



Program Review - Overall Report

2024 - 2027

Instructional: Business Administration,
Management, and Marketing

Overall Trends

Please add any relevant documents here.

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

Success & Retention

Overall, students in students in **Business, Management, Entrepreneurship & Marketing courses** has been about the same) from **72.8%** in 2021 to **71.5%** in 2023 for success, with a peak of **75.1%** in 2022 and remained about the same from **89.4%** to **90.8%** in retention over the past **3** years.

Program of Study

The number of students who have declared a major in **Business, Management, Entrepreneurship & Marketing Programs** went from **1,718** to **1,921** in **3** years. This represents an increase in growth for these programs. Of these students, **37%** have met with a counselor and developed an educational plan.

Program Awards

The number of students who have completed a degree or certificate in **Business, Management, Entrepreneurship & Marketing Programs** went from **164** to **162** in **3** years. This represents increased/decreased/flat growth for this program. In the most recent year (or whatever year is appropriate), **162** students graduated. The expected number of students who should get a degree would be approximately **384** (20% of Program of Study number in most recent year). The gap in the pipeline is approximately **222** more students to graduate with a degree or certificate.

Disaggregated Student Subgroups

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?

Disaggregate Sub-Group's Success & Retention

In terms of student subgroups in **Business, Management, Entrepreneurship & Marketing courses**, **African-American males & females**, **Hispanic females**, and **white males** are showing gaps in success that are concerning. **And Hispanic females** are showing gaps in retention that are concerning.

Sub-Groups Program of Study

The number of student subgroups **African-American males & females**, **Hispanic males & females** who have declared a major in **Business, Management, Entrepreneurship & Marketing Programs**, went from **1,089** to **1,279** in 3 years. This represents (increased/decreased/flat) growth for this program. Of these students, **35%** have met with a counselor and developed an educational plan.

Sub-Groups Program Awards

The number of student subgroups **African-American males & females**, **Hispanic males & females** who have declared a major in **Business, Management, Entrepreneurship & Marketing Programs** who have completed a degree or certificate went from **96** to **94** in 3 years. This represents increased/decreased/flat growth for this program. In the most

Data Review

recent year, **94** students graduated. The expected number of students who should get a degree would be approximately **255** (20% of Program of Study number in most recent year). The gap in the pipeline is approximately **161** more students to graduate with a degree or certificate.

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?

We have 2 primary Concerns:

1.The gaps in success for **african-American males & females and Hispanic females**, and the gaps in retention with **Hispanic females**.

Action Plan: We were unaware of this specific gap until now, but now that we know we can target our efforts to improve and ultimately eliminate this gap. This will be a subject of our department meetings where we as the school of business and management will address this gap and create methods and best practices to correct it.

2.The fact that only **8.5%** of all those who declare a major in Business, Management, Entrepreneurship and Marketing receive a degree or certificate and only **7.5%** of african-American males and females, Hispanic males and females receive a degree or certificate.

Action Plan: If the over all degree or certificate completions is around 30% we have a lot of work to do in this area. More research needs to be done to determine why this is the case, and this again will be a regular topic of our department meetings where we will discuss methods and best practices to correct it.

Please add any relevant documents here.

Program/Unit Goals

Continuous Improvement

Program/Unit Goal

Strategic Goal 1: Continuous Improvement of Program/Curricular Offerings.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

During a recent ACBSP accreditation process we developed a table that lists all of our strategic goals, the objectives as well as what we have done in support of those goals. Please see the attached PDF titled: **SB&M: Goals and Progress**

What are your plans (3-year) regarding this goal?

- *Objective #1: Deliver current curriculum with 100% of syllabi reviewed and updated in five-year cycles.*
- *Objective #2: Modify program offerings as required to address existing market demands in the Inland Empire.*
- *Objective #3: Periodic evaluation of new courses, topics courses, or other activities (e.g., certifications) in support of current or new programs and business trends.*
- *Objective #4: Achieve and maintain levels consistent with ACBSP Accreditation.*

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 11.1 (Student Services):** Design intuitive and simple student onboarding system (✓)
- **2025 Objective 6.5 (Office of the President):** Position the college's image and reputation as a leading academic institution in the region (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2025 Objective 8.1 (Planning and Development):** Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time (✓)
- **2025 Objective 8.2 (Planning and Development):** Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans (✓)
- **2030 Goal 12: Resources:** Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals. (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 4: Professional Development:** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)
- **2030 Goal 8: Effectiveness, Planning, and Governance:** Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college. (✓)

Growth & Expansion

Program/Unit Goal

Strategic Goal 2: Program Offering, Growth, and Expansion.

