each faculty member contributes to the process – noting the data, turning it into information, and making micro and or macro decisions on how to achieve better results the next class – even if the data “looks good.” But the process we employ now is still largely one of the lone wolf taking care of their cadre of students.

So while we have tweaked assessments to better measure student critical thinking skills, writing skills, ability to communicate skills, and make informed decisions, we want to improve. Simply, the number of unique courses, unique certificates, and unique degrees make any subsequent analysis an arduous process. Provided the new tools (eLumen), we are anxious to conduct a ground-floor review and assessment of our current processes. Our objectives are to:

1. revisit all course SLOs
2. edit / add / delete SLOs as required
3. design assessment tools that can be employed efficiently
4. revamp approach to employ SLO assessment across many core courses effectively
5. integrate seamlessly with our PSLOs
6. reduce time to complete
7. better serve analysis and meaningful, directed action
8. review assessment, curriculum, and teaching methodologies

We view our new SLO Development Program an ideal opportunity to hone our systems to better serve our students and faculty alike. We believe the use of technology, new back-office systems, and standardized processes will make a very positive difference.

Fullerton - Annual 2016-2017	All	Business	15%
	2,322	355	
Associate in Science for Transfer (A.S.-T) Degree	288	210	73%
Associate in Arts for Transfer (A.A.-T) Degree	486		
Associate of Science (A.S.) degree	180	21	12%
Associate of Arts (A.A.) degree	1,076	117	11%
Certificate requiring 30 to < 60 semester units	205	1	0%
Certificate requiring 18 to < 30 semester units	87	6	7%

**5.0 Evaluation of Progress Toward Previous Goals/SAP's:**

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

**Response:**

SAP Effort / Goal - 2014 to 2017	Completion Status	Trending	Level of Success			Funding Required	Comment
SAP #01: Hire FTF for Business Management	Complete	N/A	Good			Yes	Courtney Jane
SAP #02: Equipment Purchase	No	Static	None			Yes	No funding made available
SAP #03: Room 515 – Access	No	Static	None			Yes	Access not Available
SAP #04: Success Center	WIP	Good	Good			Yes	Labor Intensive - Redefining
SAP #05: Marketing Plan & Execution	WIP	Good	Good			Yes	Labor Intensive - Redefining
SAP #06: Internship Program Enhancement	WIP	Good	Moderate			Yes	Labor Intensive - WIP
SAP #07: Entrepreneurship Program	WIP	Good	Traction			Yes	Labor Intensive - WIP

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

**Response:**

**SAP #01:** Hire FTF for Business Management – Complete.

**SAP #02:** Equipment Purchase - This project was not funded. Minor adaptations required to make things work in the classrooms. While this is a legitimate requirement, faculty ultimately manage to the level of technology available. While not the desired outcome, we are understandably realistic.

**SAP #03:** Room 515 – Access to the room and technical changes were no accomplished. We will continue to review and assess room availability and match those spaces with our student needs and seek possible solutions.

**SAP #04:** Business Success Programs – This SAP was a catchall for mini-programs with small capital funding requirements. This SAP was a success and remains in play for this coming three-year PR Cycle. A new and refined website was developed under SAP #05, but was not upgraded to provide a more robust access to students on customized content. Career Closet is up and running and is a big hit. We have yet to refine and put in place a digital library as we did not receive any funding to help bring this about. This SAP has been re-engineered for this coming PR Cycle to house additional ideas and desired outcomes to drive student success on campus and in the community.

**SAP #05:** Marketing Plan & Execution – This SAP Objective was a success for the portions that required FTF labor and some assists from staff. The Brown Bag Speaker Series (rebranded as Career Builder) is a hit with students. That stated, the lack of funding prevents scaling these programs to reach more students and provide a deeper integration with the community – the essence of student success and helping under-prepared students.

**SAP #06:** Internship Program Enhancement – Incomplete and unfunded. There are institutional obstacles as to budget and technology needs.

**SAP #07:** Entrepreneurship Program – Incomplete and unfunded.

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

**Response:**

**SAP #01:** Hire FTF for Business Management – We hired Courtney Jane. The faculty addition allowed the Business Department to respond to student needs for new courses and for the Internship Program. These classes were developed, and our Internship Program was launched.

**SAP #02:** Equipment Purchase – The math on this was easy. We made no headway, but we are doing our best with what we have.

**SAP #03:** Room 515 – Having Access, which has not occurred.

**SAP #04:** Success Programs – The level of success was measured by student usage and feedback. Students have better access to an informative website for our department. Our Career Closet is frequently used by students who need to dress professionally for interviews, speeches, and other professional needs.

**SAP #05:** Marketing Plan & Execution – We achieved a partial success on this SAP, which was determined by students showing up for our monthly Career Builder Speaker Series. The other aspects of this SAP required funding, which did not happen.

**SAP #06:** Internship Program Enhancement – This SAP was partially completed with the use of equity funds late in the cycle, and we have more work to do. We intend to carry this forward for the next PRC Cycle. Measurement of success will ultimately be obtained by an increase in Internships for our students – very measurable. We need to set target goals for growth over the next cycle.

**SAP #07:** Entrepreneurship Program – Incomplete and unfunded. Measurement of progress and success will be determined as a result of “butts in the seat” from our competitions and resulting Workshops.

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

**Response:**

**SAP #01: Hire FTF for Business Management** – Courtney has been assigned a full load and is in charge of our Internship Program. The net result was progress being made in FTEF to Adjunct and the added availability to labor resources to develop and work on ongoing department programs. Examples are Internships, Workshops, Course development, etc. She also developed new courses to meet identified student needs.



**SAP #02: Equipment Purchase** – We did not receive the funding associated with our technology upgrade request. As such, this SAP fell short, and we have reassessed and validated the request for this Program Review Cycle. Simply, our students and instructors require access to stable technology platforms, suitable software that mirrors industry, reliable access to the Internet, and a small footprint to provide maximum desk space to aid learning and, frankly some small modicum of comfort.

**SAP #03: Room 515** – Access was not provided, and the quest to locate rooms that provided for the needs of our students remains an arduous and complicated task set each semester. Our team always finds a way, as others on campus do as well. Nonetheless, by nature, the lack of a pooled resource creates some conflict and remains a challenge.

**SAP #04: Success Programs** - Students had access to an informative website for our department and utilized the Career Closet for professional business dress in interviews, speeches, and other employment needs. We intend to link our website with additional functionality which will require an initial small funding amount and then a recurring maintenance amount. Common sense prevails here as our programs and special services need to be marketed to students and the community at large.

**SAP #05: Marketing Plan & Execution** – We achieved a partial success on this SAP. We had a good turnout for our Career Builder Series. Topics of these Workshops varied and were driven by student needs.

College Goal #1 where Fullerton College will promote student success was met by preparing students in key areas of interest to include, Business, Accounting, Internships, Interviewing, and more. Objective #1 addresses the needs of under-prepared students who were targeted for attendance at these tailored workshops. The other aspects of this SAP required funding, which did not happen.

**SAP #06: Internship Program Enhancement** - In the beginning, we did it on our own (faculty only), and we now have Strong Workforce funding to continue growing the program for our department and set standards for the entire campus. You can look up participation by students based on these courses:

- BUS 061
- BUS 295
- WKEK 191
- WKEX 102

**SAP #07: Entrepreneurship Program** – There was no contribution to this specific SAP, which is incomplete and unfunded. Some success occurred due to the initiative of a faculty member to begin to integrate some coursework with related principles of entrepreneurship.

**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?**

**Response:**

**SAP #01: Hire FTF for Business Management** – The additional of the FTF member allowed the Division and, hence, the Business Management Department, access to the dedicated talent required to move forward on

identified opportunities and mitigating challenges. As described above, our Internship Program and several new courses we developed and or enhanced.

**SAP #02: Equipment Purchase – N/A.** This SAP was not funded and therefore not executed.

**SAP #03: Room 515 – N/A.** This SAP was not funded nor was the room made available.

**SAP #04: Success Programs – N/A.** Incomplete and unfunded.

**SAP #05: Marketing Plan & Execution – N/A.** Incomplete and unfunded.

**SAP #06: Internship Program Enhancement – N/A.** Internships are a cornerstone of student development and successful employment. Our program is work in progress and development takes years. Going forward we plan to include Internships as part of our certificate and degree programs, work with Career and Life planning to manage Employers (software), and prepare marketing for the internship program now (student brochure, expanded website, employer brochure, employer training, video to explain the internship process).

