



**Fullerton College Program Review and Planning
Self-Study for Instructional Programs
Fall 2021**

Statement of collaboration

The program faculty members 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 comprehensive self-study.

Participants in the self-study

- Marcus Wilson - Department Coordinator
- Kathy Standen - Department Coordinator
- Gary Graves - Faculty
- Rich Ghidella - Faculty
- Barry McCarthy - Faculty

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 and Planning Committee.

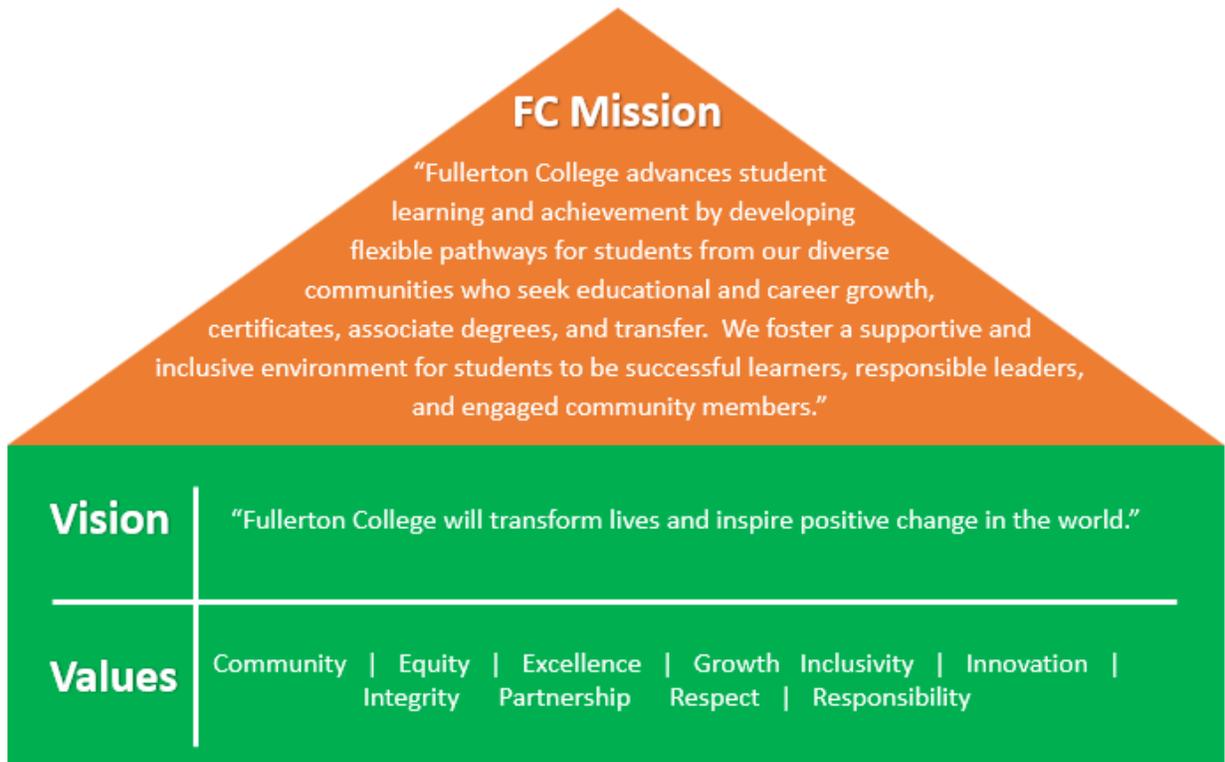
Barry McCarthy	Barry McCarthy	11/15/21
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A Note on terminology

"Program review" is the blanket term for all parts of this process. This document is a comprehensive "self-study." Fullerton College defines "program" as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a Department may decide to write a separate self-study for each program within its Department.

1.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.



Observations: We get it; change happens. As your environment changes, so do your needs and requirements. Our stakeholders include the student and the community at large. The recent COVID-19 Pandemic, which is not over as we write this self-evaluation, has required the college to adapt in ways we had never imagined – at a pace and speed which many would think not possible. Yet here we are - responding to students, trying to get out in front of new needs that are coming our way.

This self-evaluation is as much a survival plan as it is a summary of the Department's efforts and activities. Our focus remains student-centric – as we strive to work with other members of the Fullerton team. We are actively engaged with College management, other divisions, and classified staff. As part of this larger team, we are excited to get back to "normal," whatever that may look like.

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:

- additional 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.
- integration of computers and/or mobile devices into ALL business-operated classrooms.
- additional FT Faculty to allow a focused and committed effort to prepare long-term while addressing day-to-day short-term tactical and operational needs.
- continued focus upon and adjust methods, modes, means, and manner of instruction – classroom, hybrid, online, and future versions thereof.
- our ongoing focus is 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).
- 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.

Summary: First and foremost, our response to the Program Review Update was a collaborative process. Our team of professionals is 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 organizational change or mission challenges.

No surprise, we remain in constant contact with the community that we serve. Our in-depth community/business discussions make it very clear that students require 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 our last 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) indicates 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 business social media.
- Business Information System Courses - that employ technical systems and analysis.
- New Certificates – to meet new needs, like digital marketing.
- Ongoing focus on the 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 process. Much like the real world of business, we work hard to link our students to the business community. We understand that funding is often required to meet new opportunities or challenges head-on.

While changes do not always require extensive funding, others do. There is no particular mystery to the cost of FT Faculty and staying current with providing students technology and access thereto. 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 focused on further development and implementation of a fully integrated CSLO, PSLO, and ISLO approach. No surprise, our data needs require ongoing technology improvement and some additional short-term elbow grease. 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 want to stay focused on our Fullerton College Mission.

Thank you for your time and ongoing support.

2.0 College Mission

Please explain briefly how your program contributes to the college's mission, vision, core values, and goals. Highlight any new contributions since your most recent self-study. If your Department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

College Mission Statement: "Fullerton College advances student learning and achievement 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 Department Mission represents a point of focus - where we meet the student where they are at and prepare them for the future.

Business Management Mission Statement: "Our Mission is to provide a full range of programs and services to meet the educational, professional development, and career needs of our students."

Our Combined Mission is not concise, but it is easy to understand – as complex as it is. Connection to our College mission occurs at every level and point of instruction, the execution of which requires ongoing diligence and focus. 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
- Use of appropriate CSLOs
- 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)
- Student Mentoring Program
- Active Faculty engagement in campus-wide committees and task forces

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.

College 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 is 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 in 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 is 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.

College 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. No number of posters will change a College employee who is destined "not to get it." Foundationally, the first step in executing our mission and vision is about hiring and supporting a diverse cast of characters that believe in and support our institution's values. 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.

In summary, our major considerations include:

- 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 ecosystem 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:

GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT

Fullerton College will prepare students for success through the development and support of exemplary programs and services.

- Objective 1: Create a clear pathway for every student
- Objective 2: Enhance workforce training opportunities
- Objective 3: Improve student critical thinking skills
- Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness
- Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs

GOAL 2: CULTIVATE A CULTURE OF EQUITY

Fullerton College will strengthen and support a diverse and inclusive campus culture.

- Objective 1: Remove institutional barriers to student equity and success
- Objective 2: Increase equity in hiring and training
- Objective 3: Increase outreach to and recruitment of students from underserved populations
- Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed

GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY

Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.

- Objective 1: Create and expand partnerships with local K-12 and higher education institutions
- Objective 2: Create and expand relationships with local businesses and civic organizations
- Objective 3: Be a cultural hub for the local community

GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT

Fullerton College will continually improve operational efficiency and effectiveness to ensure the delivery of high-quality instructional and support programs.

- Objective 1: Promote transparency in the shared governance structure and decision-making processes
- Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs
- Objective 3: Provide professional and career development opportunities for students, Faculty and staff

Observations: Our ability to focus and execute upon these goals are critical to the success of our college. It is our hope and desire that the extensive systems and processes of our programs and course offerings will meet these objectives. 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.

Our 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 frequently targeted workshops (Career Builder) and a Student Mentoring Program that provides students with the ability to listen to and seek relationships with subject matter experts from our local community on a wide range of topics. Recognizing a student's need and addressing the required assistance is often a nuanced process where paying attention and knowing your students is very important. Our success is often based on recognizing the little things that go unnoticed if you are not paying attention – a kind word, a weekend student conference, etc., etc.

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 good example), and scholarship funding and awards, and 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 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 | New Courses

See Appendix D – Advisory Meetings for further information.

Summary: 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 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 and 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
- A Department-wide Student Mentoring Program
- Full review of student pathways
- Business Information System Courses that employ technical systems and analysis
- Developed digital marketing courses
- Continued focus on the five dimensions of a "can do/disciplined mindset"

