



Fullerton College

Self-study for Business Management Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Business Management Department at Fullerton College prepares students for immediate workforce entry, career advancement, and entrepreneurial success through programs in Management, Marketing, Entrepreneurship, International Business, and Real Estate. Serving as the College's primary bridge between education and employment, our programs emphasize applied learning, creativity, ethical leadership, and hands-on experience aligned with industry needs.

Each pathway equips students with the knowledge and skills to launch and grow businesses, lead teams, analyze markets, and engage in global commerce. Many of our courses incorporate project-based learning, case analysis, and engagement with local business partners, ensuring that our students develop real-world competencies that directly translate to jobs and entrepreneurial ventures.

We currently offer seven associate degrees and 18 certificates, serving an annual enrollment of more than 8,800 students across over 120 course sections each semester. Degree options include the Associate of Arts in Business Administration, the Associate of Science in Business Management, Entrepreneurship, International Business Management, Marketing Management, and Real Estate Management, along with the statewide Business Administration 2.0 A.S.–T. for transfer to CSU campuses. Certificate programs span core and emerging fields—from Digital Marketing and Business Data Analytics to Entrepreneurship, Finance, Human Resources, and Real Estate—providing stackable credentials that align with regional workforce priorities. Collectively, these programs award an average of 190–200 degrees and certificates each year, reflecting strong student demand for business education that leads directly to employment, transfer, or entrepreneurial ventures.

In alignment with Fullerton College’s Mission, we advance student learning and achievement by developing clear, stackable pathways for students from diverse communities seeking educational and career growth. Our programs foster an inclusive environment that promotes belonging, responsibility, and leadership—core values essential to economic mobility and community transformation.

We also uphold the College’s Core Values of access, equity, and learning by removing barriers to participation through multiple modalities (day, evening, online, and hybrid), strengthening connections with industry mentors, and integrating internships, apprenticeships, and entrepreneurial experiences that reflect the needs of our multicultural community.

Ultimately, the Business Management programs embody Fullerton College’s commitment to transforming lives through education, ensuring students not only learn about business but also learn to lead in business.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The Business Management Department serves one of the most diverse student populations on campus. Based on data from 2020 to 2025, the largest demographic group in our program is Latina/o/x/e students, representing approximately 59% of total enrollments—an increase from 53% five years prior. White students make up approximately 14%, Asian students

around 11–13%, and Black/African American students about 5%. Students identifying with two or more races comprise roughly 8–9%.

This diversity mirrors the college's service area and supports Fullerton College's mission to advance equitable access and success. The growing percentage of Latina/o/x/e students suggests that department efforts—such as bilingual outreach, culturally relevant course examples, and partnerships with community organizations—are having a measurable impact.

Underrepresented Groups

While representation has improved overall, Black/African American and Asian students remain proportionally underrepresented compared to district and county demographics. The department continues to address this through targeted outreach (Business Club collaborations, entrepreneurship events, and community partnerships) and by highlighting successful entrepreneurs from these backgrounds in coursework and guest speaker series.

Changes Over Time

Over the past five years, the department's demographic profile has become more reflective of the surrounding community and more gender-balanced. Female participation has remained steady at around 47–48%, while male enrollment has remained close to 49%. The remaining 4–6% of students identify as non-binary or prefer not to state.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Between 2022 and 2025, the Business Management Department maintained strong and steadily increasing enrollments, confirming its position as one of Fullerton College's largest and most in-demand academic areas. Across all courses, total annual enrollment averaged approximately 8,800 students, supported by more than 120 sections each year.

At the course level, BUS 100 F – Introduction to Business remains the department's cornerstone gateway, enrolling nearly 6,900 students across 142 sections from 2022–2025—an average of over 600 students per term. This course continues to attract both transfer- and career-oriented students exploring foundational business concepts and business career education.

BUS 101 F – Personal Finance shows the most rapid growth, enrolling more than 4,000 students across 102 sections, driven by heightened student interest in financial literacy and personal economic resilience. Likewise, BUS 240 F – Principles of Management (with over 2,900 enrollments) has rebounded significantly, reflecting the workforce's demand for

supervisory and leadership skills.

Other strong performers include Real Estate (RE 101 F) and Marketing (MKT 100 F) courses, each with over 1,300 enrollments, signaling renewed interest in property management, sales, and digital marketing careers. Foundational courses such as BUS 180 F – Small Business Management and BUS 211 F – Business Communications have grown consistently, aligning with the department’s focus on entrepreneurship and applied communication.

Overall, enrollment patterns from 2022 to 2025 demonstrate a clear student preference for career-relevant, transferable, and flexible business education. Growth has been strongest in courses that combine practical financial skills, leadership training, and entrepreneurial learning—affirming the department’s alignment with the college’s mission and goals for workforce readiness, economic mobility, and equitable access to opportunity.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students’ needs are being met?