Program/Unit Goals

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

During a recent ACBSP accreditation process we developed a table that lists all of our strategic goals, the objectives as well as what we have done in support of those goals. Please see the attached PDF titled: **SB&M: Goals and Progress**

What are your plans (3-year) regarding this goal?

Objective #1: Expand and build on existing programs to support increased enrollments, completions, and skill gains.

Objective #2: Development of new courses, topics courses, or other activities (e.g., certifications) in support of current or new programs and business trends

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.1 - KPI 1 (Academic Affairs):** Go from 7,366 to 8,759 total FTES (✓)
- **2025 Objective 1.2 - KPI 2 (Student Services):** Go from 14,624 headcount to 16,581 total headcount (✓)
- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.1 - KPI 4 (Academic Affairs):** Increase number of degrees completed by 15% annually (✓)
- **2025 Objective 2.2 - KPI 5 (Academic Affairs):** Increase number of certificates completely by 15% annually (✓)
- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)
- **2025 Objective 6.5 (Office of the President):** Position the college's image and reputation as a leading academic institution in the region (✓)
- **2025 Objective 6.6 (Student Services):** Develop regional outreach and recruitment systems (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2030 Goal 12: Resources:** Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals. (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 2: Success:** Implement Guided Pathways framework. (✓)
- **2030 Goal 7: Programs:** Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs. (✓)

Faculty

Program/Unit Goal

Strategic Goal 4: Faculty Development, Engagement, and Retention.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

During a recent ACBSP accreditation process we developed a table that lists all of our strategic goals, the objectives as well as what we have done in support of those goals. Please see the attached PDF titled: **SB&M: Goals and Progress**

Program/Unit Goals

What are your plans (3-year) regarding this goal?

- *Objective #1: Continuous Course SLO assessment, Review, and Improvement.*
- *Objective #2: Ongoing Faculty review through the Improvement of Instruction Process.*
- *Objective #3: Assess and enhance faculty mentoring program to improve acclimation of new faculty.*
- *Objective #4: Establish relevant, timely, and consistent professional & equity development activities at the College level.*

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 4.1 (Planning and Development):** Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees) (✓)
- **2025 Objective 9.2 (Planning and Development):** Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers (✓)
- **2025 Objective 9.3 (Office of the President):** Develop culture that recognizes/thanks employees on regular basis and celebrates college's successes (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)
- **2030 Goal 4: Professional Development:** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. (✓)
- **2030 Goal 9: Workplace/Employees:** Expand workforce to support comprehensive college and develop/sustain excellent workplace culture (✓)

Stakeholder Partnerships

Program/Unit Goal

Strategic Goal 3: Create Effective Stakeholder Partnerships.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

During a recent ACBSP accreditation process we developed a table that lists all of our strategic goals, the objectives as well as what we have done in support of those goals. Please see the attached PDF titled: **SB&M: Goals and Progress**

What are your plans (3-year) regarding this goal?

- *Objective #1: Consistent and regular interactions with local business advisory committee.*
- *Objective #2: Increase students' opportunities for hands-on and real-world experiences during their studies in high impact practices, such as internships, and service learning.*
- *Objective #3: Sponsor and support industry centric clubs to increase student peer and industry contacts.*
- *Objective #4: Establish and maintain regular contact with local Chambers of Commerce and/or other Business/Industry NGO.*

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 5.1- KPI 13 (Student Services):** Increase the median annual earnings of all students (✓)
- **2025 Objective 5.2 - KPI 14 (Academic Affairs):** Increase percent of CTE students employed in their field of study by 3% annually (✓)
- **2025 Objective 5.4 (Academic Affairs):** Establish the Center for Workforce Innovation to create and expand

Program/Unit Goals

apprenticeships & work-based learning opportunities (✓)

- **2025 Objective 6.2 (Planning and Development):** Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations (✓)
- **2025 Objective 6.5 (Office of the President):** Position the college's image and reputation as a leading academic institution in the region (✓)
- **2025 Objective 7.2 (Academic Senate):** Develop Career & Technical Education programs and industry credentials related to regional needs (✓)
- **2030 Goal 12: Resources:** Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals. (✓)
- **2030 Goal 4: Professional Development:** Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement. (✓)
- **2030 Goal 6: (Community Partnerships) :** Pursue, develop, & sustain collaborative partnerships (✓)

Curriculum

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?

