



# Program Review - Overall Report

Instructional: Business Administration, Management, and Marketing

## 2021 - 2024

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### Overall Trends

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#### **What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?**

Success rates for BUS/MAG/MKT dipped in AY 18-19, but are now trending in a positive direction. Overall, for each year starting from AY 17-18, BUS/MAG/MKT success rates exceed the Norco College average for all disciplines.

Retention rates for BUS/MAG/MKT dipped in AY 18-19 & 19-20, but now appear to be trending in a positive direction for AY 20-21. Overall, for each year starting from AY 17-18, BUS/MAG/MKT success rates exceed the Norco College average for all disciplines.

We believe the dips in success and retention AY 18-19 may have been the result of new guided pathways requirements.

Program of Study rates for BUS/MAG/MKT consistently trended up in a positive direction over the review period. Overall enrollment in the program of study grew 63.8% over the review period (2015-2021).

Education planning rates increased over the review period, students developing a comprehensive credit education plan 2015-2021 grew by 4.36% to 14.13%, an increase of 226%.

Degrees granted for BUS/MAG/MKT increased from 105-124 over the review period an 18% increase. However degrees granted to females decreased 19-20 compared to the prior year. Although one year does not constitute a trend, the discipline will need to monitor this in the coming year.

Certificates granted for BUS/MAG/MKT decreased from 42-35 over the review period, a reduction of 16.7%. This may be due to an increase in students seeking transfer degrees awarded.

### Disaggregated Student Subgroups

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#### **Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?**

Success rates for African American students in BUS/MAG/MKT increase over the review period. The disproportionate impact decreased and was lower than the overall Norco College average for all disciplines. Other ethnic groups success rates reflected no significant gaps and followed the overall success rate trends for both the discipline and the overall college rates for all disciplines. It is hoped that in future years the success trend will follow the retention trend noted below.

As compared to success rates the disproportionate impact for African American students seemed to be reduced relative to retention rates, and followed the overall trend for retention within the discipline. Hopefully this demonstrates that efforts to reduce disproportionate impact in retention are working. This will need to be monitored in the coming years.

## Data Review

Program of Study for traditionally underserved ethnic groups appears to be increasing more rapidly than the general population.

Degree and certificates awarded to hispanic students have seen a positive increase, and is parallel to the overall increase within the discipline. Other ethnic groups awards were too few to determine any significant trends.

See Below for how we will address equity gaps over the next 3 years.

### **If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?**

Monitoring, responding to and participating in college wide efforts to midigate disproportionate impact.

Monitoring by reviewing statistics, research and discussion observations during discipline meetings at the college and district level.

Responding through application of best practices identified through faculty professional development opportunities to address needs identified.

Participating in college wide programs addressing disproportionate impact.

### **Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

# Assessment Review

2021 - 2024

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## Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

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### Which Disciplines are included in this Assessment?

BUS/MAG/MKT.

### What percent of SLOs in the disciplines you identified above have been assessed?

91.2%

### Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

MKT-20 (SLO1, SLO2, SLO3) - The class is being taught in the spring of 2021, and will be assessed at the end of Springs 21 term.

MKT-41 (SLO1, SLO2, SLO3) - The class is being taught in the spring of 2021, and will be assessed at the end of Springs 21 term.

MKT-42 (SLO1, SLO2, SLO3) - The class is being taught in the spring of 2021, and will be assessed at the end of Springs 21 term.

WKX-200 (SLO1) - The class is being taught in the spring of 2021, and will be assessed at the end of Springs 21 term.

## Section 2: Mapping Status (Based on Dashboard - Mapping Status)

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### Are all SLOs mapped to at least one PLO?

No

### If all SLOs are not mapped to at least one PLOs, please explain why.

Task has not been completed, since we were unaware that every SLO needed to be mapped to a PLO. Rather, it was understood that every PLO needed to be mapped to at least one SLO.

### Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

No

### If the appropriate SLOs are not mapped to GELOs, please explain why.

It was our understanding that a minimum of 1 SLO's needed to be mapped to a GELO, but only for GE courses.

## Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

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### Which Programs are included in this Assessment?

ADT-Business; Business Administration; Management; Business Information Worker; General Business; Logistics Management Concentration; Logistics Management.

### Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

Achieved PLO 1 & 2 for ADT-Business; PLO 1, 3, & 4 for Business Administration; PLO 1 & 2 for Management; PLO 1, 2, 3, 5, 6, & 7 for General Business; PLO 1-7 for Logistics Management Concentration; PLO 1-7 for Logistics Management.

### To what to you attribute this success?

Focusing on SLO attainment led to PLO success.

## Assessment Review

**Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.**

Did not document achievement for PLO 3 for ADT-Business; PLO 2 for Business Administration; PLO's 1-6 for Business Information Worker; PLO 4 for General Business.

**If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?**

Discuss the issue at our next discipline meeting, and will assign faculty to complete necessary assessment of PLO's.

### Section 4: Alignment to Career and Transfer

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**Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.**

Although the initial path varies, PLO alignment with career and transfer needs is always reviewed and approved by an Industry Advisory Committee, as well as the College Curriculum Committee and Academic Senate.

**Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).**

The primary means of providing experiential learning and alignment of programs to career and transfer needs is our work experience program. Other options are currently under consideration and could be implemented in the future.

**Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).**

Program outcomes that facilitate successful communications in a workplace environment through use of professional industry terminology and vocabulary.

**Review current PLOs. Do the outcomes listed above align with the current program outcomes?**

Yes!

## Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

The overall trend for BUS/MAG/MKT is seeing more students enrolled in our programs of study.

#### **What are your plans/goals (3-year) regarding this goal?**

Carefully support existing programs with course offerings and scheduling necessary to make successful program completion possible for students.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Yes, enrollment and program of study data can be used for decision making purposes relative to supporting students through course offerings.

### **RESOURCES**

#### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

Our ongoing and increasing data collection and assessment of SLO's and PLO's, as well as documentation of program effectiveness.

#### **What are your plans/goals (3-year) regarding this goal?**

To secure the Accreditation Counsel for Business Schools and Programs (ACBSP), accreditation. Attaining this prestigious accreditation will require incremental improvement in processes deployed by the School of Business and Management.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Although not quantifiable, this accreditation is generally accepted as symbolic of program excellence among schools of business and management.

### **RESOURCES**

#### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

Yes

## Program Review: Part 1

EMP GOAL 7. Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

The EMP goal is central to our department operations. Our offerings provide a comprehensive range of course, programs, and degrees that prepare students for the future and meet employer workforce needs. By accomplishing this our intent is to become the regional college of choice for business and management students!

#### **What are your plans/goals (3-year) regarding this goal?**

We plan to enhance our offerings by developing and implementing a "Pathways to Law School" program.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

This will be a part of the program development process for the "Pathway to Law School" program. Similar programs have already been implemented at other California Community Colleges with great success. Data documenting this success will be attained in support of this goal.

### **RESOURCES**

#### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

Yes

## Program Review Part 2

2021 - 2024

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### Curriculum

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**Are all your courses current (within four years)?**

No

**What percentage of your courses are out of date?**

25% - 11%

**If you have courses that are not current, are they in the curriculum process?**

No

**For out of date courses that are not already in progress of updating, what is your plan?**

Faculty is already assigned and working to update the following course outlines no later than the summer of 2021: BUS-80, BUS-82, BUS-83, BUS-85, BUS-86, BUS-87, and BUS-90.

Faculty is being identified to update: BUS-12, BUS-13, BUS-31, and BUS-33.

**Do you have proposals in progress for all the DE courses you intend to file?**

Yes

**Do you require help to get your courses up to date?**

No

### Program Review Reflections

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**What would make program review meaningful and relevant for your unit?**

Department is evaluating the new program review tool and process.

**What questions do we need to ask to understand your program plans, goals, needs?**

No additional questions are apparent at this time.

**What types of data do you need to support your program plans, goals, needs?**

No additional data is needed or apparent at this time.

**If there are any supporting documents you would like to attach, please attach them here.**

[Background-ACBSP.pdf](#)

[Background-Pathway To Law School.pdf](#)



## Resource Requests

2021 - 2024

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### What resources do we already have?

We have no resources allocated for ACBSP accreditation.

### What resources do you need?

\$10,000 per year for the next 3 years for accreditation audit and application fees, required seminar fees, and other miscellaneous administrative expenses.

### Request related to EMP goal or Assessment?

EMP Goal 4

### \$ Amount Requested

30,000

### Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

### Potential Funding Source(s)

Department Regular Funding,CTE: Perkins (VTEA),CTE: Strong Workforce Project (SWP)

### The evidence to support this request can be found in:

Program Review: Part 1

### This request for my area is Priority #:

1

2021 - 2024

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### What resources do we already have?

No resources are currently allocated for the Pathway to Law School Program.

### What resources do you need?

Funds for application fee and other miscellaneous administrative costs related to the development and implementation of a Pathway to Law School program.

### Request related to EMP goal or Assessment?

EMP Goal 7

### \$ Amount Requested

10,000

### Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

### Potential Funding Source(s)

Department Regular Funding,CTE: Perkins (VTEA)

### The evidence to support this request can be found in:

Program Review: Part 1

## Resource Requests

**This request for my area is Priority #:**

1

## Submission

2021 - 2024

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**All parts of my Program Review have been completed and it is ready for review**

Yes



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COMMUNITY COLLEGES

## Community College Pathway to Law School Initiative

The Community College Pathway to Law School initiative is an innovative, unprecedented program in the United States that helps diversify the legal profession in California. It provides a clear pathway from community college to law school through support for students, including mentoring and pre-law counseling, and professional development activities for faculty members.

The Community College Pathway to Law School initiative requires the completion of courses that are based on a defined set of “success factors” that help make effective lawyers. The initiative aligns criteria from the “success factors” with California Community College courses already approved in corresponding Intersegmental General Education Transfer Curriculum (IGETC) areas in order to prepare students for law school and the legal profession prior to transfer.



## ACBSP Accreditation Overview

ACBSP's accreditation process follows the Baldrige model. The accreditation focuses on recognizing teaching excellence, determining student learning outcomes, and a continuous improvement model. ACBSP's student-centered teaching and learning approach, which is measured and analyzed for quality, ensures that students gain the right skills from their educational investment. Institutions with programs accredited by ACBSP are committed to continuous improvement that ensures their business program will give students the skills employers want.

<https://acbsp.org/page/accreditation-overview>