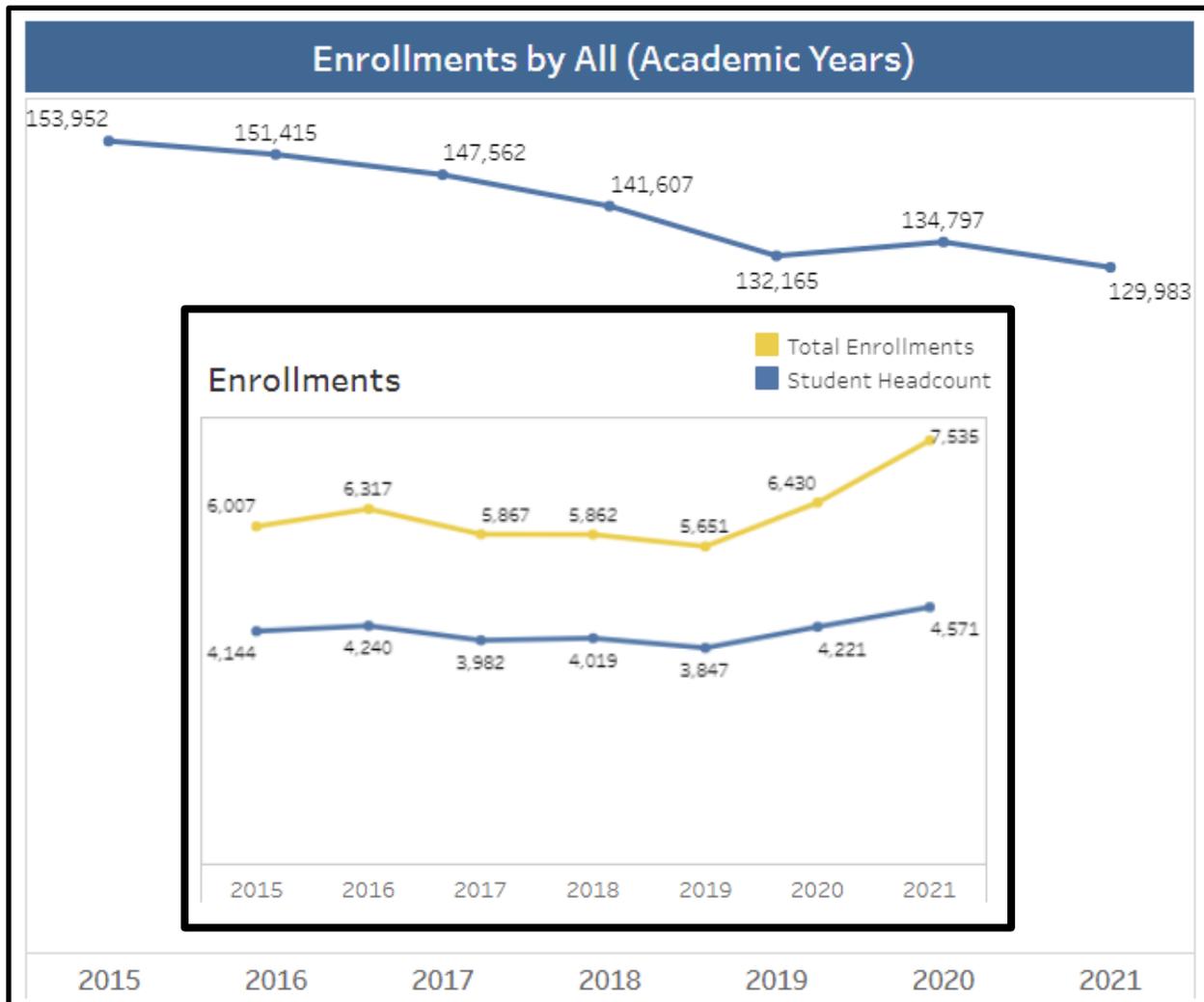
Our short-term and long-term plans continue to focus on our students. Much like the real world of business, we are working hard to remain current and of interest to our students and the business community. As you can see from our enrollments, we are strong and trending well, and we have our work cut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

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

Total Enrollments for the College - Takeaway, declining enrollments.



BUS MGT (includes Marketing and RE):

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

Observations: The initial enrollment takeaway from the data is that:

ALL OTHER PROGRAMS had a 12.5% drop in enrollment during the cited five (5) year timeframe. During this same period, BUSINESS MANAGEMENT grew by 28.4%.

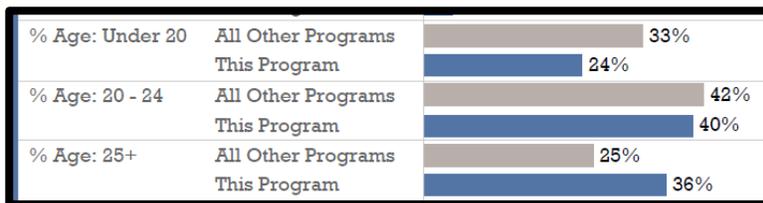
ALL OTHER PROGRAMS had a 12.3% drop in Headcount during the cited five (5) year timeframe. During this same period, BUSINESS MANAGEMENT grew by 14.8%.

Similar ratios occurred for the last 12-month cycle, where ALL PROGRAMS dropped 3.9% and 3.1% respectively while BUSINESS MANAGEMENT grew 17.2% and 14.8% respectively.

Note, the data for enrollment was across 38 different courses. During this 5-year timeframe, Business Management added a few courses and had several courses with limited ongoing enrollment. This is to be expected for any program that makes adjustments to meet new demands and trends in academia in general.

2. **Using the data provided by the OIE, describe the student population the Department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.**

Observations: Business Management has a diverse student base. The seat count of Business Management represents 3.8% of total student enrollments in 20/21. The demographics and diversity of our student base is similar to much of our college in general.



Age Variance: There are some noted differences. For example, Students under 20 comprise 33% for all other programs and 24% for Business Management. This variance is common, as many Business Management students are returning to college or just older in a first time College experience – perhaps earning that first degree or returning to college to re-tool their career. For example, 36% of Business Management students are 25+ years old, compared to 25% for all other programs.

Declared Majors: Another interesting variance is "% of Majors" in a program. In Business Management, a full 47% of students attending our programs have a declared major. In significant contrast, only 19% of students have declared majors in all other programs. This is not surprising insomuch as Business Management Programs are in high demand as students prepare themselves for an existing or new career.

Business Management Enrollments by Race Ethnicity Ancestry			Business Management Enrollments by Gender		
	All Other Prog..	This Program		All Other Programs	This Program
Amer. Indian Alaska N..	0.2%	0.2%	Female	53.3%	44.9%
Asian	11.2%	11.8%	Male	42.1%	50.5%
Black African Amer.	2.8%	4.6%	Different Ident..	4.6%	4.7%
Filipino	2.7%	2.8%			
Latinx	57.9%	53.3%			
Native Hawaiian Pacifi..	0.2%	0.2%			
Two or More	3.4%	3.8%			
Unknown	5.6%	5.8%			
White	16.0%	17.5%			

Race and Ethnicity: We noted that enrollments by majors are very similar among race, ethnicity, and ancestry, as are enrollments in general. It was noted, that there is a 4.5% drop of Latinx from Other Programs to Business Management (57.9% to 53.3%). We are not sure if this is significant and plan to discuss this as a team.

Gender: The last notable finding was with gender in Business Management – where a higher percentage of women are enrolled in Other Programs - 53% female to 42% male versus 45% female to 50% male in Business Management Programs. While we were aware of this data, we intend to discuss this as a team.

3. Which classes have the highest demand and why? Are they offered regularly - at different times of the day and week, in different formats (in-person, online, hybrid)? Please explain.

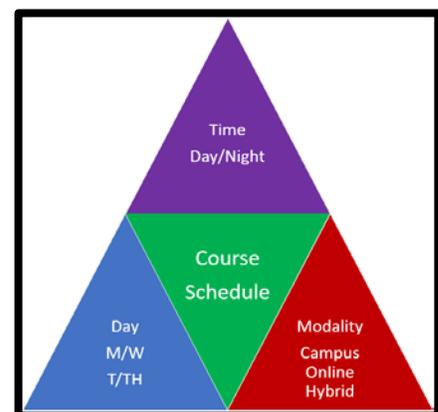
Observations: The Business Management courses with the most enrollment are:

Business Management Course Enrollments

- BUS 100 F - 7,543 enrollments
- BUS 240 F - 3,802 enrollments
- BUS 101 F - 3,014 enrollments
- BUS 211 F - 2,575 enrollments
- BUS 180 F - 1,271 enrollments

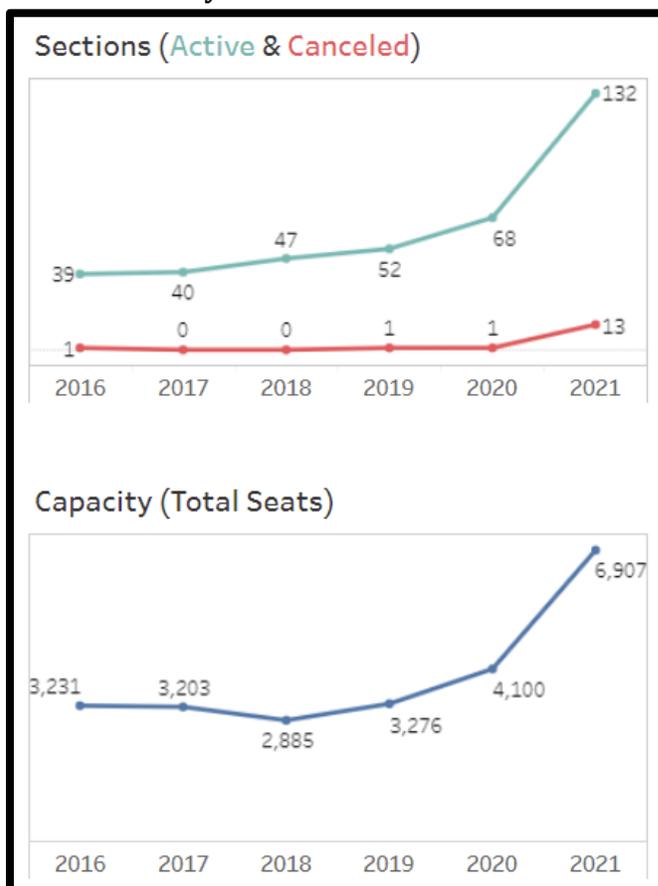
This demand is directly associated with what courses are required for Business degrees and transfers. No surprise, when there is a change in GE or Degree requirements, course demand will rise and fall accordingly. As the Appendix-A Data Tables demonstrate, high-demand courses are offered at a variety of times, days, nights, and mode/format. Note, online course demand is on the rise, i.e., trending upward.

It is the opinion of the Business Management team that demand for online course offerings goes beyond the obvious surge associated with the onset of COVID-19. Additional specific



discussions will occur elsewhere in this Program Review submission. Do note, the increase in online offerings. Business Management was well prepared to handle the change as many of our course offerings were already available in an online format.

Online Modality:



4. Please describe how course offerings match students' preparation and goals.

Observations: Business Management course offerings are determined based upon student demand. As experience is accumulated evaluating semester data on enrollment, trends are observed and developed. This accumulative Department knowledge forms the basis of course selection each term.

Student demand, and therefore student course selection, is based upon their current academic plan – which represents the students' academic goals and objectives. We get it, student academic plans change. Worse, academic plans for a student may be based on bad information. What to do with the circular nature of this discussion?

This is an important inflection point. Students receive "input" from moms and dads, high school counselors, Uncle Jim the Doctor, friend Alice – the singer and artist, our own College counselors, campus professors, and more. This collective input likely determines the initial goals and objectives the student brings to campus when they start the enrollment process. Reaching a goal requires planning, and planning should result in preparation – hence the importance of student onboarding.