**SAP #07: Entrepreneurship Program – N/A.** Incomplete and unfunded.

Summary comment. There was success during this process. While the vast majority of SAPs required funding, which was not made available, success was achieved in all areas where FTF labor was apportioned. The ideas that drove program objectives are reaffirmed through this PR Cycle, i.e., by ongoing inclusion in our next PR Cycle, validity is also reaffirmed.

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

### **Response:**

**SAP #01: Hire FTF for Business Management: Complete.** We have more FTF requests as part of this Program Review Cycle.

**SAP #02: Equipment Purchase: Negative.** This is hard to measure exactly. College Goal #1 states that Fullerton College will promote student success. Inherent in this goal is the requirement to have the right mix of tools, equipment, space, instructors, and support services to excel in an inclusive and supportive academic environment. To that end, equipment is required.

Perhaps somewhat subjective, but the lack of desk space (requesting all-in-one computers), reliable Internet connectivity, and current software to conduct lectures and training are certainly fundamental to the educational process. This is particularly important inasmuch as Objective #1 addresses the needs of under-prepared students who may not have access at home. To that end, it is even more important that our classroom environment employ current technology in an economical footprint. We are not talking “bleeding or leading” edge equipment here – but the basics.

**SAP #03: Room 515 – Negative:** Access to rooms each semester is “a complicated dance” executed by faculty and staff in a ritual sequence of grab and hold and negotiate. The whole process is necessarily complicated by the ebbs and flows of enrollment demand and management. College Goal #1 is about Fullerton College

promoting student success. Objective #3 calls for an increase in the number of degrees and certificates awarded.

This simple tiered construct starts with a goal and is met by executing on an exacting objective. This is core to what we do in higher education. The process starts with the identification of student needs and culminates by offering sections on dates and times that provide maximum access, i.e., meeting demand effectively. Being effective and efficient during this process requires rooms that are equipped and sized according to the course offering. Our program and, thus, our ability to meet our goals and objectives require access to a larger appropriately equipped classroom like 515.

For future builds, in the 300 building we need to make sure that we have:

- 4 Accounting rooms with 40+ seats to replace 312, 325, 326, and 328.
- 3 rooms with 30+ seats for business writing/communications/speech with perimeter computers and moveable tables to replace 322, 323 and 324.
- 3 classrooms with 30,35,45 seats for Business, Marketing, Real Estate and Para-legal classes to share and replace rooms 311, 313 and 327.
- 4 double faculty offices for Accounting faculty (hopefully adjacent to the 4 offices for Business, Marketing, and Real Estate).
- 4 double faculty offices for Business, Marketing, and Real Estate.
- 1 private faculty office for the Paralegal Department Coordinator in the Division Office (adjacent to Paralegal Classified support office)

**SAP #04: Success Programs: Partial.** This SAP was partially Funded by Student Equity and remains in progress.

**SAP #05: Marketing Plan & Execution: Partial.** This SAP was partially funded and remains in progress.

**SAP #06: Internship Program Enhancement: Partial.** This SAP was partially funded and remains in progress.

**SAP #07: Entrepreneurship Program: Partial.** Incomplete and unfunded. We will refine as needed and propose it again. A faculty member did make this a partial success with ancillary focus and development in lieu of funding (Entrepreneurial Mindset).

**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.

**Response:** Our strategic planning process identified needs in a host of functional areas, not all of which required "funding." To that end, the following SAPs identify and talk to requirements that typically require some type of funding. FYI, the SAPs are not ordered by need / impact. They include a mix of personnel, significant equipment, and low-level recurring funding for special ongoing programs.

Funding sources are subject to availability and methods and means of allocation beyond our control. That stated, we look forward to a collaborative decision-making process that is focused first upon honest communication and transparency. We also anticipate and look forward to the opportunity to answer questions and supply clarification during the review process.

You will note that we included a small programs funding request (SAP #05). This SAP bundles many existing programs and needs, so of which include funding and others not. We took this approach so as not to have 30+ SAP submitted for task evaluation by the PRC and others.

To assist interested reading parties, we have prepared a separate listing of common programs we manage annually and have identified some new ones, and have combined a few as well (where it made sense).

### SAP Quick Reference

SAP Effort / Goal - 2017 - 2019	Labor Required	New Faculty	Funding Required	Complexity Factor	College Goal	College Objectives	Comment
SAP #01: Hire FTF for Business Management	Yes	Yes	Yes	Low	#01	#02	FA19 - Hiring Committee
SAP #02: Hire FTF for Real Estate	Yes	Yes	Yes	Low	#01	#02	FA19 - Hiring Committee
SAP #03: Technology in Classrooms	Yes	No	Yes	Moderate	#01	#01	Tech Refresh
SAP #04: Subscription Program	Minor	No	Yes	Low	#01	#01 / #02	Recurring Annual Funding
SAP #05: Small Programs Funding	Yes	No	Yes	Moderate	#01 / #03	Multi	Recurring Annual Funding
SAP #06: Co-Location Focus	Minor	No	No	Low	#01 / #03	Multi	Co-Location Focus
SAP #07: Intern / Student Aid in Office	Minor	No	Yes	Moderate	#01 / #02 / #03	Multi	Recurring Annual Funding

These programs may or may not be discussed in greater detail. We have selected the programs that best highlight "what we do" to make Fullerton College the best it can be when executing upon our Instructional Mission, Vision, and Core Values.

These programs provide the reader some modicum of context from which to gauge our focus and ability to serve our students and invested stakeholders. As the table below indicates, more than 20% of students arriving each fall have not every attended Fullerton College. This remains an exciting challenge to meet these new students with an abundance of suitable programs and care.

Student Enrollment Status Summary Report		
Fullerton FA16	Fall 2016	Fall 2016
	Student Count	Student Count (%)
	24,280	100.00 %
First-Time Student	3,222	13.27 %
First-Time Transfer Student	2,059	8.48 %
Returning Student	2,986	12.30 %
Continuing Student	15,797	65.06 %
Special Admit Student	216	0.89 %

**First Time Students**



Small Programs and Faculty Teams / Panels help manage to or provide input to nearly every facet of our core business – educating students in accordance with our mission, vision, and system of values. The programs are not placed in any particular order of priority, but merely sorted by name.

Small Programs / and Review Panels	Active	Leads	Status	Funding Needed?	Funding Identified	Institutional G&O	Comments
Adjunct Faculty Development Program	Yes	Marcus	Exec	No	No	Yes	Review Standards, Approach, Load, Needs
Advisory Panel Program	Yes	All	Exec	No	N/A	Yes	Off Cycle Follow-up and Engagement
Career Builder	Yes	Kathy	Exec	Yes	No	Yes	Marketing & Complementary Food / Drink
Career Closet	Yes	Kathy	Exec	No	N/A	Yes	Continue to market to students.
Career Pathways Program	Yes	All	Dev	TBD	TBD	Yes	Project Plan WIP
Certificate Analysis / Plan Development	Yes	All	Exec	No	N/A	Yes	Review Standards, Approach, Load, Needs
Communications / News Source Access	New	All	Dev	Yes	TBD	Yes	Review, Approach, Needs, Execution
Curriculum Revision	Yes	Gary	Exec	No	N/A	Yes	Advisory Input / Faculty Driven
DE Standardization Program	Yes	Marcus	Exec	No	N/A	Yes	Review Standards, Approach, Load, Needs
Digital Marketing Review / Analysis	New	Gary	Dev	Yes	TBD	Yes	Review, Approach, Needs, Execution
Entrepreneurship Mindset	New	Gary	Dev	Yes	Some	Yes	Initial WIP - Gary in Lead
Four Year BS / BA Study Program	New	Marcus	Dev	TBD	TBD	Yes	Initial Planning
Guest Speaker Program	New	All	Dev	Yes	TBD	Yes	Review, Approach, Needs, Execution
Internship Program - Expansion Planning	New	All	Dev	Yes	No	Yes	Develop to Scale Program
Internship Program - Process Standards	Yes	Courtney	Exec	No	N/A	Yes	Working with VPI, et. al.
Marketing Collateral Upgrade Program	Yes	All	Dev	Yes	TBD	Yes	Review, Approach, Needs, Execution
New Course Development Panel	Yes	All	Exec	No	N/A	Yes	Review Standards, Approach, Load, Needs
New Student Onboarding Program	New	All	Dev	No	No	Yes	Review Standards, Approach, Needs
Program Review Panel	Yes	All	Exec	No	N/A	Yes	Ongoing Practices and Updates
Redlands Agreement	New	Barry	Dev	TBD	TBD	Yes	WIP with Redlands
Scholarship Program Panel	New	Barry	Dev	No	N/A	Yes	Review, Approach, Needs, Execution
SLO Improvement Panel	Yes	Barry	Dev	No	N/A	Yes	Review, Approach, Needs, Execution
Social Responsibility Program	New	All	Dev	No	No	Yes	Review Standards, Approach, Needs
Student Mentoring Program	New	All	Dev	TBD	TBD	Yes	Review Standards, Approach, Needs
Study Abroad Focus	Yes	Marcus	Exec	No	N/A	Yes	Market to Students in Cohesive Manner
Website Enhancement (Articles and Content)	Yes	Kathy	Wait	Yes	No	Yes	Funding and Time

**SAPs for this three-year cycle:**

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Hire one (1) Fulltime Faculty for our Business Management Department to begin Fall, 2019.
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.)	A Business Hiring Committee will be formed to execute on this SAP. The Department Coordinator will lead the effort to form the committee at an appropriate time.
What <i>Measurable Outcome</i> is anticipated for this SAP?	New Business Management Instructor Hired and in place for FALL 2019.
What specific aspects of this SAP can be accomplished without additional financial resources?	Once funded, no additional financial requirements are anticipated.