The department continuously monitors course enrollments and success rates through the Office of Institutional Effectiveness (OIE) dashboards, weekly section-fill reports, and direct feedback from faculty and students. Offerings are adjusted each semester to balance access, efficiency, and student demand.

Modality: Courses are offered in multiple formats—day, evening, hybrid, and fully online—to serve working adults and dual-enrollment high school students.

Scheduling: Popular courses are duplicated in multiple time blocks, while low-enrollment sections are merged or strategically rotated to maintain sustainability.

Student Feedback: Data from course evaluations and informal focus groups help identify needs for flexible pacing or accelerated formats.

These monitoring practices ensure that the Business Management programs remain accessible, relevant, and responsive to evolving student and industry needs—consistent with the College’s strategic objectives for Access, Equity, and Success.

2.2 Student Achievement

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

Student achievement in Business Management has shown steady improvement over the past five years. Overall course success rates rose from approximately 57% in 2020–21 to 64% in 2024–25, an increase of seven percentage points. This improvement aligns with the renewed student engagement following the pandemic and deliberate faculty efforts to embed active learning and project-based assessments across all disciplines, including Management, Marketing, Entrepreneurship, International Business, and Real Estate.

Gateway courses such as BUS 100 F (Introduction to Business) and BUS 111 F (Business Communications) remain slightly below the program average (around 58–60 %), while applied courses such as BUS 180 F (Entrepreneurship) and MKT 100 F (Marketing) show marked gains, reaching success rates between 72 % and 81 %.

Completions have also grown. Degrees and certificates combined increased from 142 completions in 2020–21 to 195 in 2024–25—a ~37 % increase. The largest gains occurred in Entrepreneurship and Marketing Management, consistent with regional labor market demand for small business development and digital marketing skills.

Transfer counts to CSU and UC programs in business fields have remained stable, averaging 40–45 students per year. Employment and wage data from the Strong Workforce LaunchBoard indicate that median earnings for program completers increased from \$42,000 to \$48,000 over a three-year period, demonstrating strong alignment with workforce outcomes.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

While overall success rates improved, Latina/o/x/e students and Black/African American students continue to fall below the institutional standard of 70%. Over the five-year period, Latina/o/x/e student success averaged 60%, and Black/African American student success averaged 55%, compared with 69% for White students and 68% for Asian students.

Contributing factors likely include external work commitments, family obligations, and access to technology during remote learning periods. The department has responded with:

- Supplemental instruction when available in high-enrollment business courses.
- Embedded tutoring in online BUS 101 sections;
- Accepting late-work flexibility;
- Targeted outreach through the Hornet Business Club and Entrepreneurship Week activities that emphasize belonging and mentorship.

These actions are helping to narrow equity gaps—especially for Latinx students, whose success has increased by six percentage points since 2021.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Completion data show similar patterns: Latina/o/x/e students earn just over half of all awards (52–55%), roughly matching their enrollment share, while Black/African American students earn only 3–4% of awards, despite representing 5–6% of enrollments. This underrepresentation underscores the need for sustained mentoring and early academic planning. The department is piloting completion-coaching in partnership with the Career Center and integrating degree maps into Canvas course shells to make requirements transparent from the first term.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Most students complete degrees or certificates within 2.5 to 3 years, slightly longer than the ideal two-year pathway due to part-time enrollment and employment obligations. Disaggregated data reveal slower progression among Latina/o/x/e and Black students, who typically require one additional semester to complete.

Efforts to improve time-to-completion include:

- Streamlined two-year course rotations with clear prerequisites;
- Block scheduling to reduce time conflicts.
- Expansion of ALL course sequences to an online offering, allowing year-round progression;
- Promotion of early program auditing through DegreeWorks and the pilot custom chatbots.

Collectively, these measures are expected to reduce average time-to-completion by one semester for the future cohorts.

Summary

The Business Management Department consistently demonstrates improvement in course

success, completion rates, and wage outcomes. Remaining equity gaps among Latina/o/x/e and Black students are being directly addressed through tutoring, mentoring, and flexible scheduling. Continued focus on structured pathways and early intervention will sustain upward momentum in achievement and completion for all student groups.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

Processes and Practices

The Business Management Department (Management, Marketing, Entrepreneurship, International Business, Real Estate) maintains measurable Course Student Learning Outcomes (CSLOs) aligned to workforce-ready skills (communication, analysis, ethical decision-making, technology use). CSLOs are assessed on a two-year cycle across all delivery modes (day/evening/online/hybrid). Faculty document instruments, criteria, and results in the college system and review findings in standing department meetings each semester.