Yes

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

To remove them from "active" status.

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

Please add any relevant documents here.

Credit for Prior Learning

Equity Related Professional Development Questions

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

Please see the attached spreadsheet.

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

Please see the attached spreadsheet.

3. What additional equity-related professional development/trainings do you seek to better support your area?

No additional equity-related professional development/trainings are needed at this time.

Please add any relevant documents here.

Assessment

Outcome Mastery

Date

03/18/2024

Observation

What did you notice?

Overall, for the Business, Management, Entrepreneurship, and Marketing courses through Fall 2023., the cumulative data for all completed course assessments shows that we are currently reaching mastery of 75%, or above in all courses assessed except Business 22 SLO #4 based on 59 assessments was 66.1% reaching mastery.

Our next lowest SLO was Business 20 - SLO #2 at 80.6% based on 31 assessments

Course(s)

Business 20- Business Mathematics, Business 22 - Managerial Communications.

SLO(s)

BUS 20 - SLO #2 - Explain, analyze, and apply quantitative methods to solve problems within business-related subject areas.

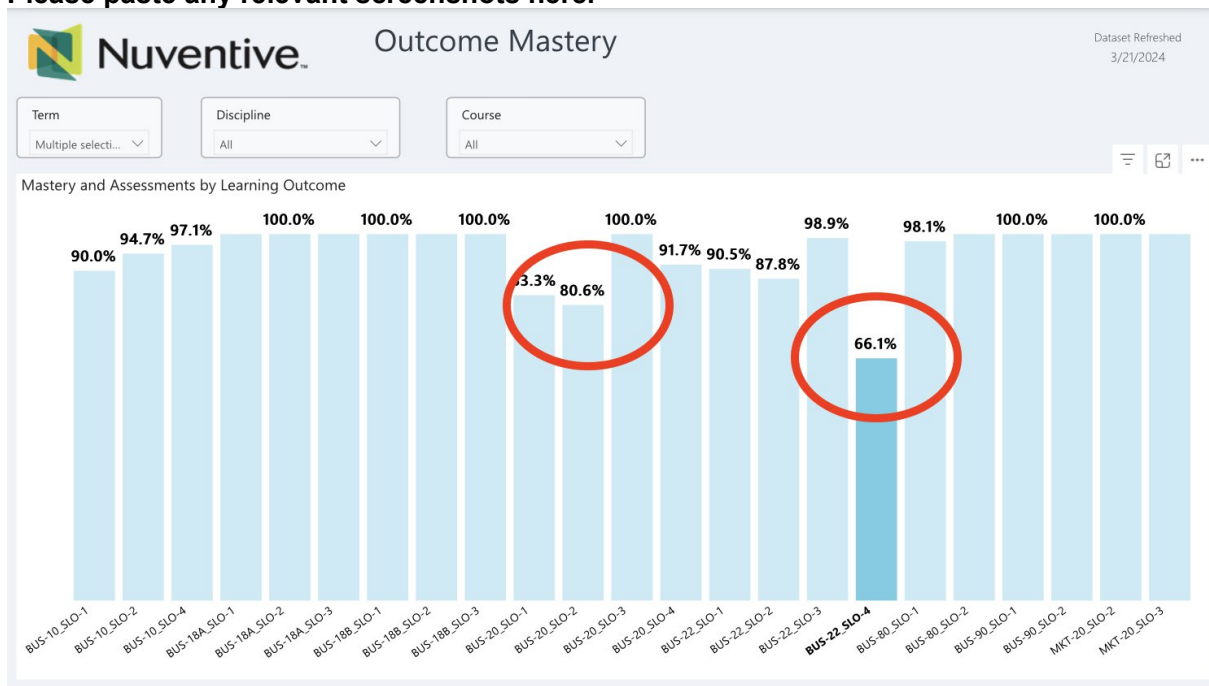
BUS 22 - SLO #4 - Evaluate diverse perspectives in management communications in an equity-based environment.