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	Potential Funding Source
Personnel	Depends Upon HR Placement under District Policy and Faculty Contract.	District & College
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	TBD	

**STRATEGIC ACTION PLAN # 2**

Describe Strategic Action Plan: (formerly called short-term goal)	Hire one (1) Fulltime Faculty for our Business Management Department – Real Estate Program to begin Fall, 2019.
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.)	A Business Hiring Committee will be formed to execute on this SAP. The Department Coordinator will lead the effort to form the committee at an appropriate time.
What <i>Measurable Outcome</i> is anticipated for this SAP?	New Business Management Real Estate Instructor Hired and in place for FALL 2019.
What specific aspects of this SAP can be accomplished without additional financial resources?	Once funded, no additional financial requirements are anticipated.

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	Potential Funding Source
Personnel	Depends Upon HR Placement under District Policy and Faculty Contract.	District & College
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	TBD	

**STRATEGIC ACTION PLAN # 3**

Describe Strategic Action Plan: (formerly called short-term goal)	<p>Classroom 324: Duplex Wireless Laser Printer (1), Backwall Projector or Display (1), New space-saving all-in-one student computers with applicable "current" software (30). Dual Displays for Main Console and integrated Casting Device.</p> <p>Classroom 322: Duplex Wireless Laser Printer (1), Backwall Projector or Display (1), New space-saving all-in-one student computers with applicable "current" software (30). Dual Displays for Main Console and integrated Casting Device.</p> <p>Classroom 325: Duplex Wireless Laser Printer (1), Backwall Projector or Display (1), New space-saving all-in-one student computers with applicable "current" software (15), 6-7 tables, and 35 "rolling" chairs. Dual Displays for Main Console and integrated Casting Device.</p>
-------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.)	Marcus Wilson   Kathy Standen   Gary Graves Barry McCarthy   Courtney Jane
----------------------------------------------------------------	-------------------------------------------------------------------------------

What <i>Measurable Outcome</i> is anticipated for this SAP?	Access to appropriate technology and equipment required to serve common student needs, to include student success, access to available databases during research, and mastery of common technical tools deemed critical to competitive job placement.
-------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

What specific aspects of this SAP can be accomplished without additional financial resources?	This SAP is all about capital.
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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	Potential Funding Source
Personnel		
Facilities		
Equipment	TBD - This requires some coordination on quotes and use of available inventory.	Capital Equipment
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		



<b>Total Requested Amount</b>		
<b>STRATEGIC ACTION PLAN # 4</b>		
Describe Strategic Action Plan: (formerly called short-term goal)	Acquire Weekly & Monthly Business Subscriptions.	
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. Objective 2: Increase course retention and success.	
Describe the SAP: (Include persons responsible and timeframe.)	Marcus Wilson   Kathy Standen   Gary Graves Barry McCarthy   Courtney Jane	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Access to current events by instructors and students will better prepare students by linking academic content and theory to practical and real-world applications.	
What specific aspects of this SAP can be accomplished without additional financial resources?	This is a materially a subscription request and requires funding a recurring funding source. Examples: Wall Street Journal, Harvard Business Review, Forbes, Economist, Wired, Fast Company, etc., etc.	
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.		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other - Subscriptions	500 – Annual Recurring	TBD Discretionary Funding
<b>Total Requested Amount</b>	500	

**STRATEGIC ACTION PLAN # 5**

Describe Strategic Action Plan: (formerly called short-term goal)	Ongoing programs have recurring service needs that require small apportioned funding to maximize effectiveness. Examples include Career Closet, Career Builder, Internship Focused Workshops, Forum Panels, Industry Workshops, Alumni Builders, etc.
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. Objective 2: Increase course retention and success. Goal 3: Fullerton College will strengthen connections with the community. Objective 1: Strengthen our contacts with Alumni. Objective 3: Strengthen partnerships with local business. Objective 4: Increase engagement of the college with the community through college events, community service, and other partnerships.
Describe the SAP: (Include persons responsible and timeframe.)	Marcus Wilson   Kathy Standen   Gary Graves Barry McCarthy   Courtney Jane
What <i>Measurable Outcome</i> is anticipated for this SAP?	While harder to measure than some tactical outcomes, a better-prepared student and strengthened connections to the community are well understood to be beneficial to student development and ongoing success rates. Students will be better prepared to meet a dynamic / changing employment environment.
What specific aspects of this SAP can be accomplished without additional financial resources?	Special and ongoing recurring events, workshops, panels, and more require time and money. While some of these can be partially and incrementally implemented, most require funding for food, the acquisition of content, printing, speaker costs, and preparation.

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	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	15K Start-up / 12K Annually	TBD
<b>Total Requested Amount</b>		

**STRATEGIC ACTION PLAN # 6**

Describe Strategic Action Plan: (formerly called short-term goal)	Ongoing programs have recurring need for counseling services that serve a very diverse educational degree / certificate pattern. We are requesting that a BUSINESS Counselor be located in our building and ONLY counsel business students (i.e.: do not teaching).
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. Objective 2: Increase course retention and success.
Describe the SAP: (Include persons responsible and timeframe.)	Marcus Wilson   Kathy Standen   Gary Graves Barry McCarthy   Courtney Jane
What <i>Measurable Outcome</i> is anticipated for this SAP?	While harder to measure than some tactical outcomes, a better-prepared student would result in higher completion rates, less drops, and better percentages of certificate and degree completion.
What specific aspects of this SAP can be accomplished without additional financial resources?	Depends, if we utilize and assign an existing counsellor, then financial resources are virtually nonexistent. If the position is filled with a new counsellor, financial resources are required.

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	Potential Funding Source
Personnel	Just a Location Change	College / District
Facilities	Existing until buildout	
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	N/A	

**STRATEGIC ACTION PLAN # 7**

Describe Strategic Action Plan: (formerly called short-term goal)	Request is to ask for funding for Instructor Aides or Student Interns who can assist business faculty in various types of research while learning about teaching. For example, an intern to help with Scholarship research at local companies.
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.)	Marcus Wilson   Kathy Standen   Gary Graves Barry McCarthy   Courtney Jane
What <i>Measurable Outcome</i> is anticipated for this SAP?	While harder to measure than some tactical outcomes, a better-prepared student would result in higher completion rates, less drops, and better percentages of certificate and degree completion.
What specific aspects of this SAP can be accomplished without additional financial resources?	None – if we cannot fund it, it will not happen.

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	Potential Funding Source
Personnel	10K	TBD / Variable
Facilities	None	
Equipment		
Supplies		
Computer Hardware	Existing	
Computer Software	Existing	
Training		
Other		
<b>Total Requested Amount</b>	Variable	

**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.)

**Response:**

Enrollment and success data clearly indicate the ebbs and flows of a student choosing to further their education. Forecasts and research also describe an employment environment that will require a diverse workforce with diverse skills. Automation, ongoing globalization, and complex services and manufacturing processes are creating new jobs with new skill sets. More importantly, many “jobs” have yet to be “invented,”

but nonetheless, Fullerton College is charted to address this paradigm shift.