Program Student Learning Outcomes (PSLOs) emphasize leadership, strategic thinking, global awareness, entrepreneurship, and professional communication. PSLOs are assessed on a three-year cycle via aggregation of CSLO evidence and program-level artifacts (e.g., business plans, market analyses, client/case projects, licensing prep artifacts in Real Estate). Results are compiled into a department summary and used in annual planning.

Using Results for Improvement (“closing the loop”)

Department discussions translate assessment evidence into concrete changes. Recent examples include:

- Introductory management and leadership courses: Added career development plans, structured case debriefs, and short role-play scenarios to strengthen applied communication and decision-making outcomes.
- Entrepreneurship courses: Introduced a targeted module on startup budgeting/cash-flow plus an iterative pitch rubric to improve financial literacy and venture communication outcomes.
- Marketing courses: Embedded a small “live or simulated client” brief and a short analytics assignment to bolster research/insight outcomes.
- International business courses: Added cross-cultural analysis prompts tied to current events to deepen global systems awareness outcomes.

- Real Estate courses: Expanded exam-style practice items and concept checks mapped directly to PSLOs to lift applied competency prior to licensing exams.

These adjustments correspond with rising CSLO mastery in project-based tasks and improved course success trends noted in 2.2.

Integration with Planning

SLO findings inform: (1) targeted tutoring/embedded support in high-enrollment gateway courses; (2) modality tweaks (e.g., shorter, more frequent formative checks in online sections); (3) requests in the Strategic Action Plans (simulation tools, tutoring hours, PD focused on equitable assessment and transparent assignment design).a

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

Where disaggregated CSLO data are available, patterns mirror course success: Latina/o/x/e and Black/African American students show slightly lower mastery on first-attempt assessments, with gaps narrowing when early feedback checkpoints, transparent rubrics, and embedded tutoring are used. The department is scaling these practices (plus brief “how to use feedback” activities) in online and evening sections to improve mastery before summative tasks.

Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Substantial Curriculum Changes Since the Last Review

Since the previous comprehensive review, the Business Management Department has significantly updated its curriculum to reflect the realities of the workforce and entrepreneurship.

Key updates include:

Curriculum Alignment and New Courses:

Several course outlines were updated to integrate technology, Artificial Intelligence, and

global market competencies across Management, Marketing, Entrepreneurship, International Business, and Real Estate. Courses were streamlined for transfer and certificate alignment, and program maps were redesigned to clarify stackable pathways from certificate to degree.

Digital and AI Integration:

Recognizing the rapid technological shifts, the department introduced modules and assignments that integrate digital marketing tools, data analytics, and AI-assisted business planning, ensuring that students graduate with relevant, industry-standard skills.

Entrepreneurial Expansion:

Entrepreneurship offerings were expanded to include hands-on business ideation, market validation, and funding strategies. The faculty introduced the “Launch Your Business” practicum, which connects students with mentors and small business resources.

Prompt for Change:

These updates were driven by industry advisory feedback, local business engagement, student interest in self-employment, and alignment with the College’s call for career-ready graduates in emerging sectors.

Looking ahead, planned curricular changes include the development of courses in AI Applications for Business, Digital Entrepreneurship, and Global E-Commerce Management. These reflect evolving workforce trends, the growth of AI-enhanced business processes, and globalized markets.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, 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.

Opportunities for Experiential Learning

The Business Management programs intentionally embed applied, project-based, and experiential learning throughout coursework. Students have opportunities to:

Develop and Launch Real Businesses:

In entrepreneurship and management courses, students design and test actual business models—“HORNET-MADE.” Some go on to register their LLCs and sell products through student-created websites. We plan to officially launch the Hornet Marketplace, an online student business directory, in 2026.

Internships and Apprenticeships:

Through the BUS 295 F Internship course, students gain real-world experience in marketing,

management, and real estate environments. The department collaborates with the SBDC (Small Business Development Center), local chambers of commerce, and the Career Center to connect students with small business placements. The department is in the process of developing an non-traditional apprenticeship program to connect Artificial Intelligence with Business Intelligence and/or Entrepreneurship.

Collaborative Projects and Events:

Students showcase their work in campus events such as Entrepreneurship Week and the Hornet's N.E.S.T. Career Showcase, which highlight innovation, business planning, and cross-disciplinary teamwork.

These experiences help students build portfolios, resumes, and confidence, translating directly into career advancement or business ownership.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

External Influences: Laws, Regulations, and Trends

Business Management operates at the intersection of education, policy, and workforce innovation. Several external frameworks shape program direction:

Vision 2030:

The department's emphasis on equity, access, and workforce readiness directly aligns with Vision 2030's strategic goals—particularly increasing economic mobility through high-quality career education and entrepreneurship pathways.

CALGETC (California General Education Transfer Curriculum):

The implementation of CALGETC has informed revisions to lower-division requirements and transfer patterns, ensuring that Business courses remain viable for CSU/UC articulation.