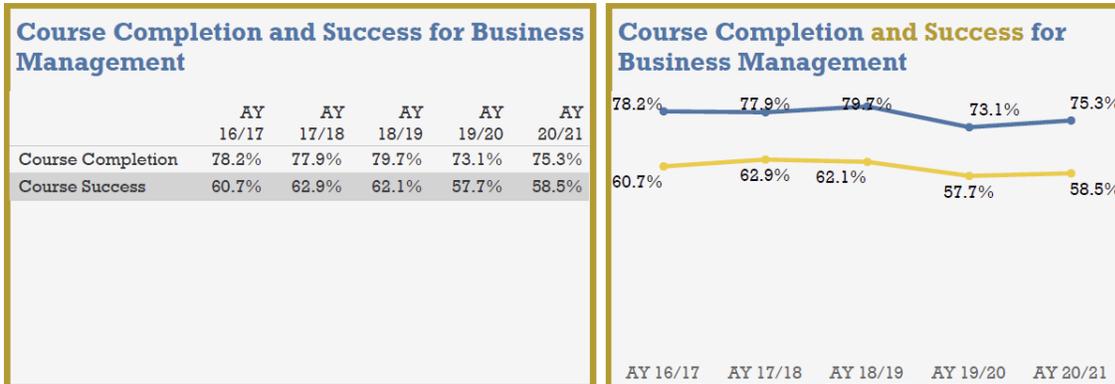
We will never be perfect, and neither will the student planning process that is conducted to the tune of an often ever-changing student academic goal. While we primarily use our collective experience to forecast course load in the right amounts of days, times, and formats students want/need, this process does not necessarily address an ill-prepared student. To that end, we will further address how to be more proactive in the early process of course selection and student preparedness. See Student Pathways in 3.3.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Observations: Yes, enrollment varies by semester, and we adjust courses and meet student demand. The data clearly measures the ebb and flow of course offerings each term. Our Department Coordinators work closely with Faculty and the Division Dean to offer the most robust and responsive student course schedule. Business Management course offerings are determined based on student demand. As experience is accumulated evaluating semester data on enrollment, trends are observed and developed. This accumulative Department knowledge forms the basis of course selection each term.

3.2 Student Achievement and Equity (and student demographic profile)

- Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).



Observations: The most relevant initial takeaway on our Business Management Programs is how many students complete and move on with an AA /AS / AST / Certs – 1,829. The trend line is generally positive during this time - demand for business courses has been generally strong.

Completion / Success Rates: In terms of completion and success, all degrees are made up of the requisite required courses. When students fail to complete or succeed in a course, those students who are on track to earn a degree or certificate are affected. Stating the obvious, completion and success rates is an important metric. Our achievement rates in both categories have been relatively stable – trending down just a tad.

Degrees / Certificates: What makes this number impressive is that 99% are degrees – not certificates. Of course, that percentage/ratio is problematic. We are certain more certificates are earned, since most of the AA or AS programs we offer have an embedded certificate – sometimes two. As indicated in our initial observation, growth in degrees was significant until 20/21. It is fair to suggest COVID-19 Pandemic adversely affected resulting awarded degrees.

Transfers: The data suggests the transfers were trending well until the 20/21 timeframe. It is interesting to note that the relationship of enrollments by race/ethnicity to transfers is not linear. For example, Latinx represents 53.3% of enrollments but drops to 43% of transfers. Asian represent 11.3% enrollment but result in 23% of transfers. Whites are 17.5% of enrollment and 25% of transfers. The Business Management team intends to discuss this more thoroughly in a team meeting.

Strong Workforce Program (SWP) Students: The data clearly indicates an 88% increase in totals over an eight (8) year timeframe. All top codes demonstrate solid growth over the period with the exception of General Business and Commerce. Business Administration and International Business are beginning to show solid recent growth. This trend may be due to university trends in 4-year degrees and the ever-increasing role of a global business in the job market.

Field of Study and Wage Improvements: The takeaway from the students surveyed indicates an increasing percentage for Field of Study – but there is no data since 2017 to report upon. Wages seem to be trending upward by a small margin, but the data lacks input for recent years. No particular observations can be made other than to encourage the acquisition of more recent data. The recent Pandemic is having a unique effect on wages in many wage categories. The overall effect on wages may result in increased hourly rate averages, according to recent data.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

Equity Analysis						
Data	Enrolled	% Completed	Comp #	Gap	Target #	Adj %
AI / AN	53	88.7%	47	0	47	88.7%
Asian	3358	86.1%	2891	0	2891	86.1%
Black / AA	1088	53.5%	582	265	847	77.8%
Filipino	621	83.4%	518	0	518	83.4%
Latinx	12036	76.5%	9208	0	9208	76.5%
NHPI	61	55.0%	34	13	47	77.0%
Two or More	949	77.4%	735	0	735	77.4%
Unknown	1324	63.6%	842	184	1026	77.5%
White	4594	79.1%	3634	0	3634	79.1%

Observations: The data above clearly indicates that there are equity-oriented differences among the measured groups. The enrolled total for equity totals 24, 084 enrollments.

The three (3) areas highlighted by this OIE report are:

1. Black / African Americans – 265 / 1.1% of Enrollments
2. Native Hawaiian / Pacific Islander – 13 / 0.05% of Enrollments
3. Unknown – 184 / 0.76% of Enrollments
4. Total – 462 / 1.92% of Enrollments

The core question asked is "what factors can explain this" (missing the target of 77%+ for completing the course). It is fair to suggest that there is also much to learn by analyzing groups that finish higher than the targeted completion rate. Wherever learning occurs, it can be applied to potential solutions – raising the level of all groups of students – especially those who are identified as falling short of the target objective.

- **Course Completion Rates:** While we remain strong in overall enrollment performance, our completion rate is an issue for several categories. These rates bear some research and understanding, and we plan to look more closely at this data in the next program review cycle. 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. Gender, military, and LGBT are on target; Foster Youth does not really have enough data to make a meaningful determination. There is also a small gap for low-income, which has enough data to make some meaningful headway.

- **Success Rate:** While our success rate is creeping up, we are not satisfied with the percentage. We are continuing to focus on identifying students who are at risk and managing them into success or working with them before the 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.

3. Does the Department have regular discussions about equitable grading, attendance, late work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

Observations: Yes to both questions; we have Division and department meetings every month that have a standing agenda item to discuss student success strategies. One example, we share instructor best practices that we believe will have a positive impact on student improvement and engagement. Faculty members are also encouraged to attend and engage in campus-wide programs and workshops that are designed to increase student improvement and engagement. Our faculty members are also actively engaged in a variety of on-campus committees that review and develop and engage College students on every level.

See Appendix C for Faculty Engagement Information.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your Department need?

Observations: As demonstrated by our committee activity, ongoing workshop engagement, and our Department and Division focus on student equity – we are thoroughly engaged and focused on Student Equity. Improving Study Equity is a function aligning our Division's long-term goals and short-term objectives with effective ongoing strategies that continue to tweak approaches to improve student equity in the classroom. The net approach – if you do not measure it, you cannot manage it. We intend to continue to measure the equity results each academic year and adjust our programs and approach to help close the gap.

The main course of action that will result in efforts to improve these gaps in student achievement include:

- Continued alignment of Business Division goals with the college
- Continued alignment of Division goals with our Program Goals
- Augment our CSLO's with program focuses
- Continued CSLO modifications and evaluations
- Ongoing engagement of Campus Committees on all levels
- Continued workshop attendance by Faculty
- Active and ongoing meaningful faculty-student contact and availability

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

Observations: Students move through our program in a fairly predictable way. As indicated by the data, just five courses represent a very high percentage of student enrollment. We expect the recently established Instructional Success Teams Pilot program to be of benefit to increase the success rates of courses by providing guidelines in terms of professional and equity-minded development.

Instruction and course design should be tailored towards our Latinx and Black/African American population to attempt and close the equity gaps that are quite large.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

Observations: The original Business Administration ADT is as proposed and will be offered until the new Business Administration ADT 2.0 becomes effective in FALL 2022. The program has been updated per CSU guidelines, and it should be noted that the revision reduces the number of business courses included in the major part of the degree. The new degree is designed to help students transfer to CSU or enter the UC system. The minimum number of units of the ADT is 24 units; however, our major portion of the degree requires 30 units because departments outside of the business management department, have courses that are up to 5 units instead of the minimum of 3 units. You can view the revised 2.0 program here:

http://www.curricunet.com/fullerton/reports/program_report.cfm?programs_id=1184

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

Observations: Our course offerings are tailored to effectively promote and allow for student completion without any delay with respect to course selection. Provided the fact that our programs are well-defined and all of them are mapped in a student-centric fashion, delays in degree completion or transfer are likely because of students taking courses that aren't required. The "Program Mapper" software will be going live in SPRING 2022, and we expect all of the degree programs to be included for a 2-year process. We expect to develop a 3-year map for all programs in 2022. Additionally, the business programs have only been recently updated in DegreeWorks, but one failure of the system for our students is that courses transferred from another school are not reflected in DegreeWorks. This can lead to students taking courses that they might already have credit for.