Some of the areas we described or outlined for “long-term” improvement include:

- We certainly need to have the infrastructure and classrooms to support the program as our facility is remodeled.
- Integration of support staff who reside with our division to maximize student support and guidance.
- The integration of computers and/or mobile devices into ALL business-operated classrooms.
- Continue augment FT Faculty to allow a focused and committed effort to prepare long-term while addressing day-to-day short-term tactical and operational needs.
- Continue to focus upon and adjust methods, modes, means, and manner of instruction – classroom, hybrid, online, and future versions thereof. These changes are a labor-intensive and collaborative affair.
- Our ongoing focus upon opportunities to engage in programs to allow greater access to disciplines and degrees. (This is a state initiative.)
- Our continued focus on addressing DE trends and, as warranted, provide degrees/certificates attained through online/distance education.
- An ongoing effort to strengthen student-department communication with a tiered program of access, workshops, panels, and key activities.
- Continued partnerships with business facilities to offer student-run businesses each semester (i.e. a pop-up restaurant in partnership with Fullerton Library) or create a student-run advertising agency that could serve the college and local businesses.
- Ongoing focus on student-centric programs to include Entrepreneurship Programs, Centers, Business Incubators, etc.,
- Continued focus and work to provide experiential learning opportunities in key and appropriate disciplines throughout our Department.

The old adage that “everything is business” resonates with our business faculty and our collective charter to prepare and advance student achievement by creating flexible pathways for a diverse enrollment cohort. While our vision of “what success looks like is clear,” we have a lot of hard work in front of us.

**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.

**Response:** First and foremost, our response to the Program Review Update was a collaborative process. Our team of professionals are keen to be reflective and committed to the process of ongoing improvement.

Key Data and Trends clearly show we live in a world of moving targets. We view this as a good thing, as our core beliefs embrace the concept that change is not only inevitable, but desirable. Institutions that fail to recognize or respond to shifts in the environment are prone to ongoing difficulty and ultimately failure. We have responded and adapted our programs based upon environmental shifts – subtle or otherwise.

Mission, Vision, Goals, and Values are the cornerstone of life in a business or organization. Provided our charter in Business Management and our role as faculty, we work tirelessly to align and implement Fullerton’s principles in all we do. This effort reflects the progress we have made and serves us well when responding to change or mission challenges.

No surprise, Goal #03 requires constant contact with the community that we serve. Our in-depth community / business discussions make it very clear that a well-rounded employee now requires more skills than ever. The desire of business to employ a student who can blend academic skills, technical skills, and extensive soft skills is more prevalent today.

For example, at a recent Business Advisory Committee meeting, we were afforded the opportunity to seek and absorb the input from the business community. This included obtaining key insights and visions that helped us assess, plan, and implement program changes. At the macro level, the advisers provided keen insight in:

- Employment Outlook
- Internship Programs
- Skills / Traits / Attributes Requirements
- New Courses Development Needs

We believe that our internal assessment of our strengths, weaknesses, opportunities, and challenges (threats) indicate our collective desire to set Fullerton College apart from other possible student choices. No surprise, the data clearly shows that Business Management remains one of the top majors among students. We take every student seriously and focus on delivering the best education possible. Wherever possible, we seek constructive feedback or review and work hard at being responsive and open to change. And, change comes regardless of our readiness state.

Some of our identified challenges and opportunities include program modifications, tweaks and new courses in:

- Social Media - Student awareness (technically and situationally) of the role of business social media.
- Business Information System Courses - that employ technical systems and analysis.
- New Certificate – Working on a “digital marketing certificate.”
- Entrepreneurial Mindset - Deploying the five dimensions of a “can do / focused / disciplined mindset” is in business and in life.

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. We understand that funding is often required to meet new opportunities or challenges head-on. We have identified some SAPs that will be key to our success over the next PR Cycle.

While some of these changes do not require extensive funding, others do. There is no particular mystery to the cost of FT Faculty and Classroom Technology Refresh activity at the College. In the final analysis, the key formula for ongoing success rest with the Business Management Department FT Faculty Team – matching available staff and funds to implement programs and execute on our core mission.

We are also very excited to develop further our approach to managing the SLO process. No surprise, eLumen and some additional short-term elbow grease will allow us to have access to better data. Better data means better information, which we hope to translate into better decisions that will result in higher levels of student success and achievement.

In the end, we focused on identifying and assessing the tools our team must employ and utilize to deliver on our Fullerton College Mission. A combination of hard work, minimal funding for small program tweaks, and improving current classroom technology were key attributes of our review.

Thank you for your time and ongoing support.

## 9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process, programs are required to list each publication (websites, brochures, pamphlets, etc.) that is publicly distributed or shared. If you have any questions about what type of publication should be included, please contact Lisa McPheron, director of campus communication at [lmcpheon@fullcoll.edu](mailto:lmcpheon@fullcoll.edu).

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

Publication	Reviewed	Information accurate?	URL of publication
Website	12/2017	Yes	<a href="http://buscis.fullcoll.edu/">http://buscis.fullcoll.edu/</a>
Degrees & Certs	12/2017	Yes	<a href="http://buscis.fullcoll.edu/degrees-and-certificates.html">http://buscis.fullcoll.edu/degrees-and-certificates.html</a>
New Courses	12/2017	Yes	<a href="http://buscis.fullcoll.edu/new-courses.html">http://buscis.fullcoll.edu/new-courses.html</a>
Career Builder	12/2017	Yes / Frequent Mods	<a href="http://buscis.fullcoll.edu/career-builder-speaker-series.html">http://buscis.fullcoll.edu/career-builder-speaker-series.html</a>
Faculty Listing	12/2017	Yes / Frequent Mods	<a href="http://buscis.fullcoll.edu/faculty-and-staff.html">http://buscis.fullcoll.edu/faculty-and-staff.html</a>
Internships	12/2017	Yes – One Mod for URL	<a href="http://buscis.fullcoll.edu/internships.html">http://buscis.fullcoll.edu/internships.html</a>
Program Info / FAQ	12/2017	Yes	<a href="http://buscis.fullcoll.edu/program-faq.html">http://buscis.fullcoll.edu/program-faq.html</a>
Study Abroad	12/2017	Yes	<a href="http://studyabroad.fullcoll.edu/">http://studyabroad.fullcoll.edu/</a>

Note - Review of additional program specific handouts is an ongoing process.



**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:*

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

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## Appendix

- A. Career Builder Schedule
- B. Career Pathways
- C. Enrollment Data
- D. Ethnicity Data
- E. Entrepreneurial Mindset (a)
- F. Entrepreneurial Mindset (b)
- G. Career Closet
- H. Advisory Panel Minutes
- I. Entrepreneurial Mindset
- J. Trends in Ethnicity
- K. Trends in Licensing Requirements

## A - Career Builder

<http://buscis.fullcoll.edu/>



**Career  
Builder  
Speaker  
Series**

**FALL  
2017**



All Students are welcome to join us at these **FREE** special-topc learning events. No RSVP needed, but bring a friend!

Day	Date	Time	Room	Topic
Wednesday	9/13/17	1:30 PM	228	<b>Get to Know the Business/CIS Division - Faculty &amp; Programs</b>
Wednesday	9/20/17	1:30 PM	228	<b>Internship Bootcamp</b>
Wednesday	10/11/17	1:30 PM	515	<b>Careers in Accounting</b>
Wednesday	10/18/17	1:30 PM	228	<b>Careers in Business</b>
Wednesday	10/25/17	1:30 PM	229	<b>Networking/LinkedIn</b>
Wednesday	10/25/17	2:45 - 3:45 PM	229	<b>Headshot Happy Hour</b> (Free Photo)
Thursday	10/26/17	5:30 - 6:30 PM	229	<b>Headshot Happy Hour</b> (Free Photo)
Wednesday	11/8/17	1:30 PM	228	<b>Careers in Marketing/Advertising</b>
Mon - Friday	11/13-17	TBD	Bldg 200	<b>Global Entrepreneurship Week</b>
Wednesday	11/15/17	1:30 PM	228	<b>Careers in Cybersecurity</b>
Wednesday	12/6/17	1:30 PM	228	<b>Internship Bootcamp</b>

Receive **REMINDERS** for BUS-CIS Events:

<https://www.remind.com/join/fcbuscis>  
or text @fcbuscis to the number 81010



Fullerton College  
Business & Computer Information Systems  
Economic and Workforce Development

[facebook.com/fcbusinessdiv](https://facebook.com/fcbusinessdiv)



# Pathways Toolkit:

## Intersecting Engagement Data with Pathways

(CCSSE 2017–present)