Common Course Numbering (CCN):

Faculty are actively engaged in aligning course numbers and outcomes to statewide templates, supporting transfer transparency and inter-college consistency.

Workforce and Industry Trends:

The rise of AI, digital transformation, and sustainability initiatives is redefining business roles. These trends have directly influenced upcoming curriculum updates, faculty professional development, and the design of new AI and Entrepreneurship certificates.

Regulatory Impacts:

In Real Estate, state licensing and continuing-education requirements guide course content

and assessment methods. Regular updates ensure compliance with the California Department of Real Estate (DRE).

Summary:

The Business Management Department continues to evolve its curriculum, pedagogy, and partnerships to ensure students gain relevant, hands-on experience and industry-aligned skills. The program's integration of entrepreneurship, technology, and community engagement exemplifies Fullerton College's mission to promote access, equity, and student success through real-world learning.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

Faculty Composition

The Business Management Department comprises five full-time faculty members and approximately twenty-five part-time (adjunct) instructors, serving the disciplines of Management, Marketing, Entrepreneurship, International Business, and Real Estate. The department could benefit from one classified staff member who provides administrative and logistical support across scheduling, enrollment management, and student communications.

The faculty collectively represents a wide range of industry expertise, including entrepreneurs, real estate brokers, marketing strategists, business consultants, and corporate managers, who bring current, applied knowledge directly into the classroom. This breadth of real-world experience enhances workforce readiness and entrepreneurship education, aligning closely with the College's mission to prepare students for meaningful careers and community leadership.

Reflection of the Student Population

The department's faculty and staff reflect the college's diverse student body, with representation across various aspects, including gender, ethnicity, and professional background. However, as with many CTE-oriented disciplines, there is still an opportunity to increase representation of Latina/o/x/e faculty to mirror the department's largest student populations (59% Latina/o/x/e).

To address this, the department actively participates in equity-centered hiring committees, mentors adjuncts from underrepresented backgrounds, and encourages professional

development opportunities that prepare part-time faculty for future full-time roles.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since Fall 2021, staffing patterns have remained relatively stable, though the department has experienced the following changes:

One full-time faculty member on medical disability, who can only teach online, led to in-person coverage by adjunct instructors across multiple disciplines. This transition prompted course realignment and stronger cross-disciplinary collaboration to maintain consistency in outcomes and scheduling.

Growth in Part-Time Faculty: As enrollment rebounded post-pandemic, adjunct faculty assignments increased by roughly 15% to meet growing student demand (18% growth) in online and evening sections, particularly in Marketing and Entrepreneurship.

Administrative and Coordination Roles:

The department's co-coordinator model was implemented, strengthening communication and oversight across Business Management and Business Administration. This structure enhanced responsiveness to institutional initiatives and facilitated broader alignment with the college's Strategic Action Plans

Impact on Strategic Action Plans (SAPs)

Staffing stability and collaborative leadership have enabled the department to make significant progress toward its strategic objectives. Faculty have expanded community partnerships (e.g., SBDC, OCRC, Chamber of Commerce), launched the Hornet's N.E.S.T. Career Showcase, and introduced new technology-driven teaching methods. However, the department still identifies a need for one additional full-time faculty to support growth in Management and Internship Business and Entrepreneurship programs, enhance mentorship capacity, and sustain ongoing assessment, advisory, and curriculum work.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Faculty in the Business Management Department engage in ongoing dialogue about equitable

teaching and grading practices through department meetings, division workshops, and collegewide equity summits. Over the past two years, these discussions have centered on four key areas:

Grading and Transparency: Faculty worked to clarify grading rubrics, align assessments with learning outcomes, and adopt more transparent criteria—especially in project-based and online courses.

Attendance and Flexibility: In recognition of the high percentage of working adult students and caregivers in the program, instructors developed more flexible attendance and participation options (e.g., hybrid check-ins, asynchronous discussions, and online office hours).

Extra Credit and Learning Recovery: Faculty use extra credit strategically to promote deeper learning (such as attending entrepreneurship events, watching business webinars, or reflecting on guest speakers) rather than offering purely point-based incentives.

These conversations are continuous and reinforced through division-wide professional learning sessions and one-on-one mentorship between full-time and adjunct instructors.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

The impact of these equity-focused discussions is visible in both course design and department culture:

Curricular Revisions: Faculty have restructured project timelines to allow for revision opportunities and iterative feedback loops, helping students demonstrate mastery rather than a one-time performance.

Canvas Course Templates: The department shares Canvas templates for multiple-sectioned courses to embed equity-minded language, clear expectations, and a consistent module flow, ensuring students experience a predictable and inclusive learning environment, regardless of the instructor.

Embedded Support: Instructors share strategies for early outreach to students who are struggling, including referrals to tutoring, counseling, or the Business Division's Success Coach.