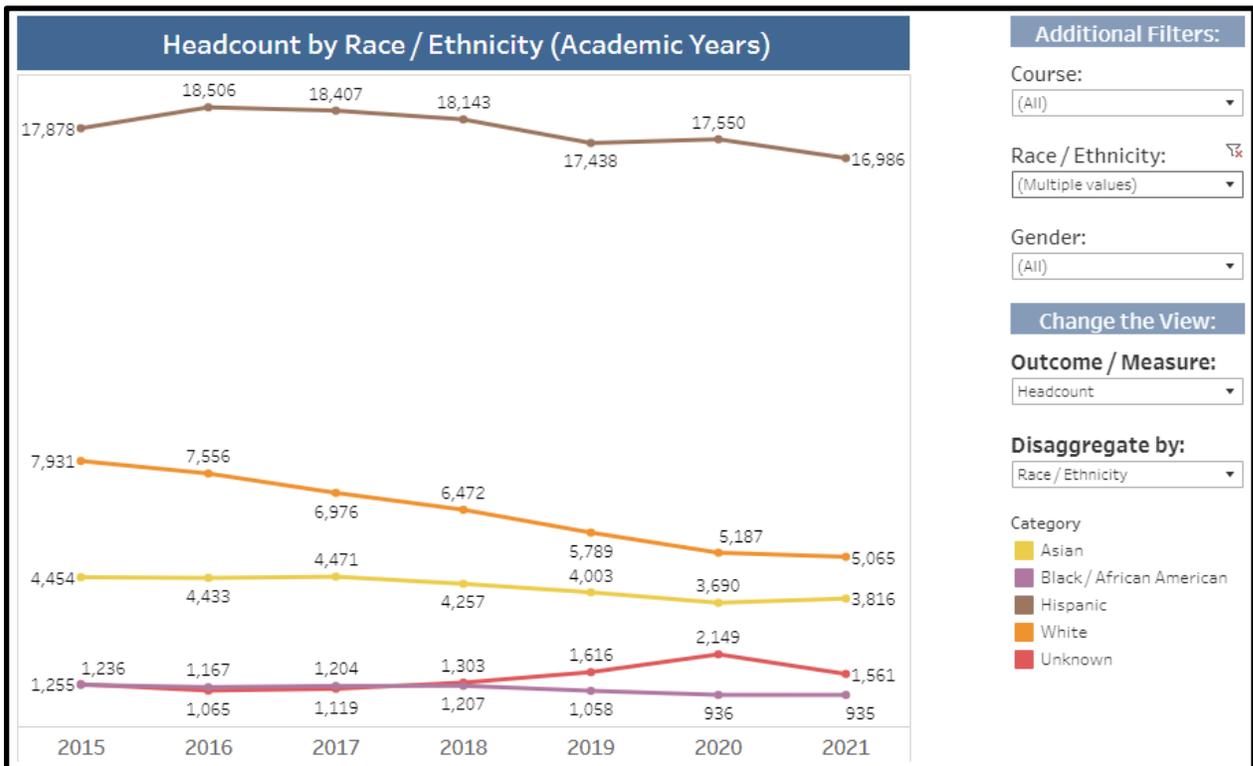
4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

Observations: The simple answer is yes. The data below is pulled from Headcount in ALL COLLEGE PROGRAMS and aggregated for Success and Ethnicity.

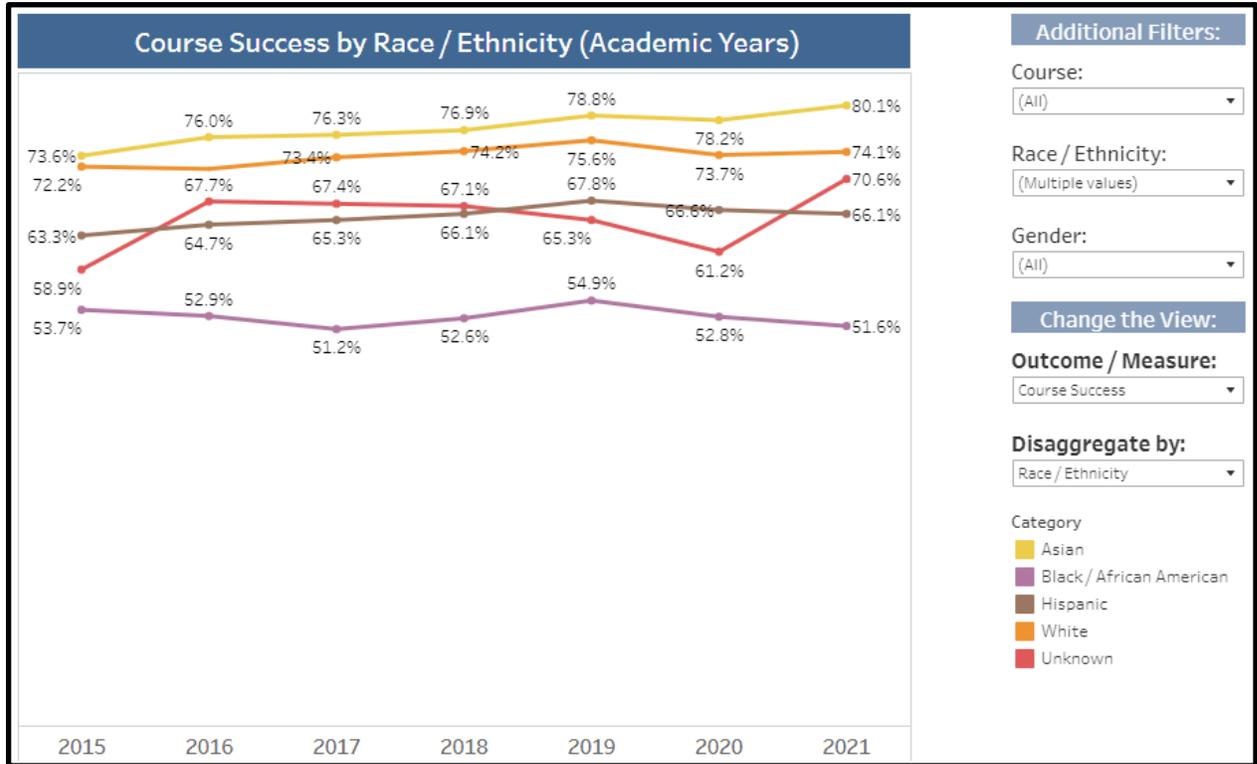
Campus-Wide Observations:

- Observation #01, the majority of enrollments are contained in three Ethnicities.
- Observation #02, Blacks, who have the worst performance in success rate, only represent 3.5% of the total Headcount.
- Observation #03, with the exception of Blacks, which remain flat in success rates, all other ethnicities have climbing Success Rates over the last seven-year period - albeit marginal.
- Observation #04, The All Campus Program Headcount has been declining overall for years. The most significant drop in Headcount is in Whites, which is statistically significant.