### C – Aggregate Enrollment Data

College Basics	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
<b>Chaffey Total</b>	18,420	15.95 %	19,945	16.40 %	20,226	16.70 %	21,661	17.73 %	22,593	18.80 %
First-Time Student	3,540	19.22 %	4,238	21.25 %	3,178	15.71 %	5,013	23.14 %	3,572	15.81 %
First-Time Transfer Student	411	2.23 %	622	3.12 %	458	2.26 %	502	2.32 %	237	1.05 %
Returning Student	1,899	10.31 %	1,844	9.25 %	2,268	11.21 %	2,760	12.74 %	2,293	10.15 %
Continuing Student	12,491	67.81 %	13,029	65.32 %	14,058	69.50 %	13,184	60.87 %	16,113	71.32 %
Uncollected/Unreported	26	0.14 %	131	0.66 %	134	0.66 %	23	0.11 %	101	0.45 %
Special Admit Student	53	0.29 %	81	0.41 %	130	0.64 %	179	0.83 %	277	1.23 %
<b>Cypress Total</b>	14,948	12.94 %	15,729	12.94 %	15,664	12.93 %	16,063	13.15 %	15,728	13.08 %
First-Time Student	2,399	16.05 %	2,345	14.91 %	2,293	14.64 %	2,261	14.08 %	2,054	13.06 %
First-Time Transfer Student	1,373	9.19 %	1,342	8.53 %	1,402	8.95 %	1,497	9.32 %	1,358	8.63 %
Returning Student	2,127	14.23 %	1,784	11.34 %	1,741	11.11 %	2,004	12.48 %	2,038	12.96 %
Continuing Student	9,027	60.39 %	10,234	65.06 %	10,196	65.09 %	10,261	63.88 %	10,196	64.83 %
Special Admit Student	22	0.15 %	24	0.15 %	32	0.20 %	40	0.25 %	82	0.52 %
<b>Fullerton Total</b>	19,480	16.87 %	24,075	19.80 %	24,829	20.50 %	24,512	20.06 %	24,280	20.20 %
First-Time Student	3,275	16.81 %	3,751	15.58 %	3,573	14.39 %	3,430	13.99 %	3,222	13.27 %
First-Time Transfer Student	1,614	8.29 %	2,172	9.02 %	2,196	8.84 %	2,133	8.70 %	2,059	8.48 %
Returning Student	2,839	14.57 %	2,974	12.35 %	3,034	12.22 %	3,047	12.43 %	2,986	12.30 %
Continuing Student	11,699	60.06 %	15,109	62.76 %	15,944	64.22 %	15,786	64.40 %	15,797	65.06 %
Special Admit Student	53	0.27 %	69	0.29 %	82	0.33 %	116	0.47 %	216	0.89 %
<b>LA Pierce Total</b>	21,099	18.27 %	21,642	17.80 %	22,239	18.36 %	22,016	18.02 %	21,533	17.91 %
First-Time Student	3,455	16.38 %	3,677	16.99 %	3,806	17.11 %	3,959	17.98 %	4,298	19.96 %
First-Time Transfer Student	1,563	7.41 %	1,673	7.73 %	1,883	8.47 %	1,323	6.01 %	1,199	5.57 %
Returning Student	1,246	5.91 %	1,417	6.55 %	1,251	5.63 %	1,310	5.95 %	1,253	5.82 %
Continuing Student	14,103	66.84 %	14,033	64.84 %	14,404	64.77 %	14,326	65.07 %	13,552	62.94 %
Uncollected/Unreported	196	0.93 %	271	1.25 %	194	0.87 %	285	1.29 %	232	1.08 %
Special Admit Student	536	2.54 %	571	2.64 %	701	3.15 %	813	3.69 %	999	4.64 %
<b>Santa Ana Total</b>	41,538	35.97 %	40,188	33.06 %	38,165	31.51 %	37,916	31.04 %	36,071	30.01 %
First-Time Student	3,766	9.07 %	3,493	8.69 %	4,003	10.49 %	3,924	10.35 %	4,477	12.41 %
First-Time Transfer Student	2,709	6.52 %	2,868	7.14 %	2,518	6.60 %	2,141	5.65 %	2,236	6.20 %
Returning Student	5,610	13.51 %	5,451	13.56 %	5,820	15.25 %	5,439	14.34 %	5,311	14.72 %
Continuing Student	17,725	42.67 %	17,081	42.50 %	15,106	39.58 %	15,740	41.51 %	14,581	40.42 %
Uncollected/Unreported	11,056	26.62 %	10,684	26.59 %	10,123	26.52 %	9,705	25.60 %	8,586	23.80 %
Special Admit Student	672	1.62 %	611	1.52 %	595	1.56 %	967	2.55 %	880	2.44 %

College	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Total Growth
	Student Count	Student Count	Student Count	Student Count	Student Count	
Chaffey	18,420	19,945	20,226	21,661	22,593	22.7%
Cypress	14,948	15,729	15,664	16,063	15,728	5.2%
Fullerton	19,480	24,075	24,829	24,512	24,280	24.6%
LA Pierce	21,099	21,642	22,239	22,016	21,533	2.1%
Santa Ana	41,538	40,188	38,165	37,916	36,071	-13.2%

### D – Institutional Ethnicity Data

Institution		Fall 2016	Fall 2016
		Student Count	Student %
Chaffey Total		22,593	18.80%
	African-American	1,791	7.93%
	American Indian/Alaskan Native	39	0.17%
	Asian	993	4.40%
	Filipino	472	2.09%
	Hispanic	14,468	64.04%
	Multi-Ethnicity	699	3.09%
	Pacific Islander	48	0.21%
	Unknown	543	2.40%
	White Non-Hispanic	3,540	15.67%
Cypress Total		15,728	13.08%
	African-American	674	4.29%
	American Indian/Alaskan Native	34	0.22%
	Asian	2,767	17.59%
	Filipino	944	6.00%
	Hispanic	7,413	47.13%
	Multi-Ethnicity	531	3.38%
	Pacific Islander	61	0.39%
	Unknown	484	3.08%
	White Non-Hispanic	2,820	17.93%
Fullerton Total		24,280	20.20%
	African-American	650	2.68%
	American Indian/Alaskan Native	64	0.26%
	Asian	2,938	12.10%
	Filipino	680	2.80%
	Hispanic	13,362	55.03%
	Multi-Ethnicity	761	3.13%
	Pacific Islander	75	0.31%
	Unknown	774	3.19%
	White Non-Hispanic	4,976	20.49%
LA Pierce Total		21,533	17.91%
	African-American	1,040	4.83%
	American Indian/Alaskan Native	32	0.15%
	Asian	1,564	7.26%
	Filipino	819	3.80%
	Hispanic	9,902	45.99%
	Multi-Ethnicity	660	3.07%
	Pacific Islander	36	0.17%
	Unknown	593	2.75%
	White Non-Hispanic	6,887	31.98%
Santa Ana Total		36,071	30.01%
	African-American	419	1.16%
	American Indian/Alaskan Native	48	0.13%
	Asian	2,646	7.34%
	Filipino	253	0.70%
	Hispanic	18,965	52.58%
	Multi-Ethnicity	344	0.95%
	Pacific Islander	84	0.23%
	Unknown	8,525	23.63%
	White Non-Hispanic	4,787	13.27%

## 21st-Century Skills

### Foundational Literacies

How students apply core skills to everyday tasks



1. Literacy



2. Numeracy



3. Scientific literacy



4. ICT literacy



5. Financial literacy



6. Cultural and civic literacy

### Competencies

How students approach complex challenges



7. Critical thinking/  
problem-solving



8. Creativity



9. Communication



10. Collaboration

### Character Qualities

How students approach their changing environment



11. Curiosity



12. Initiative



13. Persistence/  
grit



14. Adaptability



15. Leadership



16. Social and cultural  
awareness

### Lifelong Learning

# Course Delivery

Facilitation

## Class Activities



Discussion



Peer Workshop



Community Guests



Presentations

## Homework

LMS  
Integration



Lesson Content



Multiple Choice Review



Application Assignments



Individual Reflection



## G – Career Closet

We are preparing students to make a difference in the community. It starts with understanding a student need and being there at the right time, for the right reason, with the right tools.



*Need professional clothing for an interview/presentation/job?*

Don't have the money to buy an appropriate outfit?

The Career Closet is here for you with lightly-used and new clothing, shoes, and accessories.