Discussion/Analysis

Business 20 - SLO #2 has historically been a challenge for students. Research shows that 2 of the 4 questions related to this SLO were significantly low, draining the other two questions that were above target. More instruction was added on this topic, and we saw a slight improvement. (07/18/2022) At this point, I think a new assessment method should be developed to verify that the continued problem is not the assessment itself.

Business 22 - SLO #4 has recently been added to this course over the past year and a half, and it's entirely possible that we inadvertently scored zeros for students who still need to complete the assessment(s) for this SLO.

Please paste any relevant screenshots here.



Please add any relevant documents here.

Assessment Mastery Over Time

Date
03/22/2024

Observation
What did you notice?

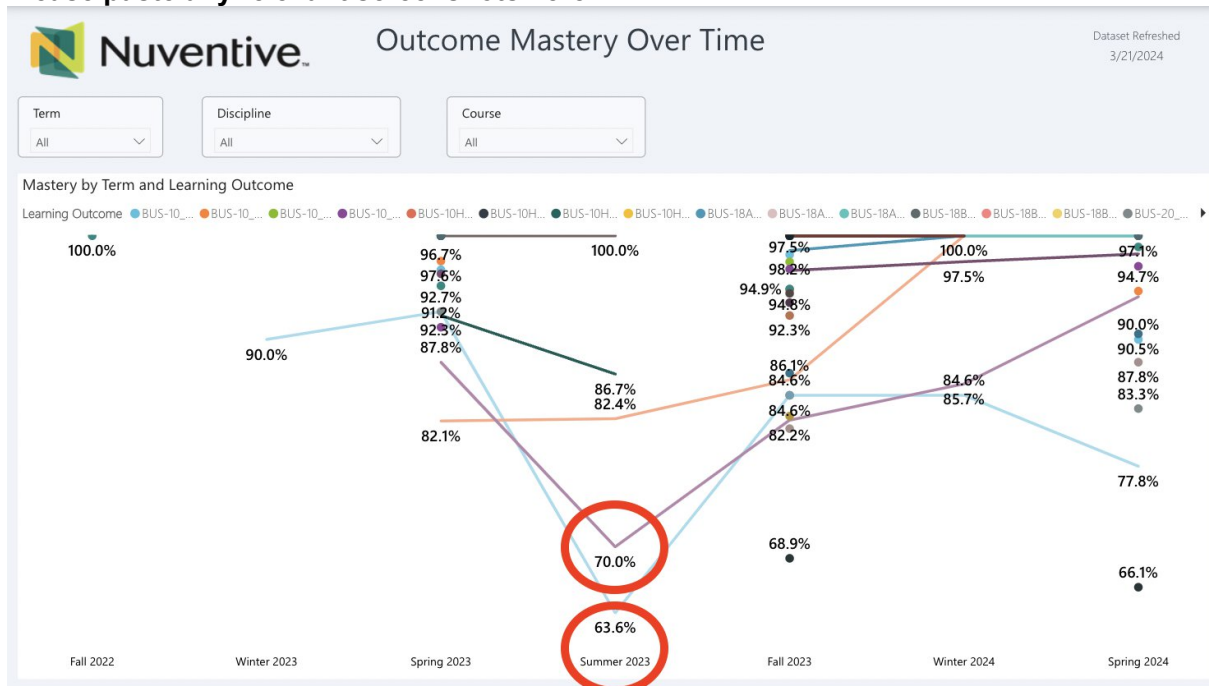
Mastery over time shows that saw a drop for SLO#2, and SLO#4 during the summer session 2023

Course(s)
Business 20 - Business Mathematics, Business 22 - Managerial Communications

SLO(s)
BUS 20 - SLO #2 Explain, analyze, and apply quantitative methods to solve problems within business-related subject areas.
BUS 22 - SLO #4 Evaluate diverse perspectives in management communications in an equity-based environment.