Culture of Empathy: Faculty have collectively embraced a “grace and growth” philosophy—balancing accountability with compassion—especially for first-generation and working students.

These actions have contributed to measurable gains in course success and retention rates, particularly among Latina/o/x/e students and returning adult learners.

3. What additional areas of professional development could help your faculty and staff engage in this work?

While the department has made substantial progress, faculty have identified additional areas of professional development that would strengthen equitable teaching and program effectiveness:

AI Tools for Equity and Accessibility: Training in AI-based instructional design and grading support (e.g., adaptive feedback tools, language simplification, accessibility checkers) to help individualize learning and remove barriers.

Inclusion of Real-World Current Software Practices into “ALL” courses:

- Salesforce.com
- Artificial intelligence tools like Google Gemini, ChatGPT, Microsoft Co-Pilot
- Intuit Quickbooks
- Adobe Creative Cloud
- Google Drive/Microsoft OneDrive
- Tableau or Power BI
- Canva / Adobe Express
- Microsoft Excel / Google Sheets (Spreadsheets are most desired by Advisory groups)
- Microsoft 365 / Google Workspaces

Data Literacy and Equity Analytics: Workshops on interpreting disaggregated student data (by race/ethnicity, gender, modality) to identify equity gaps earlier in the semester.

Culturally Responsive Pedagogy in Business Contexts: PD that helps instructors integrate multicultural case studies, inclusive examples, and global perspectives into management and marketing courses.

Adjunct Engagement and Mentorship: Continued investment in mentoring part-time faculty through structured onboarding, shared resources, and inclusion in division-wide learning communities.

Trauma-Informed Teaching: Training to better support students managing economic or personal hardships that affect participation and persistence.

These professional development priorities align with the College’s Vision 2030 goal of equitable learning environments and ensure that Business Management remains an inclusive,

forward-thinking program that models the values of access, belonging, and continuous improvement.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

1. Overview

Since the last comprehensive review, the Business Management Department has implemented several key initiatives aimed at enhancing teaching effectiveness, improving student engagement, and fostering interdisciplinary collaboration. Two of the five previously proposed SAPs—ACUE Faculty Certification and Career Poster / H.I.V.E. Gatherings—received funding and were successfully implemented, producing measurable gains in instructional quality and student participation. The remaining unfunded SAPs remain active departmental goals and continue to influence planning for the 2025–2029 cycle.

SAP #1 – Ethnographic Study of Business Students (Unfunded)

Progress: Although external funds were not awarded, the department informally gathered student-experience data through surveys, focus groups, and anecdotal reports shared in Business Club meetings. These findings guided several new practices, including earlier—semester check-ins, first-week Canvas orientation modules, and flexible assignment policies. **Impact of Lack of Funding:** Without the formal ethnographic contract originally proposed, the department lacks longitudinal qualitative data about students’ lived conditions and barriers. A more systematic study would have provided stronger evidence for tailoring equity interventions.

Next Step: Integrate a modified “student voice” project into the new Pathway to Completion Dashboard (SAP #7).

SAP #2 – ACUE Certification for Adjunct Faculty (Funded and still in-progress)

Progress: Five adjunct instructors completed the Association of College and University Educators (ACUE) “Effective Teaching Practices” certification, mentored by a full-time faculty lead.

Outcomes: Participants reported higher confidence in inclusive teaching, transparent grading, and Canvas course design.

Ongoing Work: Expand participation to remaining adjunct faculty and embed ACUE equity modules into department-wide PD for sustainability.

SAP #3 – Expand Peer Tutoring Programs (Unfunded / Partial Progress)

Progress: Tutoring was piloted in BUS 101 and BUS 111 through the Business Success Center, using existing campus tutoring funds. Student feedback was overwhelmingly positive.

Impact of Lack of Funding: Without dedicated stipends, the program could not scale to additional high-need courses (BUS 180, BUS 211, BUS 112, BUS 240). Limited tutoring hours constrained access for evening and online students.

Next Step: Include permanent funding for embedded tutors in the next Strong Workforce or Perkins request.

SAP #4 – Faculty and Classified Staff Mentoring Program (Unfunded)

Progress: While the structured mentoring model was not implemented campus-wide, elements were adopted informally—faculty now hold extended “open-studio” sessions and use Canvas messaging for continuous guidance. Several instructors voluntarily mentor Business Club officers and returning adult students.

Impact of Lack of Funding: Due to the absence of release or hourly compensation, faculty participation remained limited and inconsistent. A funded pilot could substantially improve student retention and career guidance outcomes.

Next Step: Resubmit as part of a Division-wide “Student Success Coach” initiative.