**To find out more and get access to the Closet,  
ask any Business/CIS Division instructor.**

**Questions?**

**<http://buscis.fullcoll.edu/careercloset>**

## **H – Advisory Panel Minutes (FA17)**

### **BUS / CIS Fall 2017 Advisory Committee Minutes October 19, 2017**

**Attended** – Doug Benoit, Andrea De Caro, Jesse Ben-Ron, Dale Craig, Gabriella Fernandez, Louise Fulkerson, Zina Gleason, Adriana Goncalves, Albert Gonzalez, Gary Graves, Joe Lins, Suzy Lins, Monica Martin, Barry McCarthy, Gabriel Saucedo, Ming-Yin Scott, Daniel Smith, Charmine Smith, Nora Spencer, Kathy Standen, Lee Steidel, Brandon Tran, Jane Troop, Marcus Wilson, Nancy Woolridge, Gwen Earle, Richard Ghidella and Olivia Barajas.

#### **Welcome**

Doug welcomed everyone to the meeting.

#### **Advisory Committee Roles**

Doug described the purpose of the meeting. He stressed how crucial is the employers' feedback/input (regarding industry changes, skills employers are looking for, etc.) in order to better prepare students for the professional world.

He asked the employers about the latest trends in the industry if employers were looking for more technical skills or more procedural work. Also, how the rate of employment looked like; is it growing, is it stable or is it declining?

#### **Internship Program**

Doug reminded about the internship program system at Fullerton College, and there would be a website where employers could post what skill sets they were looking for, and students could post their transcripts and resume so that employers could pick them. Faculty members would work with both students and employers for the right placement. He further asked employers that what soft skills or technical skills new employees (students) were lacking and what they needed to do to be more productive. This would help us to focus on that specific area and train them better to be more productive on a job.

#### **New Classes**

Doug mentioned about Entrepreneurship class, which is not only just to encourage students to choose entrepreneurship as an option but at least they would have that entrepreneur mindset.

#### **Introduced Monica Martin and Adriana Goncalves**

Doug introduced Monica Martin and explained her role in Grant Economics workforce development. Doug also introduced Adriana Goncalves as a new office manager and gave a brief background of her qualifications.

## Notes from BUS Management – Advisory Panel

The Business Management/Accounting/Marketing/Real Estate Community Advisory Board meeting was well attended with a cross-section of industries and individuals with varying backgrounds to provide input on existing and new programs.

**Employment Outlook:** There was unanimous agreement among the advisory panel that the employment outlook looked strong for the near future. The College is experiencing a decline in enrollment due to the growth in the economy and the student's ability to get a job. Fullerton College can best help students by offering continuing education programs that provide new skills with high potential for an increase in salary. A student may be able to increase their income through various certifications such as Microsoft Office or other popular programs used in business.

**Internship Program:** Was cited as a valid and appropriate tool to help prepare students for the real world. There was some ongoing discussion about how we might be able to leverage more folks and thus enhance our program in the coming years. It was agreed that we should invite/encourage our internship employers to attend the Business Advisory Board meeting. There was also interest in Fullerton College conducting employer training in how to best utilize an intern.

**Skills Discussion:** We banked back and forth a bit about what employers were looking for. Top skills included public speaking, Excel/Word with good written communications skills and critical (Creative) thinking in how to solve problems; as opposed to asking for a solution. We also heard that the ability to work in a team whether in person or through distance-communication was of interest too. We should include instruction on using digital communications such as Face-time, Google hangout or Skype.

Support for us embedding "The Entrepreneurial Mindset" was discussed at length and approved by the panel. Employers liked the idea that employees could take more ownership of their tasks and work independently to grow their position and meet company goals. Employers agreed that positive programs like Strengthfinder 2.0 and the DISC profile would be useful. Many use these books/profiles during the hiring process. Another systematic program to research is called CareerBuilder. All these programs would be useful in the new BUS 105 F course for career pathways.

**Input on New Courses:** We discussed our new course offerings and received good feedback as these were a result of previous panel discussions. Some discussion made it very clear that business math / statistics, creativity, and writing and speaking skills were at the forefront of employer interest.

This discussion sequenced into a discussion about career pathways and a new course proposal (BUS 105 F) offering to help focus business students on selecting / changing a career path in a programmed and focused manner. It was agreed by the panel that a customized Business Career Pathways course would be ideal. This class would help launch students into pathways that are structured to maximize their educational effectiveness and move them into the community or on to a 4-year better prepared and equipped.

BUS 120 F (Business Statistics) course was also discussed and it was agreed that students on a business pathway would benefit from a directed, specific course utilizing business scenarios instead of general statistics course. This would also help to keep a student interested in their chosen path of business and strengthen retention and completion.

**Guest Speakers:** We talked to and leveraged the Panel and other associates to consider a small informal guest speaker program that would facilitate our program objectives and engage students in a manner the helped

posture them with enhanced interest and motivation to select a career pathway or re-energize their current career selection. The panel was supportive.

**Additional Panel Suggestions:**

- Make students more aware (technical and situational) of the role of social media in the workplace – for a current or prospective employer. Students should have a professional LinkedIn page at a minimum for their future business career.
- Because of the amount of fraud, scams, and loss of data in business. We may want to consider offering a Business Information System Course that helps students understand, master, and then employ technical systems and analysis techniques to protect data and intellectual property. Possible career pathways in IT Management.
- Along this path of student technical ability, the panel mentioned that a “digital marketing certificate” would be useful for students across all programs. Many companies are now hiring internal staff to manage their social media and online marketing/advertising. This certificate would help a student to get a job.
- More discussion of how important the five dimensions of a “can do / focused / disciplined mindset” is in business and in life. We were sternly encouraged to pursue all avenues to integrate academic courses, certificates, and workshops that stressed these skills and abilities, and mindsets.

The panel adjourned after being thanked by the Business Management Team

## Notes from CIS Advisory Board

Industry and attendees included representatives from UCI, Assemblywoman Sharon Quirk-Silva's office, the Orange County Department of Education, and Orange County Chamber of Commerce. Following are points that were discussed during the meeting:

- Employees need problem-solving skills.
- They also need a broad spectrum of technical skills.
- Some of the work is going into data analytics.
- Employers are looking for people who have accounting backgrounds as well as technical skills.
- Most people are hired from four-year schools, and the majority of them have four-year degrees.
- Communication skills are needed in addition to technical skills.
- Often meetings are held online.
- Should be able to work in a wireless environment.
- "Change management" is a big thing now.
- We are developing our internship program.
- We might consider a capstone class or combo class where we have different kinds of required skills where students would be required to solve specific, assigned problems.
- We are offering a scripting class in two different operating systems involving databases and networking.
- Technical writing is valuable so that they can write documentation, Paralegal involved (Legal Aspect)
- Jobs are available at UCI.
- There is a shift to online classrooms: AV streaming needs
- Dale asked if we should offer many courses on narrow areas (specific focus) such as pivot tables. It was felt that those would be a "usable."
- Administrative workers could benefit from knowledge on how to set up online meetings and other technical skills.
- Students should have skills to set up a computer network for a small business.
- Problem-solving skills help. This is, however, really just a part of who individual people are. (It was felt that this ability is internal to the individual and would be difficult to teach.).
- Students need to work on dressing for interviews. Should also focus on writing resumes and developing interviewing skills.
- Employees need to know the Microsoft office suite and scheduling in addition to other skills.
- Ability to use Visio or some other diagramming program helps.
- We must put more emphasis on writing up documentation in the programming classes.
- We could do more exotic hybrid class formats. This has to do with class meeting formats (days and times).
- We could consider "boot camps" for intense exposure to subjects.
- The hardest to fill positions at UCI is security (cybersecurity?)
- Highest turnover is reported to be in project management area.
- As baby boomers retire, entry-level positions are opening up.
- No one wants to be a project manager because of the pressure from both above and below.
- Seventy-two percent of our student's game.
- We may want to look into working on e-sports.

# THE NISOD PAPERS



An occasional publication dedicated to topics of interest to community and technical college educators.

## An Entrepreneurial Mindset for Student Success

Student engagement is a growing challenge for many community colleges as funding models shift from access to completion. Meanwhile, as the skills gap widens, employers are increasingly demanding a workforce with innovative and entrepreneurial attitudes and skills.

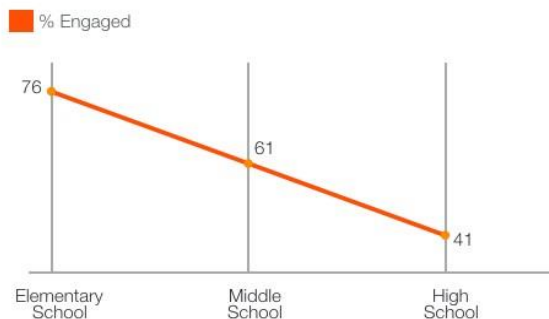
The key to meeting these complex challenges is to equip students with an entrepreneurial mindset at the onset of their academic journey, encouraging them to take ownership of their learning while developing the attitudes, behaviors, and skills that will enable them to succeed in college, in work, and in life.