ALL CAMPUS PROGRAMS – HEADCOUNT



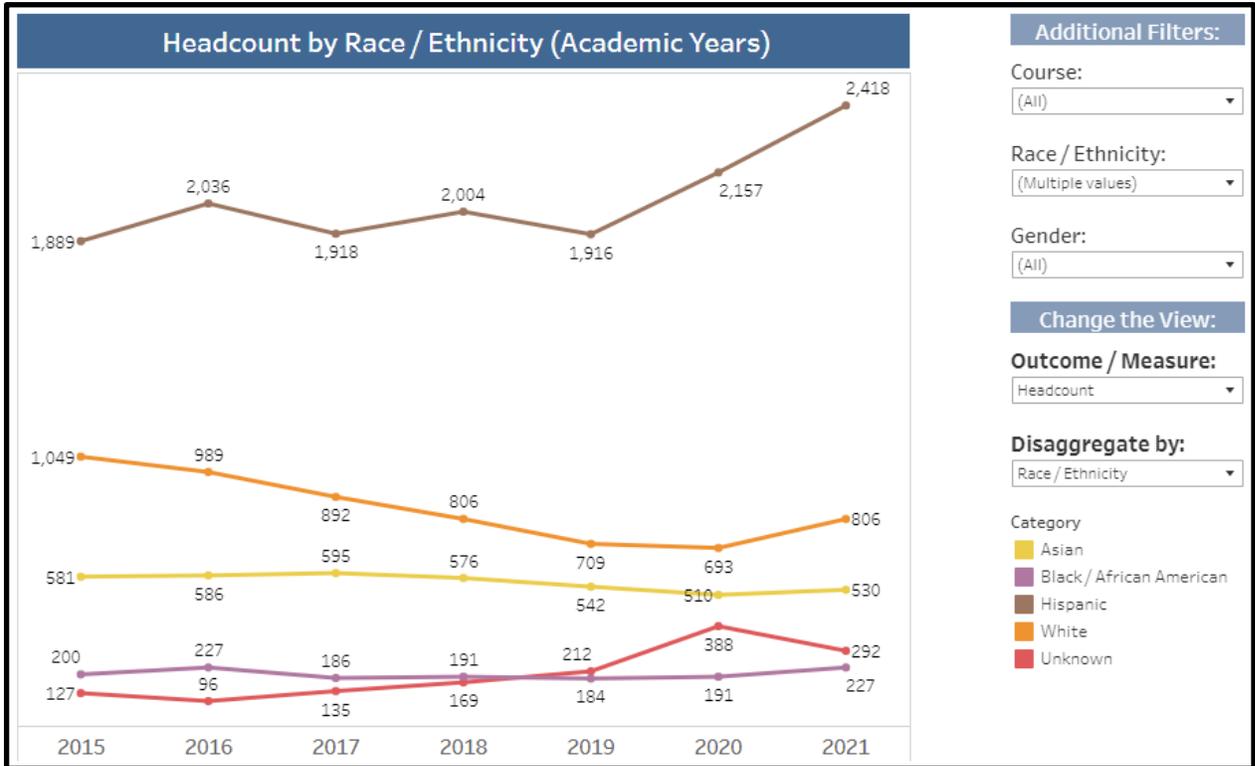
ALL CAMPUS PROGRAMS - SUCCESS RATE



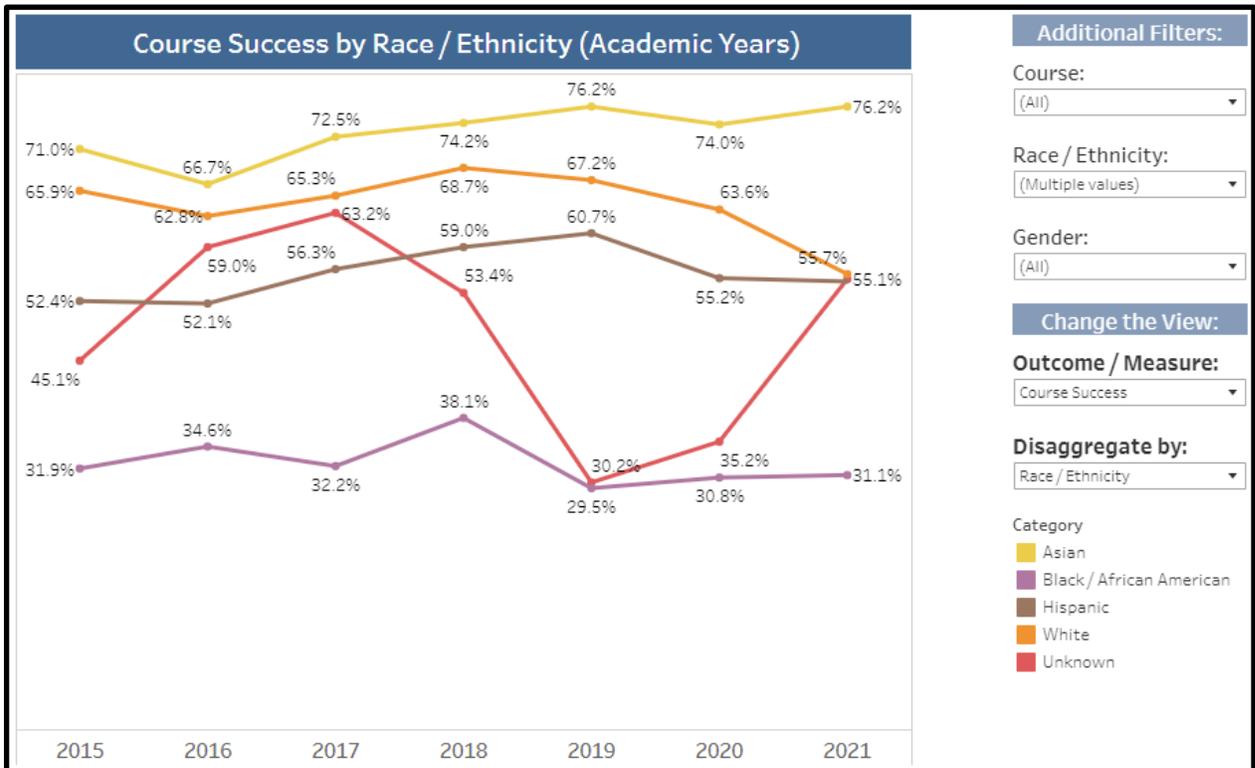
BUS Management Observations:

- Observation #01, the majority of enrollments are contained in one ethnicity.
- Observation #02, Blacks, who have the worst performance in success rate, only represent 5% of the total Headcount.
- Observation #03, Success Rates are all over the place and require ongoing attention from Department Faculty. Noted, Whites are trending negatively while other ethnicities are largely flat or trending up.
- Observation #04, Headcount has trended up, in contrast with the college. That stated, Latinx has surged upward 28% in seven years. Whites in decline, others flat.

BUS MANAGEMENT HEADCOUNT



BUS MANAGEMENT SUCCESS RATES



3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time Faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

Observations: The first observation that is apparent is a reduction of sections offered and the higher course cancellation rate. We believe these numbers are clearly attributed to the Covid-19 Pandemic. Interesting to note, our fill rate went to an all-time high of 86% - up 5 percent on average. Likewise, the average class size was up 28% percent – totaling 42.9 on average. There was a significant drop in part-time Faculty in 20/21 – again consistent with the reduced sections and high fill rates and average class size. Net/net, the FT Equivalent faculty remained linear at 27 – consistent over five years. Pressure on FT faculty to meet needs was high.

2. If your Department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

Observations: We have requested additional Faculty in previous PR Self Studies. While the overall College enrollment is down over the past five (5) years, our programs are expanding - we clearly have cited the need for additional FT faculty. We have the same level of staffing as we had seven (7) years ago. Most of the effort and focus required to manage change in our programs is conducted by FT faculty. To that end, our ability to execute remains hindered with limited FT faculty.

The Business Management Team views our most manageable challenge as executing the tasks and opportunities in front of us. 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 improvement to meet new student needs requires additional focus, dedicated time, and effort.

Our requested required FTF and hourly positions touch every aspect of this Self-Review process.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 Pandemic affected your Department and how your Department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

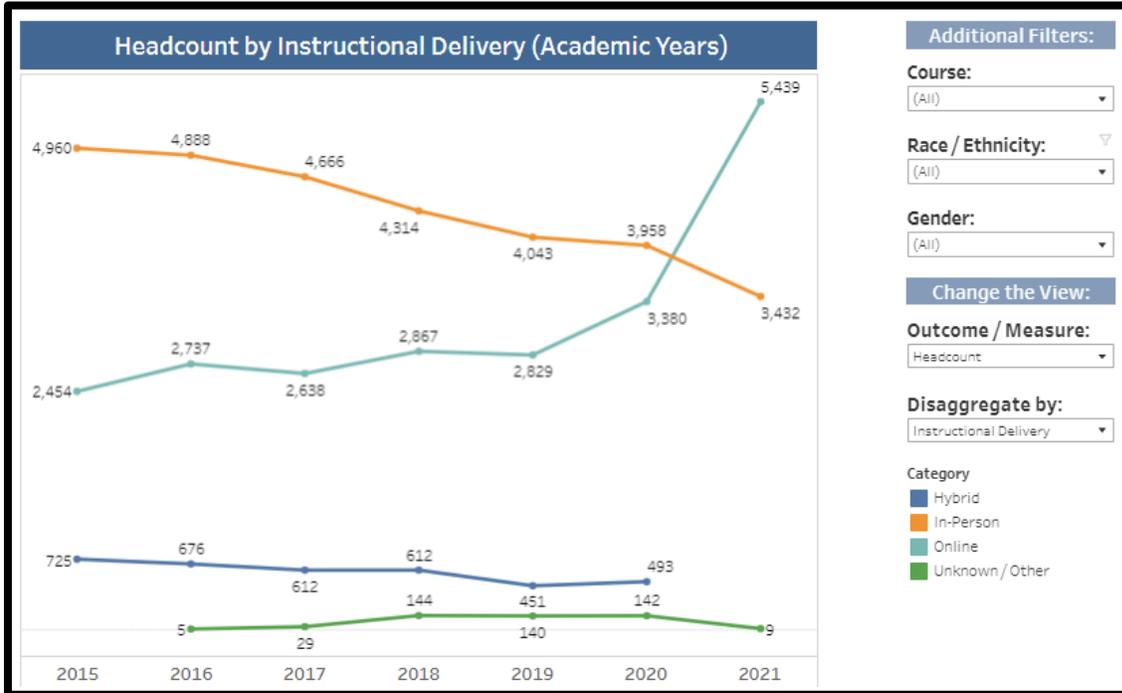
Observations: We are not unique. From our perspective, the entire campus stepped up and met the challenges head-on. These challenges extended beyond just Faculty, but classified staff and management also stepped up and made it happen. We were affected as was everyone else, doing new things with fewer resources and limited on-campus time. New provisions, policies, procedures, and administrative mechanisms needed to be developed and executed upon. We adjusted to being online and developed/adjusted the curriculum as needed to fully online classes. We adjusted office hours with most having to work 7 days a week in some fashion. It was and is still hard.

While some of the changes were temporary in nature, we expect to be more aware and engaged with students than ever. Students were likewise affected, and their needs changed too. Students also had challenges that required special attention. Fullerton College stepped up as an institution and managed to whatever came our way. As we moved into 2022, our Division has set aside the time to work with each Department to share best practices that have been developed – identifying those that can continue moving forward. Not to be trite, but this is a moving target – but that does not mean we can not continue to modify our approach moving forward.

Closing observation. One of the reasons the Business Management team was able to respond so well to the swift change to online delivery of course content due to Covid19, was the fact that online instructional delivery has been increasing each year. Our response to the Covid-19 Pandemic was not simple, but we were better prepared than many given our experience in providing instruction in the modality. Do note, during this same timeframe, in-person lecture-based instruction has been on a slow but very steady decline. This trend was not unexpected, and we have been tracking and reacting to the student shift in instruction modality.

Lastly, we are very proud of our team during these challenging times. Unlike many, our programs are growing - placing significant demand on a very small team of dedicated Faculty and supporting classified staff.

Trends in Online Instructional Delivery



3.6 What has not been asked?

Please tell us about other ways your Department has been successful, ways that the previous questions might have been missed.

Observations: This PR Cycle is far more robust in terms of question focus – to include a wide array of additional topics or scope of effort. The new Program Review format covers a robust and amount of appropriate topics and vectored points of influence. The Business Management Department is thankful for the opportunity to make a positive difference in the lives of our students. As teachers, we often do not know where that influence or mentoring will manifest itself – nor when. Nonetheless, the student – all students – receive our utmost dedication.

We continue to offer:

- Career-focused workshops to expose students to new career possibilities.
- A robust internship program that was revised to make it easier for students to get an internship; however, we still need to consider making this course an open-enrollment all-year long.
- We piloted a faculty-mentoring program in Spring 2021 and have secured funding to continue these efforts in Spring and Fall 2022.
- We continue to look to the future and bring courses and programs to our campus for jobs of the future (ie: Data Analytics, Digital Marketing, AI/VR/XR, Cannabis, etc.)

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the college adopted new Institutional Student Learning Outcomes ([ISLOs](#)) and new design principles for PSLOs. Please describe your Department's PSLO revisions to date, and your PSLO plans.

Observations: The Department has assigned a full-time faculty member to be the point person for both current and future PSLO revisions. The business department, following new design principles, has developed new PSLOs for three programs and submitted them for approval on November 5th, 2021 to the college's PSLO committee. The college will be updating all degrees and certificates with new PSLOs for approximately 50 degrees or certificates per year for the institution. When Business degrees and certificates are scheduled for PSLO revision, the Department assigned a faculty member to take the lead and develop new PSLOs in a timely fashion.

4.2 PSLO Assessment

The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your Department.

Observations: PSLOs will be assessed using a variety of methods. The methods include, but are not limited to exams, quizzes, individual projects, group projects and presentations. The department faculty will develop specific evaluation tools and criteria to be used in individual classes. The Business Department has requested funds to provide professional development money to track and implement equity strategies and student success. One of the tools to be developed will be a tracking tool to capture individual student results from individual classes. The results will be analyzed to determine if students are obtaining the desired skills and knowledge as stated in the individual PSLOs during their time in the program. The success of tracking student specific results is dependent on funding.