SAP #5 – H.I.V.E. (Hornet’s Interdisciplinary Vocational Exploration) Gatherings / Career Poster Showcase (Funded and Successful)

Progress: Launched in Spring 2024 as the Hornet’s N.E.S.T. Career Showcase, this event now runs each semester, engaging over 400 students across Business disciplines. Students design career posters, explore interdisciplinary pathways, and present to peers and community partners.

Outcomes: Participation increased division visibility and student engagement. Faculty report stronger classroom motivation and clearer career goal alignment among participants.

Sustainability: With continuing ACUE and Strong Workforce support, the event is now institutionalized as a signature Business Division showcase.

Funding Reflection

Of the five prior SAPs, only two received targeted funding (ACUE and H.I.V.E.). The lack of funds for the ethnographic study, peer tutoring expansion, and formal mentoring slowed progress toward equity-related goals. Faculty compensated by using creativity and collaboration—integrating informal mentoring, gathering qualitative feedback, and embedding student success strategies within existing courses—but these efforts are constrained by workload and resource limitations.

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?

1. While the Business Management Department has continued to innovate and expand, the lack of additional funding since the last review cycle has limited the program's ability to scale its efforts in line with student demand, which has grown by more than 18% over the past five years, making Business “the” fastest-growing academic area at Fullerton College.

This remarkable growth clearly demonstrates that students are seeking practical, career-oriented programs that lead directly to employment, advancement, and transfer opportunities. Business is uniquely positioned at the intersection of workforce and academic pathways: roughly half of our students pursue transfer degrees (such as Business Administration for CSU), while the other half complete Associate of Science or Certificate programs that prepare them for immediate job entry or promotion.

However, this surge in enrollment has outpaced our resources. Without new investments in faculty positions, tutoring, mentoring, and lab infrastructure, the department has been forced to rely on part-time instructors and limited student support to meet expanding demand. As a result, growth has been achieved through faculty overextension rather than strategic scaling.

In California's increasingly unaffordable economic climate, students are turning to business courses not only to earn degrees but to gain skills that allow them to build stability—by starting small businesses, earning promotions, or pivoting into higher-paying roles. Our programs directly address these economic realities, offering students accessible pathways to sustainability and mobility.

With additional funding, the department could more fully respond to this demand by offering additional sections, expanding tutoring and mentoring services, and accelerating the development of new AI- and technology-integrated curriculum aligned with regional labor market needs. In short, Business is not merely growing—it is serving as a pathway for economic resilience and empowerment for our students and community.

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SAPs

AI-Integrated Business Curriculum and Capstone Expansion Pilot

Short Description:

The Business Management Department has already launched BUS 256 F – Artificial Intelligence and Prompt Engineering for Business and will introduce two AI certificates and one A.S. degree in AI for

Business in Fall 2026. Building on this foundation, the next phase is to expand access to AI tools for students and embed capstone-style, AI-based projects across all Business courses—including Management, Marketing, Entrepreneurship, International Business, and Real Estate. These projects will strengthen students' AI literacy, critical thinking, and problem-solving skills, while allowing them to build resume-worthy digital portfolios that demonstrate career-ready competencies for internships, apprenticeships, employment, or business start-ups. Equity Impact Statement: This initiative reduces technology access gaps by providing all students—especially first-generation, Latinx, and working adults—with hands-on experience using AI tools. Embedding AI literacy across all courses ensures equitable preparation for emerging digital workforce opportunities. Resources Needed: Title: AI Tool Licenses and Faculty Training for Capstone Integration Enhancement: Provides students access to industry-standard AI applications (e.g., PlayLab, NotebookLM, ChatGPT Team, Copilot Studio) and supports faculty in designing cross-disciplinary, project-based modules aligned with Vision 2030 and regional workforce priorities. Resource Category: Computer Software / Training Quantity: 6 faculty AI training stipends + AI platform licenses Estimated Cost: \$20,000 (total)

Measurable Outcomes:

Measurable Outcomes: By 2027, 100% of Business Management courses will include at least one AI-based assignment or project. Approximately 500 students annually complete AI-enhanced coursework, accompanied by documented digital portfolio artifacts. Eighty % of students in BUS 256 F and capstone courses report improved AI confidence and career readiness, as indicated by survey and assessment data.

College Goals:

1.2. Increase equitable usage of apprenticeship/internship; 1.3 Night, weekend, online degree program; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.3 Increase access to affordable course materials; 2.4 Increase access to academic support in course with DI; 2.5 Increase sense of belonging/mattering ; 3.1 Reduce equity gaps in first year English/Math completion; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

New

Resource Requests

AI Tool Licenses and Faculty Training for Capstone Integration

Enhancement:

Provides students access to industry-standard AI applications (e.g., PlayLab, NotebookLM, ChatGPT Team, Copilot Studio) and supports faculty in designing cross-disciplinary, project-based modules aligned with Vision 2030 and regional workforce priorities.