This paper explores the connection between entrepreneurial thinking, its effect on student engagement, and the widespread demand for innovative and entrepreneurial workforce skills. We also examine a promising new approach that has yielded significant results.

### The Engagement Challenge

Engagement is a common challenge that community colleges and the general workforce currently face. For students, the lack of engagement begins long before they arrive at community colleges. Research published by Gallup indicates a 35 percent decline in engagement that begins in elementary school and continues through middle and high school, resulting in what Gallup refers to as “our monumental, collective national failure.”<sup>1</sup>

## Student Engagement Cliff



Engagement further declines when graduates arrive in the workforce. A 2014 Gallup report shows that less than one-

third of U.S. workers are engaged in their jobs while a majority (51 percent) were “not engaged” and 17.5 percent were “actively disengaged.”<sup>2</sup>

In addition to the lack of engagement, community colleges are also tasked with producing employable graduates who are prepared to meet the challenges of a rapidly changing and highly complex world. Consider the following:

- 50 percent of college graduates are unemployed or underemployed<sup>3</sup>
- 77 percent of employers report entrepreneurial “soft skills” are as important as technical skills<sup>4</sup>
- More than one-third of core skills that will be in demand by 2020 are not critical today<sup>5</sup>
- 40 percent of the workforce by 2020 will be independent contractors<sup>6</sup>

Community colleges are no longer preparing graduates for a single career, let alone a single employer. Today’s graduates are likely to have multiple careers over a lifetime, as well as the potential to grow into independent contractors, working to solve problems and create value for multiple employers. In fact, a recent World Economic Forum report estimates that 65 percent of students now entering primary school will work in jobs that do not currently exist.<sup>7</sup>

Employers further indicate that it is not enough to prepare graduates with technical skills; rather, we need to instill the entrepreneurial “soft” skills that enable them to adapt to highly dynamic, changing environments. In other words, in addition to technical skills, students also need skills that enable them to adapt.

So, how do we drive student engagement while producing college graduates with the entrepreneurial skills needed to survive in the new world of work? Dr. Tony Wagner, an expert in residence at Harvard University’s new Innovation Lab and as a Senior Research Fellow at the Learning Policy Institute, has recognized the need for innovation and entrepreneurship, identifying the following essential survival skills that every student will need to thrive in the 21<sup>st</sup> century:

- Critical thinking and problem solving;
- Effective written and oral communication;
- Collaboration across networks;

- Agility, adaptability, and initiative;
- Accessing and analyzing information; and •

## Redefining Entrepreneurship

For most, the term “entrepreneurship” is associated with

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College of Education • The University of Texas at Austin

Curiosity and imagination.<sup>8</sup>

In a nutshell, what Dr. Wagner is describing are entrepreneurial skills.

### The Entrepreneurial Solution

While students and workers struggle to remain engaged, entrepreneurs are self-directed, critical thinkers that are highly engaged.<sup>9</sup> Gallup defines engagement as “those who are involved in, enthusiastic about, and committed to their work and workplace.”<sup>10</sup> Entrepreneurs are highly engaged—enthusiastic and committed to their work—because they have compelling goals that drive their behavior. They work to solve problems that they care about, and they are self-directed in seeking solutions to those problems.

And there is much students can learn from entrepreneurs that will enable them to develop the attitudes, behaviors, and skills needed to be successful in college, at work, and in life. Academic and business leaders are now taking heed, recognizing entrepreneurship as a set of essential life skills that every student will need to survive and thrive in a rapidly changing and highly complex world.

A recent *Harvard Business Review* article cited the need to invest in and scale entrepreneurship education, noting that “business creation is not the only beneficial outcome of entrepreneurship education.” Entrepreneurship is a key 21<sup>st</sup> century workforce skill and is also linked to higher academic achievement.<sup>11</sup>

The *Chronicle of Higher Education* also recently reported that colleges are turning to entrepreneurship education to produce work-ready graduates and next-generation innovators through experiential learning with the entrepreneurial process, preparing students to apply knowledge, skills, and judgment in uncertain environments.<sup>12</sup>

Other research indicates that students are embracing entrepreneurship as an essential life skill. One study conducted at New York University found that 90 percent of students linked learning entrepreneurial skills to academic success in other subject areas, while 95 percent of the students indicated that entrepreneurial skills would help them in their life.<sup>13</sup>

Policymakers have also begun to identify the need to encourage and support entrepreneurial thinking at all levels of society in order to establish smart, sustainable, and inclusive economies. As the World Economic Forum stated, “It is not enough to add entrepreneurship on the perimeter, it needs to be at the core of the way education operates.”<sup>14</sup>

Yet, while entrepreneurship education initiatives permeate campuses, the entrepreneurial mindset is not well understood, hindering our ability to engage all students and to prepare them with 21<sup>st</sup> century skills. As such, we must begin by redefining entrepreneurship in a way that anyone can embrace.

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starting a business, and many college programs encourage students to focus on venture-backed, high-growth firms. However, very few businesses—less than 1 percent—actually start this way<sup>15</sup> and some individuals have begun to express growing concerns over programs that are focused primarily on “high-tech, fast-growth companies, pushing students toward competitions and ventures prematurely or inappropriately.”<sup>16</sup>

Other college programs are focused on small business initiatives that encourage aspiring entrepreneurs to develop business plans and financial projections in the hopes of acquiring small business loans. While these skills may be important for managing an existing business with a proven product or service, they often inhibit the entrepreneurial process—the process of searching for a problem-solution fit.

In short, entrepreneurship is not management; it is a search process of discovery. And, it goes without saying that the search process requires search skills—skills that anyone can learn to develop, yet skills that have historically been undervalued, overlooked, or ignored.

Searching begins with curiosity and observation—an awareness and understanding of the broader world around us. Searching requires empathy—the ability to listen, understand, and truly see others’ problems in order to effectively solve them. Searching requires looking at the world in terms of creating value for others by solving problems.

Searching also requires us to think critically—to formulate hypotheses and test assumptions. It requires us to experiment, to learn from experience, to reflect, to self-regulate, and to adapt. Searching requires us to think and act when the rules are unknown, where no one is in charge, and no one is coming to the rescue. Searching also requires one to be self-directed and highly engaged. Searching requires what Harvard’s Clayton Christensen refers to as discovery skills<sup>17</sup>—skills that have become necessary for anyone to thrive in today’s interconnected, rapidly changing world, whether they intend to work within an established organization or create something new.

### A Promising New Approach

For a growing number of colleges, the answer is the Ice House Student Success Program, a student success course that inspires and engages new students during their first semester in college with the perseverance and determination of an entrepreneurial mindset needed to succeed academically and in life. Ice House empowers students to take ownership of their futures while helping them develop the attitudes, behaviors, and skills that enable them to succeed.

Inspired by the life story of Pulitzer nominee, Clifton Taulbert, and the influence of an “unlikely” entrepreneur, students learn how an entrepreneurial mindset provides

can empower them to succeed, regardless of their circumstances or chosen path. The program provides for problem-based and experiential learning beyond the classroom, making connections, and building relationships that can support students throughout college and beyond.

Ice House students begin by articulating the future they would like to create. Using their vision as a guide, students are then immersed into entrepreneurial experiences that encourage them to take ownership of their education, seeing—perhaps, for the first time—how engaging their academic experience can directly contribute to the lives they endeavor to create. Throughout the course, students are also exposed to video case studies featuring a variety of *unlikely* entrepreneurs and students who have overcome adversity to achieve their visions by embracing an entrepreneurial mindset.

Two promising Ice House pilots demonstrate the impact of instilling an entrepreneurial mindset to increase student engagement, persistence, and higher academic achievement.

At Edmonds Community College (EDCC) in Washington, 250 “high-risk” students participated in the Ice House Program. Impressively, 100 percent completed the course, and 90 percent persisted from semester to semester—a rate well above the national average. In a comparative data study, EDCC saw a 42 percent impact on student GPAs over a three-year period with 74 percent of Ice House students earning GPAs in the 3.0 - 4.0 range, 32 percent more than non-Ice House students in the same course with a different curriculum.

As a result, the Ice House students learned to view themselves and their college experience in a new way. Reflecting on her experience as an Ice House facilitator, EDCC’s Theresa Allyn noted, “If students learn that... they have choices to better their life, they are more apt to own their educational process and become active directors of it, rather than a bystander simply meeting course requirements.”