Discussion/Analysis
Obviously, this was during the summer session, which raises concerns that the accelerated pace may have a greater impact on student outcomes. Again, SLO #4 for managerial communications, since I have developed this SLO as well as adding it to my course, it was not even being assessed for a number of semesters, and then recently, an assignment was created to assess this SLO. Again, it's very possible that some students vertically scored zero and did not even take the assessment. More research needs to be done.

Please paste any relevant screenshots here.



Please add any relevant documents here.

Assessment

Outcome Mastery by Demographic

Date
03/22/2024

Observation

What did you notice?

Mastery By Demographics was strong in all age groups, gender, race/ethnicity with overall everything being above mastery.

The lowest data points we see in general are males at 94.1% and Hispanics at 93.6%. And the lowest age group being 40 to 49 at 91.7%

When disaggregated by a sepcific Gender:

Females: our lowest number for females falls to Hispanic women 92.9% meeting mastery, and over 50 with 89.5% reaching mastery.

Males: our lowest number for males falls to Filipino men 85.7% meeting mastery, between the ages of 35-39 with 84.5% reaching mastery.

Non-binary & Binary were both at 100%

The largest Gap that we have was filipino's between the age of 35-39 only 50% reached mastery, however after further review, this represented only 1 student, Overall Filipinos are at 94.1%.

Course(s)

No specific courses are present in this table

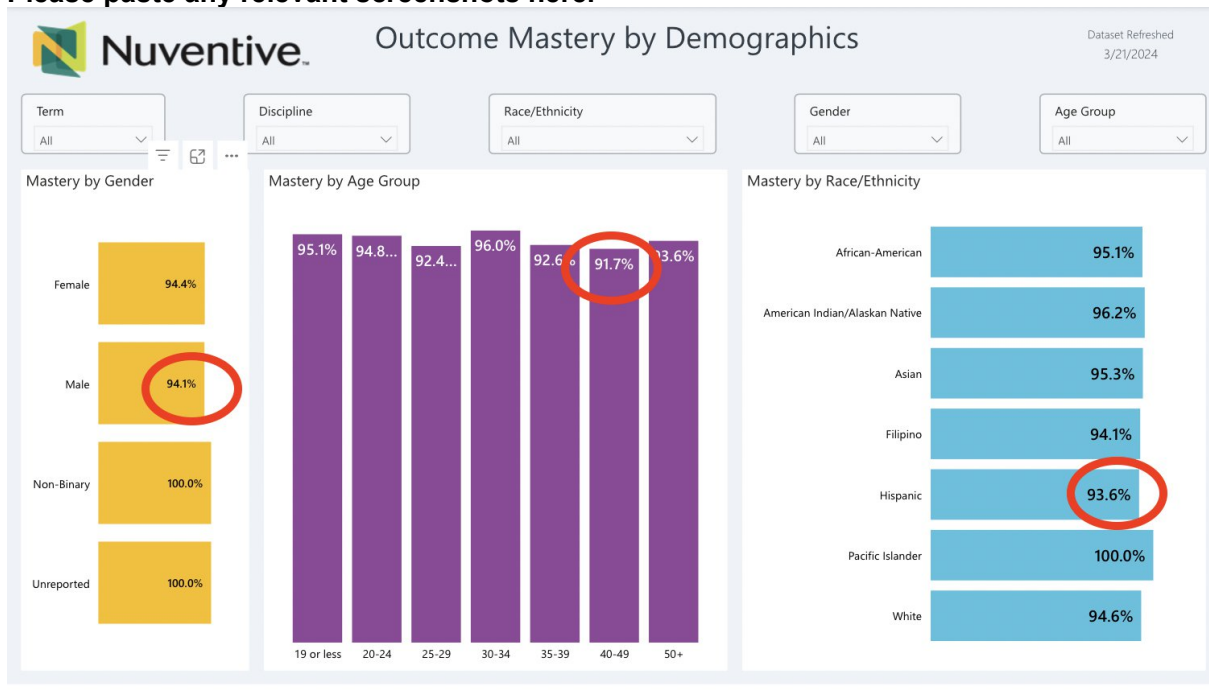
SLO(s)