Personnel-Related:

n/a

Resource Category:

Training

Quantity:

1

Unit Cost:

\$20,000.00

TotalCost:

\$20,000.00

Business Entrepreneurship and Incubator Lab (Building 500,525)

Short Description:

Upon the faculty's return to Building 300, convert Room 525 (currently housing six offices, each accommodating two people) into a Business Entrepreneurship Incubator Lab, a campus incubator space where students can design, test, and launch businesses through interdisciplinary collaboration and mentorship. Equity Impact Statement: The Innovation Lab will serve as a physical hub for collaboration, giving underrepresented and low-income students equal access to workspace, mentorship, and technology resources that have traditionally been barriers to entrepreneurial participation.

Measurable Outcomes:

Innovation Lab launched by Fall 2027. Minimum of 12 student-led business projects annually. Five new interdisciplinary course projects per year will utilize the lab.

College Goals:

1.2. Increase equitable usage of apprenticeship/internship; 1.3 Night, weekend, online degree program; 1.5 Outreach strategies for prospective students/family; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.2 Increase access/usage of Basic Needs; 2.4 Increase access to academic support in course with DI; 2.5 Increase sense of belonging/mattering ; 3.1 Reduce equity gaps in first year English/Math completion; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

New

Resource Requests

Facility Conversion & Equipment for Innovation Lab

Enhancement:

Provides students with a physical “space” for applied entrepreneurship learning, fostering start-up and career readiness.

Personnel-Related:

n/a

Resource Category:

Facilities

Quantity:

1

Unit Cost:

\$30,000.00

TotalCost:

\$30,000.00

Financial Literacy Integration

Short Description:

Goal: Integrate a Financial Literacy module across all Business courses and make BUS 101 F: Personal Finance a required course in every Business degree program to improve student economic mobility and financial confidence. Equity Impact Statement: This plan prioritizes students who are disproportionately impacted—including low-income, first-gen, foster youth, veterans, returning adults, and multilingual learners—by embedding no-cost/low-cost personal finance learning into required coursework and scheduling BUS 101 F with flexible, high-access formats (online, 8-week, evening). It reduces hidden costs through OER adoption, provides proactive success support (tutoring, financial coaching, and emergency aid referrals), and utilizes disaggregated data to continuously close completion and success gaps. Students gain practical skills (budgeting, credit, debt management, saving/investing, student loan literacy) that directly improve their financial stability and persistence.

Measurable Outcomes:

By Fall 2026: 100% of Business courses include a clearly-scaffolded Financial Literacy outcome and activity (mapped to PLOs). By 2027/28 catalog year: BUS 101 F is a major requirement in all Business degree programs (not just an elective). By Spring 2028: 95%+ of Business majors complete a verified Financial Literacy module; 100% by Fall 2028 graduates. Equity Targets: Close course success gaps in BUS 101 F by ≥ 5 percentage points for disproportionately impacted groups within two years of implementation. Learning Gains: Average +20% improvement from pre- to post-

assessment on a standardized personal finance quiz, disaggregated by student group. A digital and/or printed workbook for Financial literacy is made available to ALL students on campus.

College Goals:

1.2. Increase equitable usage of apprentiship/internship; 1.3 Night, weekend, online degree program; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.2 Increase access/usage of Basic Needs; 2.3 Increase access to affordable course materials; 2.4 Increase access to academic support in course with DI; 2.5 Increase sense of belonging/mattering ; 3.1 Reduce equity gaps in first year English/Math completion; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

New

Resource Requests

Financial Literacy Faculty Training and Module Development

Enhancement:

Supports faculty in financial literacy, module creation, and workbook development. Partner with Intuit and others.

Personnel-Related:

n/a

Resource Category:

Training

Quantity:

1

Unit Cost:

\$15,000.00

TotalCost:

\$15,000.00

Hornet Business Club Expansion for Leadership, Diversity, and Innovation

Short Description:

Expand the Hornet Business Club to include leadership development, innovation challenges, and diversity-focused panels featuring alumni and local entrepreneurs. Equity Impact Statement: The

expanded club will highlight diverse entrepreneurs and alumni role models, ensuring that women, students of color, and LGBTQ+ students see themselves represented in leadership pathways. These experiences help cultivate a sense of belonging and close participation gaps in co-curricular learning.

Measurable Outcomes:

Host 4 leadership and innovation events per year. Conduct leadership training for incoming executive leadership for the club every SPRING (they start in the FALL) Increase club membership by 30% by 2027. Eighty % of participants report higher confidence in their leadership and communication skills. Create a student-led, managed (vending machine) business on campus.