A larger sample at Pikes Peak Community College (PPCC), the second largest community college in Colorado, also yielded significant results. In a comparative data study, the Ice House students persisted to the following semester at a rate 28 percent higher than those who did not take the course. Additionally, students who completed the Ice House Program went on to pass college-level courses at a rate 14 percent higher than students who did not take the course. Finally, 7 percent more of Ice House students stayed in their course in the beginning weeks compared to the non-Ice House student success course. To date, thousands of students have taken Ice House as a student success course at PPCC.

Dr. Regina Lewis, an Ice House facilitator at PPCC, saw a shift in her students, saying, “Some of them [students] see such a shift that they change their majors. Some of them change their attitudes about the class and about school. And some of them start to just change who they are as a person. And if nothing else, they start to change the fact that they can really believe in themselves, that they don’t have to depend on somebody else to solve their problems.”

Students are also reporting a significant impact on their personal and academic lives. As one student reported, “I know that my success in my three other courses is a direct result of what I learned in this course. This course has also allowed me to realize the value of dedication and perseverance. My personal vision has evolved from lacking confidence and understanding of what I was capable of, to courage and determination.”

## Conclusion

Entrepreneurship begins with a mindset; a framework for thinking and acting that can empower anyone to succeed, no matter their chosen path. It offers a new perspective—one that exposes opportunities, ignites ambition, and fosters creativity and critical thinking. It also increases the perseverance and selfdetermination that are required for anyone to succeed in today’s rapidly changing and increasingly complex world.

If we are to bring entrepreneurial attitudes and skills from the perimeter to the core of the way education operates, we must begin by defining entrepreneurship in a way that everyone can embrace. We must also recognize that, while not all students aspire to manage a business or start a high-growth firm, most want to be engaged in work that matters, to be self-directed, and to have the opportunity to apply their interests and abilities to something greater than themselves.

As such, entrepreneurship must be reimagined and broadly applied so as to empower students to remain adaptable when facing obstacles, persist through failure, communicate better, and become problem solvers and opportunity finders. We now know that learning about entrepreneurship ignites an entrepreneurial mindset, which causes students to think and act like entrepreneurs in all aspects of their lives. And, entrepreneurship embodies the 21<sup>st</sup> century skills *every* student will need to be successful in the new world of work.



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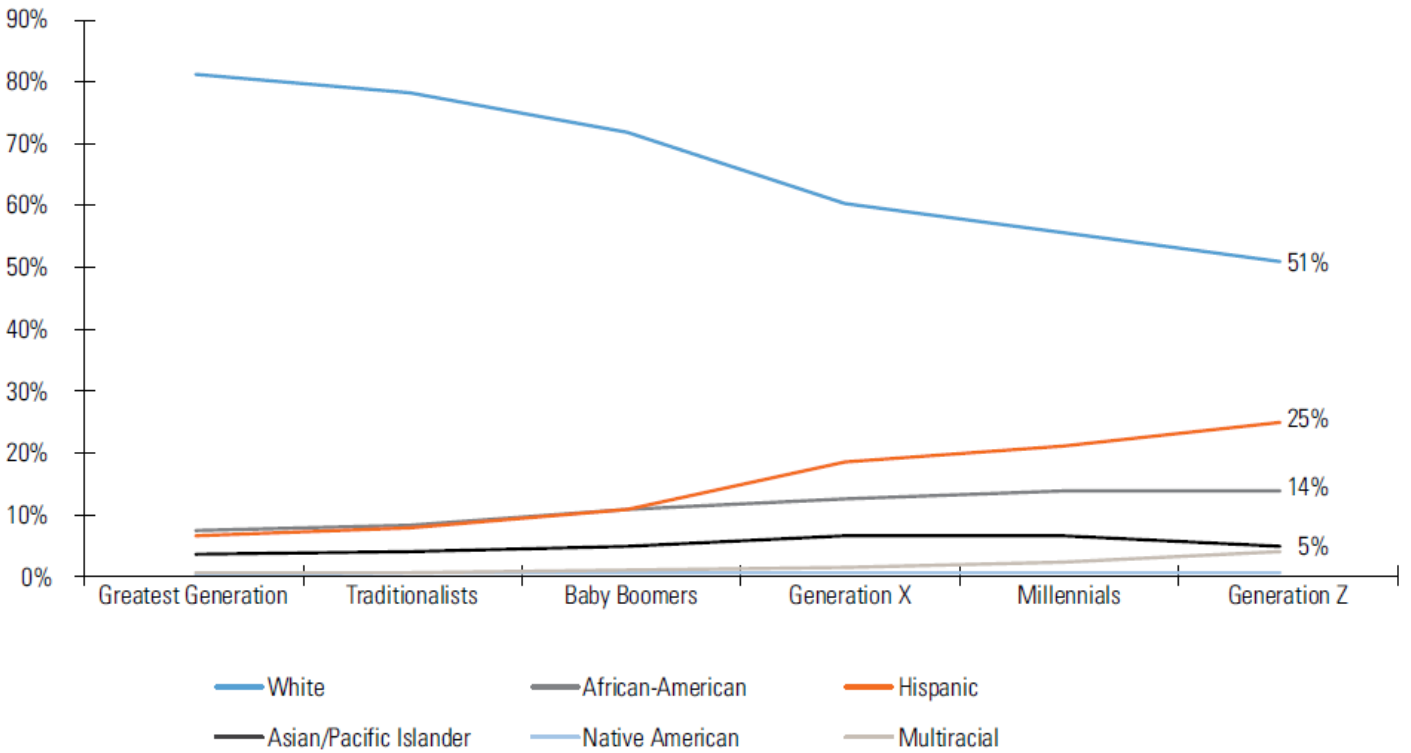
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## J – Trends in Ethnicity

Figure 1: Ethnic profile of U.S. population, by generation

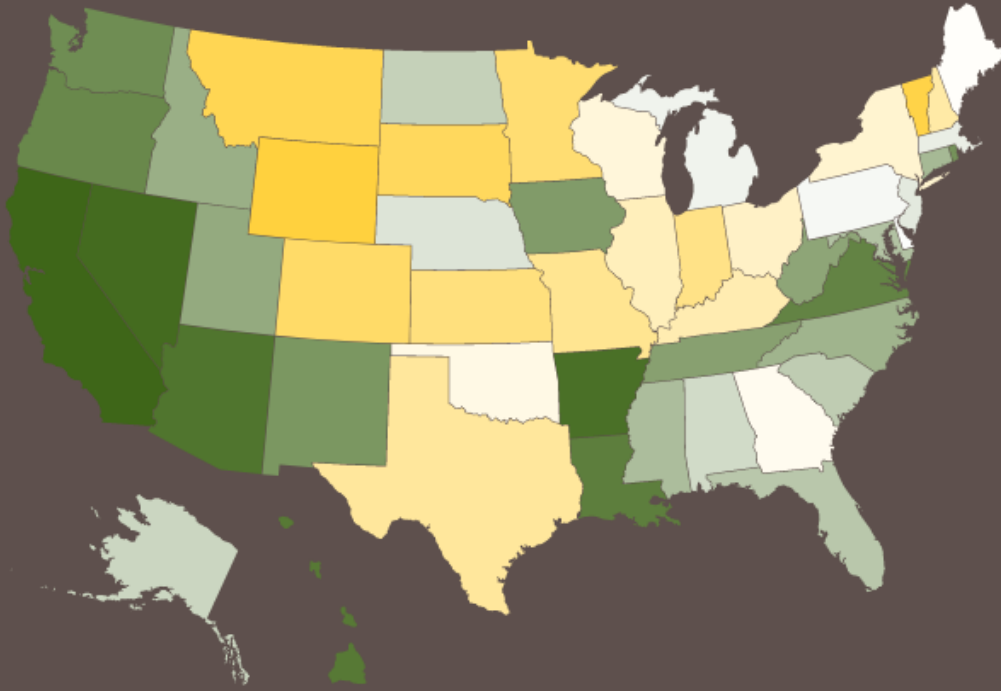


Source: U.S. Census Bureau, 2015 estimates

**K – Trends in Licensing Requirements  
California #1 Most “Burdensome”**

*States Ranked by Number and Average Burden of Licensing Requirements Combined*

102 Lower-Income Occupations



*California*

76

of 102 lower-income  
occupations licensed

3<sup>rd</sup>

most burdensome  
licensing laws

1<sup>st</sup>

most broadly and  
onerously licensed state