No specefic SLOs are present

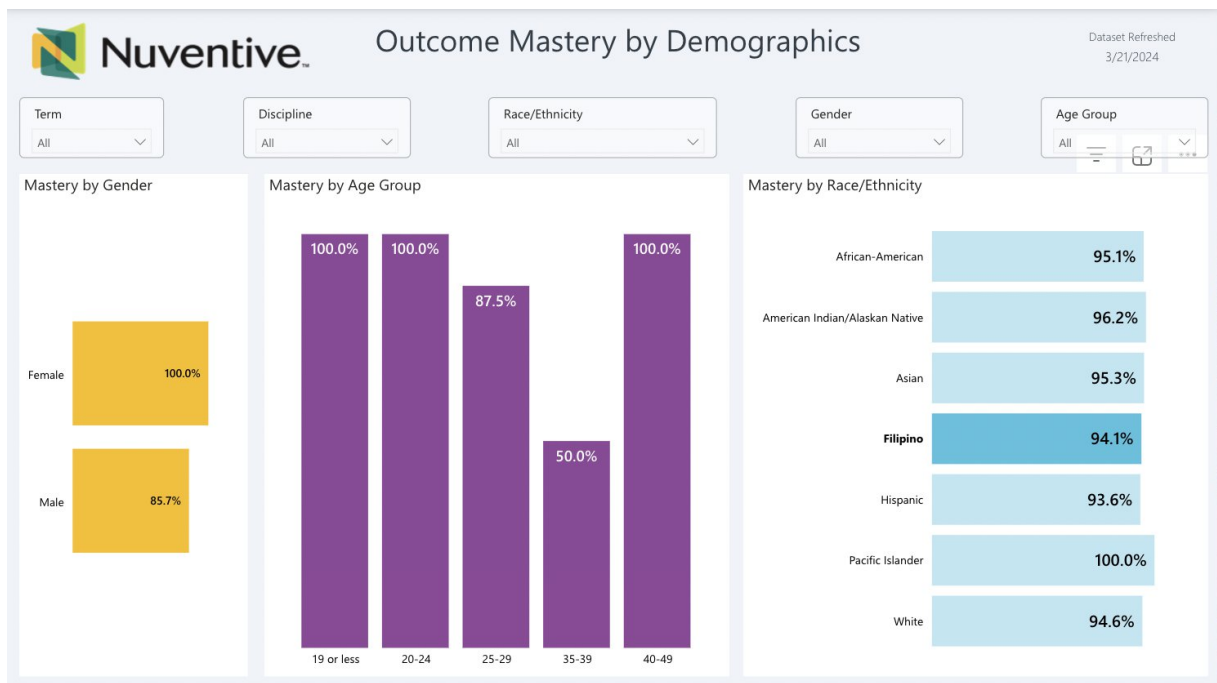
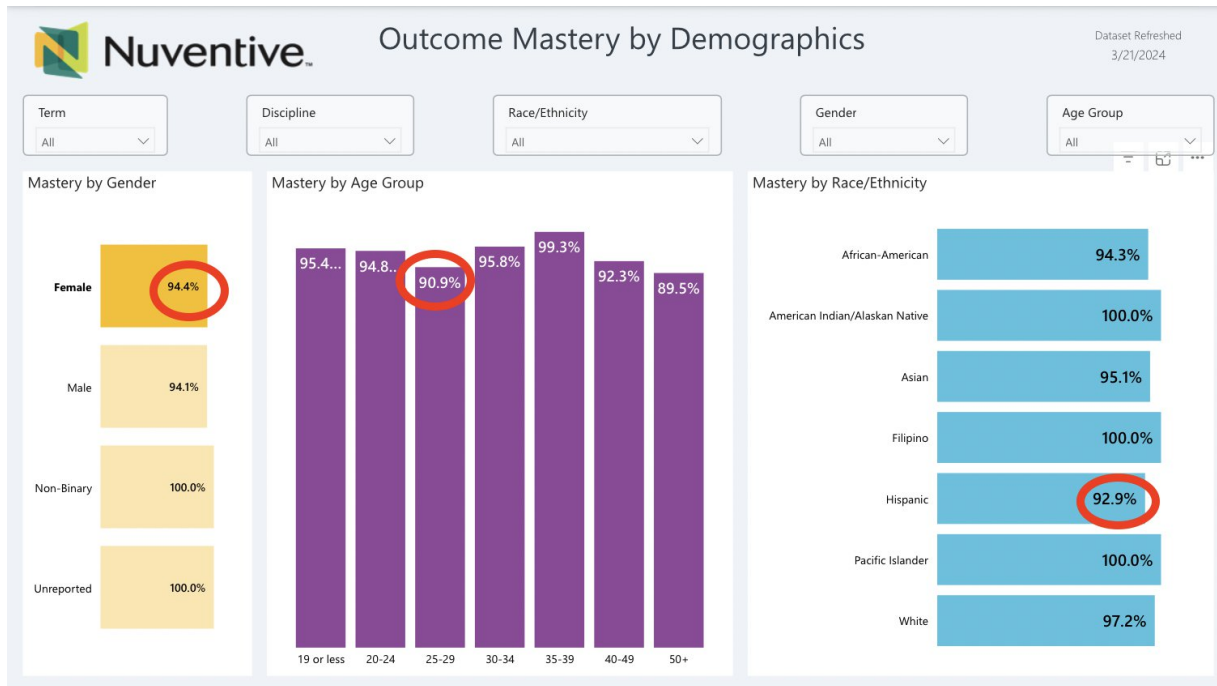
Discussion/Analysis