4.3 CSLO Assessment

Briefly describe the timeline your Department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your Division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

Observations: The Business Management Department has been hit and miss on CLSOs during the last 3-year cycle. Simply, the data is sketchy and insufficient. Drawing any conclusions from the data is not practical or appropriate – with one exception. The Business Management Department needs to reassess and revamp our CLSO / PSLO Program.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

Observations: The data we collected is not conclusive given the small sample size. Simply, some courses have not been assessed at all, and others hit and miss. Some courses are only taught by Adjunct Faculty and most of those do not have any data. To that end, while some attainment gaps were identified, drawing far-reaching conclusions does not seem appropriate or practical.

That stated, what we can do as a department is analyze, review, develop, and implement a CSLO Program that will meet or exceed expectations for our next cycle. This is not an easy thing to accomplish. We are a small group of Faculty and carry full course loads. Much of the required CSLO work will need to be accomplished by Adjunct Faculty or we need to have some plan that allows us to complete the work for them – not a likely or appropriate solution. We have requested a classified hourly Department Admin to help with this and other identified support activities.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

Observations: As stated above, the CSLO data are insufficient to make any meaningful conclusions. It is our intention to completely revamp our approach (or lack of approach) in meaningful ways that will permit meaningful analysis. It is also our hope that the program we currently employ will be replaced with tools that allow for more meaningful review and analysis.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

Business Management General Education:									
Section 5.1: Your Department and General Education.			Page 21						
% of Enrollments Over the Last 5 Years in GE Courses									
		% of							
		Enrollments	Enrollments						
Non-GE Enrollments	50.1%	12,067							
GE Enrollments	49.9%	12,017							
Courses that Fulfill CSU General Education Requirements or the Intersegmental General Education Transfer Curriculum (IGETC)									
<i>(CSU and IGETC: 1 = Yes; 0 = No)</i>									
Course	CSU	IGETC	Enrollments	% Majors	Avg. First-Time	% Age: Under		% Evening	% Online
BUS 100 F	1	0	7,543	47%	18%	20	30%	14%	30%
BUS 101 F	1	0	3,014	34%	14%	25%	17%	35%	
BUS 112 F	1	0	544	50%	15%	40%	0%	0%	
BUS 131 F	1	0	397	52%	7%	11%	18%	37%	
BUS 151 F	1	0	311	32%	3%	12%		71%	
BUS 162 F	1	0	208	62%	20%	30%	0%	0%	
Grand Total	1	0	12,017	44%	16%	28%	14%	31%	

- Using the data provided by the OIE, please look at students who take your courses for GE credit.

Observations: According to the data, GE Enrollments and Non-GE Enrollments are essentially 50% - equally divided. No surprise, the Business Management serves students that have very different reasons for attending our college. It is also clear from the data that two (2) of our courses represent 87% that fulfill CSU GE requirements.

- What role does your Department play in helping students complete the GE pathway?

Observations: This is an interesting question. We in Business Management would like to play a more significant role in this process. Generally speaking, students nearly always make GE selections based upon the direction of a counselor. While we do engage students in the classroom about "all things business", by the time we may see a student, many of the GE choices have already been made. One could say that the path to "choice" is well worn by how it has always been done.

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

Observations: Yes, we are very keen to maximize the availability of our course given student needs and demands. With 87% of our GE classes determined by two-course selections, our Department Coordinator works closely with students and Faculty to ensure we have the most flexible and accommodating schedule for students. Online, night, day, different weekdays, and multiple timeframes are reviewed and tweaked every semester.

4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

Observations: The first allocations are online versus lecture, with loading appropriate for past demand in each area. Of course, with the current Pandemic, we have had to make adjustments to accommodate laws and regulations. Moving forward, AKA, as things normalize, lecture courses will be offered on an M / W and T / R basis in the mornings, afternoons, and or evenings. Day / Time and Mode of delivery options are covered to maximize service and support to student needs.

5.2 Outside Influences on Your Department

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

Observations: The immediate focus at the State level is jobs, jobs, jobs. This is true at the county level and within cities. Trends, trends, trends. Demand for students has ebbed. This is true nationally and at the State level. The unique and extensive Federal government involvement has affected jobs at the macro level as has the Pandemic in general. So much beyond control. Trends, laws, and policies are driven directly by the Pandemic and resulting actions taken by local, city, county, state, and federal governments. This places the college in a reactionary role. To that end, we do our best to format and engage any response to maximize our role in helping students in any way that makes sense.

California Employment - Rolling 12 Months

October 22, 2021 Employment Development Department Labor Market Information Division (916) 262-2162		California All Data Are Adjusted for Seasonality Industry Employment & Labor Force March 2020 Benchmark				
All Data Are Adjusted for Seasonality						
	Sep 20	Jul 21	Aug 21 Revised	Sep 21 Prelim	Percent Change Month Year	
Civilian Labor Force (1)	18,385,600	18,927,500	18,982,800	19,013,300	0.2%	3.4%
Civilian Employment	16,435,500	17,493,600	17,551,300	17,594,600	0.2%	7.1%
Civilian Unemployment	1,950,100	1,433,800	1,431,500	1,418,800	-0.9%	-27.2%
Civilian Unemployment Rate	10.6%	7.6%	7.5%	7.5%		
(U.S. Unemployment Rate)	7.8%	5.4%	5.2%	4.8%		
Total Farm (2)	403,500	421,200	419,700	420,400	0.2%	4.2%
Total Nonfarm	15,874,100	16,527,800	16,622,500	16,669,900	0.3%	5.0%
Goods Producing	2,112,200	2,152,300	2,158,100	2,165,100	0.3%	2.5%
Mining and Logging	18,800	18,800	18,800	18,700	-0.5%	-0.5%
Construction	845,100	877,800	879,300	880,700	0.2%	4.2%
Manufacturing	1,248,300	1,255,700	1,260,000	1,265,700	0.5%	1.4%
Durable Goods	809,500	813,400	816,000	820,100	0.5%	1.3%
Nondurable Goods	438,800	442,300	444,000	445,600	0.4%	1.5%
Service Providing	13,761,900	14,375,500	14,464,400	14,504,800	0.3%	5.4%
Trade, Transportation & Utilities	2,909,600	2,991,300	2,994,100	2,996,000	0.1%	3.0%
Wholesale Trade	635,500	647,500	645,900	643,300	-0.4%	1.2%
Retail Trade	1,536,400	1,576,700	1,577,500	1,578,400	0.1%	2.7%
Transportation, Warehousing & Utilities	737,700	767,100	770,700	774,300	0.5%	5.0%
Information	508,500	545,000	550,000	555,000	0.9%	9.1%
Financial Activities	806,100	806,600	809,000	810,300	0.2%	0.5%
Finance & Insurance	532,900	529,600	529,900	528,800	-0.2%	-0.8%
Real Estate & Rental & Leasing	273,200	277,000	279,100	281,500	0.9%	3.0%
Professional & Business Services	2,549,200	2,680,600	2,696,800	2,703,700	0.3%	6.1%
Professional, Scientific & Technical Services	1,283,300	1,351,500	1,361,600	1,368,900	0.5%	6.7%
Management of Companies & Enterprises	241,100	242,700	243,000	242,600	-0.2%	0.6%
Administrative & Support & Waste Services	1,024,800	1,086,400	1,092,200	1,092,200	0.0%	6.6%
Educational & Health Services	2,723,800	2,793,300	2,792,200	2,794,800	0.1%	2.6%
Educational Services	339,300	342,900	347,000	348,800	0.5%	2.8%
Health Care & Social Assistance	2,384,500	2,450,400	2,445,200	2,446,000	0.0%	2.6%
Leisure & Hospitality	1,350,800	1,627,400	1,663,000	1,686,300	1.4%	24.8%
Arts, Entertainment & Recreation	162,100	236,500	247,200	258,000	4.4%	59.2%
Accommodation & Food Services	1,188,700	1,390,900	1,415,800	1,428,300	0.9%	20.2%
Other Services	449,800	491,900	499,200	495,500	-0.7%	10.2%
Government	2,464,100	2,439,400	2,460,100	2,463,200	0.1%	0.0%
Federal Government	279,700	253,100	251,300	251,300	0.0%	-10.2%
State Government	518,100	512,400	508,500	510,600	0.4%	-1.4%
Local Government	1,666,300	1,673,900	1,700,300	1,701,300	0.1%	2.1%

As a College, we are down overall in enrollment and Headcount, though the Business Management Programs continue to climb in Headcount and enrollment. This is true at FC and at other Community Colleges throughout the state. As an example, Santa Ana College lost the most students, 11,971, a 34 percent drop, according to the analysis. With this type of enrollment swing, emphasis is placed on answering the call to meet challenges as they arise. Sure, we plan as best we can for further swings in enrollment and subsequent demand. We do not see any specific trends micro trends in Basic Skills, CTE, or Transfer Education.

2. Make sure you are including all degree and certificate programs, including the College's GE program.

Observations:

- We continue to "layer" our programs to help students achieve multiple degrees. In many cases, our programs have an 18 to 24 major unit requirement, with several courses doubling as general education. This means a student could have greater flexibility in the electives they choose to help them discover and decide on a career path.
- Through our major, we offer many general education level classes that allow a student to double-count major and GE units for faster completion.
- Business majors continue to have the highest number of graduates of all the programs at Fullerton College.

3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.

Observations:

- Only one class, BUS 211 F, has a prerequisite, which is also a requirement set by CSU.

4. If AB 705 applies to the program, then how are you meeting its mandates?

Observations:

- AB 705 does not directly apply to our courses or programs.
- BUS 101 F (Personal Finance), however does now count for the MATH (B2) General Education for CSU GE and AA/AS GE patterns.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The college wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

Observations: We offer these opportunities right now - Field Trips, In-Class Term Projects, Study Abroad, Student Mentoring, Internships, and Group Projects of all types, kinds, and sizes. We look forward to hearing the ideas that other departments offer in their programs.

2. Are there institutional barriers hindering your Department's ability to offer or enhance these learning experiences for students? Please explain.