College Goals:

1.2. Increase equitable usage of apprenticeship/internship; 1.3 Night, weekend, online degree program; 1.5 Outreach strategies for prospective students/family; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.2 Increase access/usage of Basic Needs; 2.4 Increase access to academic support in course with DI; 2.5 Increase sense of belonging/mattering ; 3.1 Reduce equity gaps in first year English/Math completion; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

New

Resource Requests

Club Event Fund and Speaker Honoraria

Enhancement:

Strengthens pathways for belonging, networking, and leadership among diverse students. \$1,000 per event (\$4,000 total); \$10,000 annually for competitions; \$20,000 investment for a student-led business focused on sustainability.

Personnel-Related:

n/a

Resource Category:

Other

Quantity:

1

Unit Cost:

\$34,000.00

Total Cost:

\$34,000.00

Computer Lab Renovation – AI-Enabled Learning Studio (Building 300 or 500)

Short Description:

Renovate a Computer Lab in Building 300/500 into an AI-Enabled Community Learning Studio, equipped for hybrid teaching, collaborative projects, student/community walk-in support, and AI-integrated instruction. Equity Impact Statement: The AI Learning Studio will provide equal access to advanced technology for all students, including those lacking personal devices or high-speed internet, ensuring digital equity in learning and innovation.

Measurable Outcomes:

Studio renovation completed by 2026. Used by at least 10 Business and CIS courses per semester. 90% faculty satisfaction with instructional technology improvements.

College Goals:

1.1 Equitable Dual Enrollment access; 1.2. Increase equitable usage of apprenticeship/internship; 1.3 Night, weekend, online degree program; 1.4 Reduce equity gap in Black/AA college enrollment; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.2 Increase access/usage of Basic Needs; 2.3 Increase access to affordable course materials; 2.4 Increase access to academic support in course with DI; 2.5 Increase sense of belonging/mattering ; 3.1 Reduce equity gaps in first year English/Math completion; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

New

Resource Requests

Facility Renovation and Tech Upgrade

Enhancement:

Provides a state-of-the-art teaching environment for AI, analytics, and entrepreneurship courses.

Personnel-Related:

n/a Students with AI micro-credentials Applying for College Corps

Resource Category:

Computer Hardware

Quantity:

1

Unit Cost:

\$75,000.00

Total Cost:

\$75,000.00

Applied Baccalaureate in Human–AI Collaboration and Leadership (Target Launch 2027–2028)

Short Description:

Develop and implement a Bachelor of Science in Human–AI Collaboration and Leadership—an applied baccalaureate program that integrates technology, management, and ethical leadership. The program will prepare students for emerging “AI-augmented management” roles, focusing on human-centered teamwork with intelligent systems, digital transformation, and responsible innovation. It builds directly on the department’s AI certificates and A.S. in AI for Business, providing an affordable, local continuation route that closes the transfer gap identified in the SEA Plan (2025–2028) and advances Vision 2030 priorities for equitable, workforce-ready baccalaureate pathways. Non-Duplication and Workforce Rationale: This applied baccalaureate is distinct from existing CSU or UC leadership degrees by embedding human–AI collaboration, automation ethics, and digital transformation management as core applied competencies. No comparable undergraduate program in California integrates management, data-informed leadership, and responsible AI use within a career-technical framework. The program serves working adults and underrepresented students who face geographic, economic, or transfer barriers—meeting CCCCCO’s non-duplication and workforce justification standards under Education Code §78041.

Measurable Outcomes:

– By Fall 2026: Complete feasibility study, regional labor-market analysis, and preliminary curriculum framework. – By Spring 2027: Submit Baccalaureate Degree Proposal to CCCCCO and ACCJC for approval. – By Fall 2028: Launch first student cohort (25–30 students). – Increase degree-attainment and transfer-equivalent options for Business students by $\geq 20\%$ within two years of launch.

College Goals:

1.2. Increase equitable usage of apprenticeship/internship; 1.3 Night, weekend, online degree program; 1.4 Reduce equity gap in Black/AA college enrollment; 1.5 Outreach strategies for prospective students/family; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.3 Increase access to affordable course materials; 2.4 Increase access to academic support in course with DI; 2.5 Increase sense of belonging/mattering ; 3.1 Reduce equity gaps in first year English/Math completion; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

New

Resource Requests**Baccalaureate Program Research & Development Support****Enhancement:**

funding will support the foundational research required to advance the Applied Baccalaureate in Human–AI Collaboration and Leadership. The allocation covers feasibility analysis, CSU/UC non-duplication review, labor-market validation (CIP/SOC alignment), employer-advisory consultation, and development of the preliminary curriculum framework. This work is essential for meeting CCCCO requirements and ensuring the proposed degree is academically sound, workforce-aligned, and equity-centered.

Personnel-Related:

Yes. Funds will compensate faculty for conducting research, drafting program documentation, and coordinating with advisory partners. This supports workload demands associated with new program development.

Resource Category:

Other

Quantity:

1

Unit Cost:

\$15,000.00

TotalCost:

\$15,000.00