Overall we are not seeing any significant gaps in race, gender, or age. Our Lowest numbers are well above mastery.

Please paste any relevant screenshots here.



Assessment



Please add any relevant documents here.

Outcome Mastery by Declared Major

Date
03/22/2024

Assessment

Observation

What did you notice?

Outcome Mastery by declared major brought an interesting result; with once again all majors meeting a mastery level above 75%, except for the certificate for human resources was at 60% mastery. The next lowest Outcome Mastery by Declared Major was a general business certificate at 75%

From an ethnicity standpoint, Asians scored low, 50% mastery, in Logistics Management IGETC, Filipino Males scored low in the BA 2.0 CSUGE program, Hispanic males score low in the Certificate for human resources, white males scored low in mastery 50% in General business CSU transfer, and 66.7% in Accounting CSU transfer program.

Course(s)

BUS 10 - Introduction to Business, Business 22 - Managerial communications

SLO(s)

BUS 10 - SLO #1 - Identify, define, and explain the major functions of business organizations and how it operates in our society, including diverse and global environments, business ownership, management and leadership, financial resources, human resources, and marketing.

BUS 10 - SLO#4 - Evaluate diverse business perspectives and discuss the complexity of differing viewpoints in an equity-based environment

BUS22 - SLO#4 -Evaluate diverse perspectives in management communications in an equity-based environment.

BUS 20 - SLO#2- Explain, analyze, and apply quantitative methods to solve problems within business-related subject areas.

Discussion/Analysis

Upon further investigation these low numbers were linked to a few poor assessments in a Business 10 course (SLO #1 and SLO #4) it appears only one person selected the certificate and the assessment results were for the one student.

The concerns of Business 22 SLO#4 and Business 20 SLO#2 were addressed earlier in this assessment report.

Please paste any relevant screenshots here.