Observations: All of the ideas and changes we have going on at the college is wonderful to see and be part of. We all certainly have the student experience front and center. Of course,, sometimes these changes require additional time and ongoing effort. We have a fixed amount of personnel to execute our programs. Whenever we do something more, or additional, or what have you, we have a limited / fixed level of staffing. By definition, this results in a lack of FTF, Release Time, and/or Hourly Support, which we have requested before and had approved by Program Review.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

Observations: The Business Management Department has an existing PRC-approved Full-time Tenured Faculty Addition Request associated with our last comprehensive review. Our open Real Estate position was filled. Additional SAP requests are active and have not been retired, though a shift in emphasis is expected to result in new requests and the possible deletion of others. There are significant revisions on this FA-21 comprehensive review. We do anticipate an additional focus on ISLOs and enhanced analysis on Student Success and Retention rates. Our transition to temporary facilities during the Bldg. 300 renovation is changing, and we have a current game plan for SP-22.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Observations: Other than FTF requests, most of our SAPs were incremental and or low cost. The impact of not hiring one FTF and one Office Clerk was apparent in that we did not have the staff to execute all of our plans. Most of the improvements we expected dealt with implementing programs and procedures to better meet student needs. For example, Faculty time required to design, implement, and manage program changes did not materialize due to the existing academic load.

6.2 New Strategic Action Plans

Please write a brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the College mission, vision, goals, or objectives.
3. It explains how the request helps the college attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

Strategic Action Plan (SAP) #01, BUSINESS MANAGEMENT – Hire Two (2) Full Time Faculty

Describe Strategic Action Plan.	Hire Two (2) Full-time Faculty for our Business Management Department to begin Fall, 2022, Fall, 2023. A Business Hiring Committee will be formed to execute this SAP. The Department Coordinator will lead the effort to form the committee at the appropriate time. Fall 2022 hire.
List College goal/objective the plan meets.	College Goal #1: Fullerton College will promote student success. Objective # 4: Increase completion of courses, certificate and degree programs, and transfer readiness.
Explain how the request helps the college attain student equity.	In the final analysis – developing, planning, implementing, and controlling for Student Equity outcomes requires labor in addition to all of the other aspects of a busy growing division.
What Measurable Outcome do you anticipate for this SAP?	We would expect to ultimately see improvement in all aspects of the student experience – to include Student Equity.
What specific aspects of this SAP can you accomplish without additional financial resources?	Unknown. We will, as always, do the best we can with the resources we have. 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
TOTAL requested amount	TBD	

- Research on feasibility of seeking ACBSP accreditation and, if feasible, develop a plan to seek accreditation.
- Survey current students, graduates and employers with the assistance of Institutional Research to understand current and future needs. We must begin to track graduates, former students and assess employer needs.
- Plan for the creation of an Associate of Business Degree
- Establish a strategic method of attracting, training, retaining, and strengthening relationships with adjunct Faculty.

Strategic Action Plan (SAP) #02, BUSINESS MANAGEMENT – Hire One (1) Full Time Classified Admin / Clerk

Describe Strategic Action Plan.	Hire a Classified person to support and help organize Department programs, new and existing.
List College goal/objective the plan meets.	College Goal #1: Fullerton College will promote student success. Objective # 4: Increase completion of courses, certificate and degree programs, and transfer-readiness. GOAL 2: CULTIVATE A CULTURE OF EQUITY Fullerton College will strengthen and support a diverse and inclusive campus culture. Objective 1: Remove institutional barriers to student equity and success Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed
Explain how the request helps the college attain student equity.	In the final analysis – developing, planning, implementing, and controlling for Student Equity outcomes requires labor in addition to all of the other aspects of a busy growing division.
What Measurable Outcome do you anticipate for this SAP?	We would expect to ultimately see improvement in all aspects of the student experience – to include Student Equity & CSLO Attainment.
What specific aspects of this SAP can you accomplish without additional financial resources?	Unknown. We will, as always, do the best we can with the resources we have. 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
TOTAL requested amount	TBD	

In support of a variety of small initiatives to improve student experience and success, this position would also include support of our Department Website.

Strategic Action Plan (SAP) #03, BUSINESS MANAGEMENT – Program Support Development

Describe Strategic Action Plan.	Build Support Programs to help promote student success.
List College goal/objective the plan meets.	College Goal #1: Fullerton College will promote student success. Objective # 4: Increase completion of courses, certificates and degree programs, and transfer-readiness. GOAL 2: CULTIVATE A CULTURE OF EQUITY Fullerton College will strengthen and support a diverse and inclusive campus culture. Objective 3: Increase outreach to and recruitment of students from underserved populations Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed
Explain how the request helps the college attain student equity.	In the final analysis – developing, planning, implementing, and controlling for Student Equity outcomes requires labor or funding in addition to all of the other aspects of a busy growing division.
What Measurable Outcome do you anticipate for this SAP?	We would expect to ultimately see improvement in all aspects of the student experience – to include enrollment, success rate increases.
What specific aspects of this SAP can you accomplish without additional financial resources?	Unknown – Not much. We will, as always, do the best we can with the resources we have. This SAP will require ongoing annual funding.

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
Other (Subscriptions, etc.)	\$50K	College Funding in Annual Budget
TOTAL requested amount	\$50K	

- Wallstreet Journal Electronic access for college
- Instructional budget for Digital Marketing program to permit student trial of select paid-for digital software/sites.
- Faculty member funding to participate in clubs such as Rotary, Kiwanis and chambers of commerce in the area.
- Funding for continued use of GRAMMARLY.COM and PitchVantage

Strategic Action Plan (SAP) #04, BUSINESS MANAGEMENT – Classroom Equipment

Describe Strategic Action Plan.	Augment classrooms with Cameras for filming presentations, projection in two room points, and wireless Printers.
List College goal/objective the plan meets.	College Goal #1: Fullerton College will promote student success. Goal 4 - Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs
Explain how the request helps the college attain student equity.	The bottom line, Student Equity improvement can occur with better tools to employ in the classroom setting.
What Measurable Outcome do you anticipate for this SAP?	We would expect to ultimately see improvement in all aspects of student experience – to include course success rate increases.
What specific aspects of this SAP can you accomplish without additional financial resources?	None.

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
Equipment (cameras, printers, projection equipment), etc.	\$100K	Capital Equipment / Technology Budget
Computer hardware		
Computer software		
TOTAL requested amount	\$100K	

6.3 Optional: Long-Term Plans

Your Department might have more plans than just immediate requests for funding. If so, please describe them here.

Observations: We have not fully identified what one might designate as a specific long-term plan. Most of our "growth" and ability to affect change in programs, planning, process, and procedures – require an additional labor force to execute. The college has had its hands full with a Pandemic, ISLO Implementation, PLSO adjustments, CSLO migration, Guided Pathway development and implementation, New Buildings and moves, new senior management, robust database development, and more. Not to sound trite, but for the last two years, we have been focusing on the six inches in front of our face, i.e., executing on the demand and actions required to maximize our immediate effectiveness to students during these difficult times.

It is our sincere hope that 2022 will allow us to return to a "more normal" state of focus and execution. We do anticipate a "new normal" to emerge with respect to curriculum delivery – AKA online classes. This shift is on top of an existing trend of increased online sections. Change is not a bad thing, but we do need to be looking for the shift of delivery and college campus access to result in some "new opportunities." Further, we need to continue identifying student inequities and taking concrete actions to level the playing field.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

See Page 2.

8.0 Publication Review

The college wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu.

Observations: Review of additional program-specific handouts is an ongoing process. Handouts to students are typically promotion-oriented on something unique and or topically specific.

Publication	Viewed	Valid	URL of publication
BUS MGT Website	10/21	Yes	http://buscis.fullcoll.edu/
FTF / Course Info	10/21	Yes	https://buscis.fullcoll.edu/business-management/
New Courses	10/21	Yes	http://buscis.fullcoll.edu/new-courses.html
Digital Marketing	10/21	Yes	https://buscis.fullcoll.edu/digital-marketing/
Faculty Listing	10/21	Yes	https://buscis.fullcoll.edu/faculty/
Internships	10/21	Yes	https://buscis.fullcoll.edu/internships/
Program FAQ	10/21	Yes	http://buscis.fullcoll.edu/program-faq.html
Study Abroad	10/21	Yes	https://buscis.fullcoll.edu/study-abroad/
New Certificates	10/21	Yes	https://buscis.fullcoll.edu/new-bus-cis-certificate-programs/
Cyber Security	10/21	Yes	https://cybersecurity.fullcoll.edu/
BUS Blog	10/21	Yes	https://buscis.fullcoll.edu/business-buzzy-blog/

2. If you find an inaccurate publication, please explain how you will make corrections.

Observations: Two links were broken and were fixed immediately. While we do scan and work hard to avoid errors or typos, we do intend to affect repair as soon as the issue is brought to our attention.

3. If your Department maintains a social media presence, then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the college and your program? Does it follow the [District's social media guidelines](#)?

Observations: We have a Facebook and Instagram presence. We also have links to FC Facebook, FC LinkedIn, and FC Twitter accounts. We use these tools to provide content to students to promote a wide variety of topics. Examples would include introducing a new program, or a flyer about Study Abroad, etc., etc. The monitoring process is two-fold. We encourage all BUS MGT faculty and classified staff to advise our single-point-of-contact regarding any difficulty or issue. Currently our SPOC for all things social media is Carolina Santillan for Facebook and Faculty for any Instagram posts, if any.

Our usage of Social Media is very limited. This is unfortunate, but we do not have the staff to leverage this important tool on a scale that would make a positive difference. That stated, the college benefits from this process indirectly, i.e., the thought process is that if the BUS Management Department benefits (and we do), that means our students benefit (from our reaching out), and, thus, the College benefits. We are aware of FC Guidelines and do our best to comply. Our interactions are very generic and informational in nature, and we are not aware of any difficulties with respect to compliance at this time.

4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

Observations: Our minimal social media presence is student-centric, but to that end engages the greater community to that degree – it is public. Once the content is posted, anyone in the world can access the content provided they have the technology to do so. Feedback, if any, is generally a like or a thumbs up. Our contact with Technical Advisory Panels / Groups in the community is addressed elsewhere in this report.

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall College population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

The data in these sets totaled in excess of 500 pages. This data is available to interested PRC Readers.