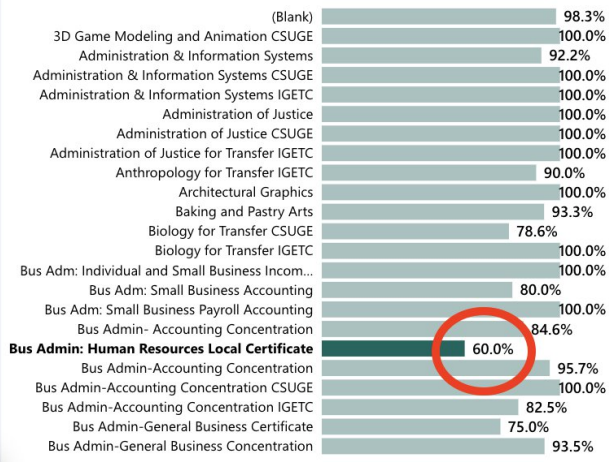


Outcome Mastery by Declared Major and Outcome

Dataset Refreshed
3/21/2024

Term: Multiple selectio...
Discipline: All
Declared Major: All

Mastery by Declared Major



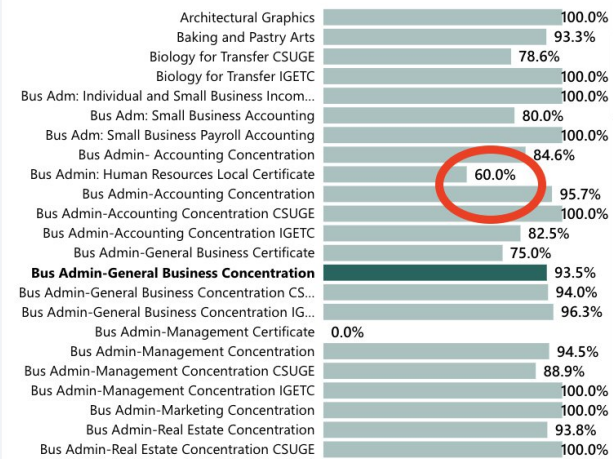
Mastery by Learning Outcome



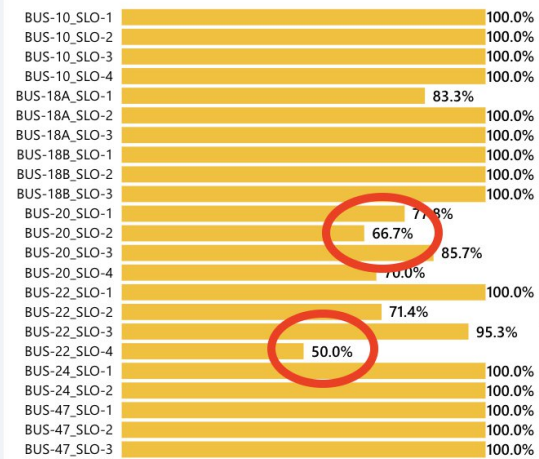
3/21/2024

Term: All
Discipline: All
Declared Major: All

Mastery by Declared Major



Mastery by Learning Outcome



Please add any relevant documents here.

Assessment

Resource Requests

IBIS World Database Access

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

Industry Research Database Access

\$ Amount Requested

8,000

Resource Type

ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request aligns with our EMP goal for student transformation. It also aligns with the School of Business and Management's strategic goal for continuous improvement of program/curricular offerings.

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

1

2025-26 Council Ranking

Mapping

Instructional: Business Administration, Management, and Marketing: *undefined*

- **Continuous Improvement:** Strategic Goal 1: Continuous Improvement of Program/Curricular Offerings. (✓)

Small 3D Printer

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

A desktop 3D printer to demonstrate rapid prototyping skills and expose students the value of design thinking methodologies.

\$ Amount Requested

800

Resource Type

ITEM: Equipment, Services, Software, Furniture

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Resource Requests

Student transformation: this equipment is needed for the continuous growth of the program. Rapid prototyping technologies are an emerging field. Our students need to be exposed to the technology so they can learn to employ them in their business ventures.

This request for my area is Priority #:

2

Is this request

New

For Administrative Use Only

Funding Status

No Action-Insufficient funding

Notes

Council Ranking

2

2025-26 Council Ranking

Mapping

Instructional: Business Administration, Management, and Marketing: undefined

- **Continuous Improvement:** Strategic Goal 1: Continuous Improvement of Program/Curricular Offerings. (✓)

Pathway to Law School

Resource Year

2026 Update

What resources do we already have?

None

What resources do you need?

Annual Membership Fee

\$ Amount Requested

5,000

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Supports law school pathway for Norco College students. College was accepted into the Pathway to Law School program in Fall 2025.

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Resource Requests

Faculty Professional Development Requests

Faculty Hiring Resource Requests

Program Review Reflections

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

Program review is meaningful to the School of Business and Management. We appreciate the use of curated dashboards to seamlessly provide access to the vital statistics about each of our courses. In the future, more information about the budget available for the procurement of equipment and materials would be helpful.

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

None

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

Office of institutional research has done an fantastic job providing much and very relevant data

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

Submission

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

Yes