Appendix C: Campus Faculty Engagement

Committees / Ad Hoc / Personal Focus	Level	Marcus	Kathy	Gary	Rich	Barry	Comments
Basic Skills Committee	Senate						
Business Faculty-Student Mentoring Pilot	Dept		x	x	x	x	
Campus Diversity	President						
Career Builder Workshops	Ad Hoc		x	x		x	
Career Closet	Ad Hoc		x				
Curriculum Committee	Senate			x			
Distance Education Advisory Committee	Senate	x					
District Sabbatical Committee	District			x			
Entrepreneurial Grant Coordinator	Ad Hoc			x			
Faculty Allocation Committee	Senate	x					
Faculty Inquiry Group (Purpose & Belonging)				x			
Faculty Senate Senator	Senate	x	x				
FC Foundation Board (old foundation board)	Ad Hoc			x			
Foodbank Support	Ad Hoc	x	x	x		x	
General Education Committee	Senate			x			
Hiring Committee	Ad Hoc	x	x	x	x	x	
Institutional Research Effectiveness Committee	Senate	x			x		
Internship Grant Coordinator	Ad Hoc			x			
Planning & Budget Steering Committee	President	x					
President's Advisory Council	President	x					
Program Review Committee	Senate					x	
Sabbatical Committee	Senate			x			
Scholarship Support	Ad Hoc	x	x	x		x	
Strong Workforce Committee	Ad Hoc			x			
Student Equity Committee	Senate		x				
Study Abroad Committee	President	x		x			
WebSite Design and Coordination	Ad Hoc		x	x			
Guided Pathways DATA COACH	Ad Hoc			x			

Appendix D: Business Management Advisory Minutes

FULLERTON COLLEGE

Business Division Advisory Board Meeting

Via ZOOM. Wednesday, October 7, 2020 5:00 PM

Attendees:

1. Gary Graves, Business Faculty
2. Charmaine Smith - Fullerton College
3. Marcus Wilson, Fullerton College, mwilson@fullcoll.edu
4. Carlos Ayon, Fullerton College, Cayon@fullcoll.edu
5. Charles Byerly, Fullerton College Cbyerly@fullcoll.edu
6. Adriana Goncalves, FC, BUS&CIS
7. Barry McCarthy - Fullerton College Faculty
8. Neil Kuritzky, Cal State Fullerton <nkuritzky@fullerton.edu>
9. Anna Carlin, Fullerton College, Cyber Security Instructor
10. Brandon Tran, Fullerton College, btran1@fullcoll.edu
11. Kathy Standen, faculty in Bus Management Fullerton College. kstanden@fullcoll.edu
12. Andrea DeCaro, Kneadle, adecaro@kneadle.com
13. Lee Steidel, Fullerton College, Business Management, ksteidel@fullcoll.edu
14. Joe Johnston - TGG Accounting Joe.Johnston@TGG-Accounting.com
15. Ming-yin Scott, Fullerton College
16. Greg Schulz, President, Fullerton College
17. Dale Craig - CIS Department Chair
18. Phat Truong, Accounting Instructor (ptruong@fullcoll.edu)
19. Andrew Vargas and I'm a realtor through the OC & LA areas.
20. Richard Ghidella - Faculty
21. Gwen Earle, Business and CIS Division, Adjunct Faculty, gearle@fullcoll.edu
22. David Ochi, CEO & Co-Founder of V1 Ventures
23. Christopher DeCaro, Kneadle / Solid T, Partner, cdecaro@kneadle.com
24. Paul St. John, Accounting Instructor
25. Sharon Wu, Realtor and developer
26. Andrea DeCaro, Kneadle / Solid T, Partner

Business Management Breakout:

1. Innovation – Applying creative solutions. It does not have to be some crazy new science. Some focus on culture is required. Open to change. Innovation comes in many shapes and sizes – often "within the box." Encouraged courses to embed innovation and also consider a capstone course covering this aspect of business more thoroughly.
2. Work Ethics – A rather prolonged discussion that life-long employment is more about employee soft skills and work ethic. We need to stress practical "SHOW UP" skills...
3. Some time was spent talking to the nature of social media – that a consumer of social media does not mean they are skills employees at social media.
4. Products, processes, or people – what breaks down the most. This discussion did talk to the people end of things to some degree – kind of a people can be "messy" – a recurring theme about soft skills mixed with a killer work ethic was more important than having a skill and not showing up. Barring that discussion, the world of "processes" was discussed as being prone to break. Essentially, as technology moves to the cloud, and service methodology and controls are bundled – BACK-UP systems are not in place. When things blow up "process wise," the results can be catastrophic. Essentially restated, when services go down – the processes break.

5. Some time was spent talking about trends – and one that has NOT CHANGED – reducing costs. People are expensive and can be unpredictable. Specialization often is better accomplished by technology than a "worker." Less cost = more profit. More profit means more resources. More resources mean a competitive advantage — the circle of life in a business environment.
6. Some discussion was had on a new research set of data that suggests a new employee coming into the market space will have 3.2 careers during their working lifetime. This means re-engineering. The CC system may be the perfect place to accomplish this. Food for thought. We already do this. How do we stay on top of trends and ensure our curriculum addresses this need just as much as feeding the CSU's... Teach flexibility? Open to experience? What do you teach?
7. New Courses – Ideas? Hospitality Management? Graphics Arts, Marketing, CIS, Capstones. Business of advertising? Marketing and Operations mixing into a soup of capability. Redefining the role of sales as a career – let alone at least understanding the significance.
8. Talk about having a set of courses (small one unit nuggets) about the Gig Economy with maybe a capstone class that positions a worker to be self-employed. Interesting discussion here.
9. Overview of business software tools – capstone area seems to be stressed.
10. Gig economy – how to do it and be satisfied. Learn to incorporate. Prop 22 freelance – independent contractor.
11. Increase the Digital Marketing Capstone course to 3 units to allow students more time with real-world projects. Incorporate real projects as much as possible.
12. Offer a 3-unit course that provides a 1" overview of the key software tools being used in industry today. These include: Hubspot; Salesforce; Slack; CRM tools, MAS 90, QuickBooks, Alteryx (and others)
13. Offer more interviewing practice to students -- they need it
14. Offer a new course for the "solopreneur in the Gig Economy" or something to this effect.
15. Offer new Entrepreneur SKILLS certificate as an ADD on certificate to support other business and CTE programs.

Real Estate Breakout Group

Attendees:, Sharon Wu, Realtor and developer; Andrew Vargas, realtor through the OC & LA areas; Charles Byerly, Fullerton College cbyerly@fullcoll.edu, Adriana Goncalves, FC, BUS&CIS, Lee Steidel, Fullerton College, Business Management, ksteidel@fullcoll.edu, Ed Earle, TNG Real Estate Consultants, Richard Ghidella, Fullerton College fulltime Faculty
 Questions to the group:

1. How has the Pandemic impacted you and your company?

Group Answer: Listings are down because people do not want people in their homes, however demand has not dropped. This has caused bidding wars for home and high-end rentals. Prices are increasing because of the supply/demand imbalances.

2. What skills are needed most to be successful in Real Estate?

Marketing, Marketing, and Marketing according to Ed Earle with all in agreement. Charles Byerly stated that new agents lack a working knowledge of ethics. Two thirds of the group agreed and on third stated they had not had much problems in this area. All agreed that organizational skills and critical thinking skills are need to get a home sale to a home closing. No one makes any money if the home does not close.

3. How is Cyber Security Changed in Real Estate?

All were in agreement that the day to day impact has been small on the agents and brokers. All spoke how large offices have a cyber security expert or hire

consultants. This has added to companies overhead. Andrew Vargas stated that his company had policies now to not handle any clients W2's or tax returns. Those documents go directly to an escrow company to limit how many people have access to personal information. Escrow companies now have custom software for secure uploads with only one escrow agent having access to personal information.

4. After Richard Ghidella gave an overview of the Real Estate program, Charles Byerly spoke about the new Escrow class. Lee Steidel spoke to the group about the new Advanced Real Estate Finance class. A question was put to the group:

What do you wish our program had that is currently missing?

Adriana Goncalves stated that professional selling was a missing skill of new agents. Everyone was in agreement that we should encourage our students to take more marketing classes along with professional sales classes. You only get one chance to make a first impression.

5. Should the Real Estate Department experiment with 5 or 6-week classes?

Lee Steidel stated that several colleges have 5-week classes and are very successful in filling the classes. All were in agreement that shorter class durations should be tried. All were also in agreement that 8 week classes should be expanded and were a better fit for adult students who are looking for a career in Real Estate.

1. Cyber Security Associate of Science

Because the college already offers three Cyber Security certificates, it was agreed that we should offer an AS degree that complements the other programs. Cyber Security is a concern for every business and most businesses expect to hire employees to manage the security aspects of their business or work with a third-party provider. Cyber Security is another fast growing industry, particularly in the government sectors and with companies doing business with the government, education, and medical entities/industries.

2. The Business of Advertising Certificate

Another area discussed of popularity in California is working in the advertising industry. With the success of the Digital Marketing Certificate programs, it makes sense to expand the career possibilities for a student. California has the second largest employer groups in the advertising industry, next to New York. Because many businesses can now purchase their social media and digital advertising, we expect more companies to consider creating in-house agencies to manage the marketing of a company.

3. Entrepreneurship SKILLS Certificate

Another area discussed to help encourage students to participate in the GIG economy and/or start their own business is to gain skills in entrepreneurship. We will be offering "digital badges" as part of a pilot program to encourage students to take charge of their career and future by starting a business.

4. Real Estate SKILLS Certificate

This certificate has been around but was never approved by the state. The group recommended the Real Estate SKILLS certificate be proposed for State approval to allow better access by students to financial aids and other services: Required Courses (6 units):

Required Courses:

- RE 101 F Principles of Real Estate
- RE 201 F Real Estate Practice

Restricted Electives (3 units):

- BUS 240 F Legal Environment of Business or
- BUS 240HF Honors Legal Environment of Business or
- BUS 245 F Business Law I
- ACCT 110 F Payroll Accounting
- RE 102 F Legal Aspects of Real Estate
- RE 202 F Real Estate Finance
- RE 203 F Appraisal: Residential
- RE 205 F Property Management
- RE 206 F Real Estate Economics
- RE 207 F Mortgage Loan Brokering in California